



UNITED STATES HISTORY TO 1865

History 17A: Introduction to US History
Summer Session I MMXVI

MTWF 4:10-5:50 PM
Lecture Hall: Chemistry 179

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Overview

An introduction to the origins and early history of the United States from the colonial period through the end of the Civil War, this course surveys American history from a continental perspective that emphasizes the geographic and cultural diversity of the early American republic. Major themes include the lived experiences of indigenous peoples, European colonialism, social and political revolutions, origins of the American political system, the interplay of capitalism and slavery, religious awakenings, and the consequences of territorial expansion.

As an introductory course, we will emphasize basic historical literacy: critical reading of texts, evaluation of evidence, and effective historical writing. In addition to surveying the early history of the United States, this course will challenge you to develop transportable skillsets that will prepare you for success in both upper division history courses and your careers beyond the university.

BY THE END OF THIS COURSE, YOU WILL BE ABLE TO:

1. *M*ake arguments about the past by telling stories accountable to evidence.
2. *R*ead long form historical content critically and efficiently.
3. *W*rite clearly and communicate effectively about the past.
4. *L*ocate the origins contemporary social, cultural, and political debates in America's colonial and early republican past.
5. *D*evelop leadership skills that are applicable outside formal academic settings by investigating the experiences of diverse peoples who lived in the past.

Course Structure and Policies

Note: *This syllabus is subject to change. I will make every effort to notify you in advance about any changes.*

COURSE FORMAT

The class will meet for lectures on Mondays, Tuesday, Wednesdays, and Thursdays from 4:10-5:50 PM in Chemistry 179.

Each class meeting follows a two-part format. The first 50 minute block will be devoted to a narrative lecture followed by a short break. We will use the second 50 minute block for active learning through collaborative group activities. ***Your participation grade will be assessed based on your attendance of the lectures and quality of your contributions to group assignments.***

MINIMUM TIME COMMITMENTS

As a summer session course, we will be moving at an accelerated pace with a higher daily workload than a typical quarter length course. [University regulations](#) require 3 hours of preparation for every credit in which you are enrolled. In this course, you can expect **2-4 hours** of reading and writing to prepare for each class meeting. If you are spending more than 6 hours preparing for each class meeting, please seek help from the instructor.

ATTENDANCE

The onus of success lies with you. By enrolling in this course you accept a few basic responsibilities. Be in class on the appointed day, at the appropriate hour. Although we sympathize with the many complications facing college students of the twenty-first century, you chose to take this class and, in doing so, to meet the requirements of attendance and promptness. Because participation is contingent on attendance, it is not possible to make up participation.

ACADEMIC HONESTY

Take pride in your own or do not bother to take this class as you will derive no benefit. You must turn in your work and only your own work. Cases of [plagiarism](#) or other cheating will go to [Student Judicial Affairs](#). Plagiarized or otherwise ethically compromised work will earn a penalty grade of zero for the work itself and may earn an F for the course.

COURSE COMMUNICATION

E-MAIL

We will conduct all official class business via e-mail. I will respond to all e-mails within twenty-four hours. If you e-mail me at noon on a Monday, you may reasonably expect a response from me before 11:59 AM on Tuesday. If you send me a panicked e-mail at 3:00 AM the day an assignment is due, there is no guarantee that I will answer your urgent queries. I will use Canvas to send you e-mail notifications about the course.

SOCIAL MEDIA

We will use Twitter as our course social media platform for general questions and for group assignments. You are encouraged to follow your classmates and me on Twitter. Please do not send friend requests on Facebook to the instructor.

TEXT MESSAGES

Canvas allows you the option of receiving course updates via text message. You may activate these settings for your convenience. While I recognize that most undergraduate students prefer text to e-mail, for logistical and privacy concerns, please **do not** communicate with the instructor or teaching assistant via text message. All official course communications must take place via e-mail.



EDUCATIONAL TECHNOLOGY

CANVAS

This syllabus and other course materials can be found online through Canvas, the new UC Davis learning management system (LMS). We will use Canvas instead of Smartsite, which will be phased out during the 2016-2017 academic year. You will use Canvas to complete all weekly reading assessments and submit papers.

PERSONAL ELECTRONICS

You are encouraged to bring at least one internet enabled device to class--smartphone, laptop, or tablet. Lectures will be strictly “unplugged,” meaning that you may not use an electronic device to take notes unless you receive special accommodations from the Student Disability Center (see Inclusivity). However, you will need internet enabled electronics during the active learning portion of our class meeting in order to complete group assignments.

PODCASTING AND RECORDING POLICY

We will record and podcast all lectures and post them on Canvas for your reference. Because the teaching staff will be providing high quality recordings of all lectures, you may **not** record or electronically capture any portion of the lectures without special accommodations from the Student Disability Center or prior consent of the instructor.



COLLABORATIVE LEARNING

WORKING GROUPS

Each of us brings different strengths, areas of expertise, and perspectives to this class. Teamwork helps us overcome our individual limitations by marshaling our collective talents to meet a larger goal. Our classroom activities will be collaborative. We will organize ourselves into permanent working groups of 3-4 members on our second-class meeting. All in-class activities will be evaluated on a group basis.

We cannot afford “free riders.” Too often, the burden of group work falls on a handful of diligent individuals. If group members feel an individual does not make a substantive contribution to class assignments, inform your instructor immediately as no credit can be awarded to people who do not earn it.

INDIVIDUAL RESPONSIBILITIES

Each group of four will have an organized division of labor. You will be assigned a role based on your preference, personal learning goals, and individual skillset. Once your role is assigned, you will require approval from all members of your group and your instructor to change it.

Group Coordinator

A leadership opportunity, the coordinator will ensure that all group assignments are completed in a timely and efficient manner. Group coordinator will communicate issues with the teaching staff, manage shared Google documents in Canvas, and ensure that each member contributes equally to all group activities.

Spokesperson

The lead communications role, the spokesperson must be comfortable giving brief presentations in a large lecture hall and in online forums. This role is ideal for people who enjoy debating and storytelling or for learners who want to overcome shyness and develop their oral communications skills.

Lead Investigator

An ideal role for students looking to develop their research skills, many group activities will involve using online collections of primary sources. The lead researcher will be responsible for coordinating the gathering and organizing research materials for group activities and class debates.

Editor

For students who have a careful eye or need extra practice on their English language skills, the editor will be responsible for ensuring that all group writing assignments are clearly written and comply with the writing guide.



INCLUSIVITY

Diversity

We recognize and affirm that we are a diverse community of learners. Each of us comes to this class with particular skills, experiences, and knowledge that adds value to our community. Our classroom is a safe environment for engaging and debating contentious--and often painful--topics related to the early history of the United States. We will strive to create a learning space where all voices and perspectives are welcome, using the [UC Davis Principles of Community](#) to guide our classroom discussions and debates.

Disabilities

We will make accommodations for any students with disabilities as requested by the [Student Disability Center](#) (SDC). Only SDC can determine eligibility for accommodations and what accommodations are appropriate. If you think you may need such an accommodation, please contact SDC as soon as possible so that we can make appropriate arrangements.

Emergencies

If you have any problem that interferes with your work in this course please consult the instructor immediately. In the event of an illness, a death in your family, or other personal crisis, we will be sympathetic and flexible in adjusting due dates and providing extra help but only if you alert us immediately and in advance of a due date. You must provide appropriate, written documentation for any illness that interferes with your work.

ESL Learners

We understand the unique challenges facing students who do not speak or write in English as their first language, especially in a US History class where we engage primary sources using arcane forms of the English language. In addition to coming to my office hours to get an early start on written assignments, please take advantage of the campus resource for international students at the Student Success Center: <http://success.ucdavis.edu/academic/writing.html>

While we will strive to make our classroom an inclusive space for all learners, the onus for seeking out extra help and devoting extra time to completing assignments lies with you.



GENERAL EDUCATION REQUIREMENTS

American Cultures, Governance, History

The objective of this core literacy is to prepare students to take up the responsibilities and demands of citizenship in an increasingly interconnected and diverse nation. This course provides students with an essential understanding of the encounters between indigenous peoples and Euro-American newcomers, origins of the American constitutional system, rise of partisan politics, and the sectional crisis leading up to the Civil War and the abolition of slavery.

Arts and Humanities

Courses in this area provide students with knowledge of significant intellectual traditions, cultural achievements, and historical processes. As an introductory course, we will emphasize the higher order critical thinking skills that will help students become successful in upper division arts and humanities courses. This course provides students with an understanding of Early American creative expression through the study of the art, music, and material culture which has shaped how the American people have told the story of their national founding. Additionally, this course will examine contemporary artistic performances of the American founding in order to investigate how representations of American history shape our perceptions of the past.

Domestic Diversity

To meet this requirement courses must fully integrate a consideration of patterned differences that characterize human populations as they determine issues pertinent to US cultures, governance, or history. This course will emphasize the interconnected histories and cultures of indigenous peoples, migrations of diverse Europeans and culturally distinct patterns of settlement, the rise and fall of the “peculiar institution” of African American slavery, conquest and integration of Hispanic and *mestizo* populations into the expanding United States, and interrogate social constructions of race and gender in the early American republic. The capstone paper will investigate the early history of California from the perspective of women (see Assessments).

Social Sciences

Courses in this area provide students with knowledge of the individual, social, political, and economic activities of people. This course focuses on the project of creating an American nation, with attention to the rise of national political and economic institutions. This course will encourage students to consider how the American founding, the rise of capitalism, and the expansion of American democracy all continue to shape daily life in our own time.

Writing Experience

For a course to meet this requirement, [university policy states](#) that student must be assessed on a minimum of 10 pages of writing for course worth 2 or more credits. Historical writing remains a [highly valued](#) transportable skillset that will help you achieve your personal and professional goals beyond the university. Aside from historians, physicians, lawyers, entrepreneurs, and scientists all must communicate clearly and concisely about the past in order to make informed arguments about future. This course will provide students with multiple opportunities to receive feedback their writing through weekly high impact/low stakes assessments. We will use Alan Taylor's *Undergraduate Writing Guide* as the rubric for all writing assignments (posted on Canvas). Criteria for evaluating student writing are explained in depth in the writing guide (see also, Assessments).



READINGS

We will work to develop your critical reading and analytical skills. Readings from the textbooks and monographs are an essential component of this course. During this class, we will practice strategies that will teach you to read longform content effectively and more quickly. Most of the books are available on multiple platforms--paperback, digital, and audio. You are encouraged to select a platform that best suits your particular learning style and budget.

Textbooks

Required for weekly reading assessments.

Paul S. Boyer, *American History: A Very Short Introduction* (New York: Oxford University Press, 2012)

Available Platforms: paperback, digital e-book, audiobook

Alan Taylor, *Colonial America: A Very Short Introduction* (New York: Oxford University Press, 2012).

Available Platforms: paperback, digital e-book

In-Depth Explorations

*Each week, you will have an opportunity to read deeply about a particular historical subject related to this course. You have the **option to choose 3** of these titles for weekly writing opportunities and class activities. You are not required to purchase all of these books.*

William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England* (ISBN-13: 978-0809016341)

Available Platforms: paperback

Paul E. Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America* (ISBN-13: 978-0199892495)
Available Platforms: paperback, digital e-book, audiobook

Lin-Manuel Miranda and Jeremy McCarter, *Hamilton: The Revolution* (ISBN-13: 978-1455539741)
Available Platforms: hardcover, digital e-book, audiobook

Andrés Reséndez, *A Land So Strange: The Epic Journey of Cabeza de Vaca* (ISBN-13: 978-0465068418)
Available Platforms: paperback, digital e-book, audiobook

Clarence Walker Jr., *Mongrel Nation: The America Begotten by Thomas Jefferson and Sally Hemings* (ISBN-13: 978-0813927787)
Available Platforms: paperback, digital e-book

Primary Sources

Required for the final capstone assignment and on reserve at Shields Library.

Rose Marie Beebe and Robert M. Senkewicz, trans, *Testimonios: Early California through the Eyes of Women, 1815-1848* (ISBN-13: 978-0806148724)
Available Platforms: Paperback, digital e-book

Course Calendar



Week 1: ENCOUNTERS

Learning Outcomes

Historical Content: Assess the changes to Native American and European societies and cultures as a consequence of their initial encounters and sustained colonialism.

Historical Literacy Skills: Differentiate between primary and secondary source evidence. Operationalize empirical evidence to support a historical argument.

Applications: Explain how the legacy of colonialism continues to affect the United States in the twenty-first century, with attention to the struggles of indigenous peoples and racialized minorities.

Lectures	Readings	Assignments
<ul style="list-style-type: none"> ✦ Monday June, 20: Introductions ✦ Tuesday, June 21: Origins ✦ Wednesday, June 22: The “Other Slavery” ✦ Thursday, June 23: Native New Worlds 	<p>Textbook: Taylor, pgs. 1-50</p> <p>In-Depth Exploration: Reséndez, <i>A Land So Strange</i></p>	<ul style="list-style-type: none"> ✦ Welcome Survey (due Monday, June 20 at 12:59 PM) ✦ Reading Assessment (due Thursday June 22, 4:00 PM) ✦ Writing Guide Quiz (in-class Wednesday June 22) ✦ Writing Opportunity #1 (due Friday, June 24, 5:59 PM)

Week 2: COLONIES

Learning Outcomes

Historical Content: Compare the environmental and social effects of settler colonialism, resource extraction colonialism, and plantation colonialism in the seventeenth and eighteenth century.

Historical Literacy Skills: Situate people and events in a wider geopolitical context in North America through digital mapping.

Applications: Identify long term environmental change over time.

Lectures	Readings	Assignments
<ul style="list-style-type: none"> ✦ Monday, June 27: Plantations ✦ Tuesday, June 28: Settler Colonies ✦ Wednesday, June 29: Borderlands ✦ Thursday, June 30: “It’s Good To Be the King” 	<p>Textbook: Taylor, pgs. 51-125</p> <p>In-Depth Exploration: Cronon, <i>Changes in the Land</i></p>	<ul style="list-style-type: none"> ✦ Reading Assessment (due Monday June 27, 4:00 PM) ✦ Writing Opportunity #2 (due Friday, July 1, 5:59 PM) ✦ 24, 5:59 PM)

Week 3: REVOLUTIONS

Learning Outcomes

Historical Content: Analyze the causes and global consequences of the American Revolution.

Historical Literacy Skills: Differentiate between historical facts and founding mythologies in the documentary record.

Applications: Evaluate contemporary, popular representations of the American Revolution against empirical historical evidence.

Lectures	Readings	Assignments
<ul style="list-style-type: none">Monday, July 4: INDEPENDENCE DAY (no class)Tuesday, July 5: “Let Tyrants Shake Their Iron Rod”Wednesday, July 6: “Sit Down, John”Thursday, July 7: “The World Turned Upside Down”	<p>Textbook: Boyer, pgs. 1-30</p> <p>In-Depth Exploration:</p> <p>Miranda and McCarter, <i>Hamilton the Revolution</i></p> <p>Miranda, “Hamilton: An American Musical” (links available on Canvas)</p>	<ul style="list-style-type: none">Reading Assessment (due Monday July 4, 4:00 PM)Writing Opportunity #3 (due Friday, July 8, 5:59 PM)

Week 4: REPUBLIC

Learning Outcomes

Historical Content: Debate the interplay of race, class, and gender in the framing of the US Constitution and its effects on the early American Republic.

Historical Literacy Skills: Investigate how and why historical archives can silence the past.

Applications: Explain why and how the original framing of the US Constitution and origins of the American two party system shapes electoral politics in our own time.

Lectures	Readings	Assignments
<ul style="list-style-type: none"> ✦ Monday, July 11: Constitution ✦ Tuesday, July 12: Federalists vs. Republicans ✦ Wednesday, July 13: Empire of Liberty ✦ Thursday, July 14: Civil Wars of 1812 	<p>Textbook: Boyer, pgs. 30-44</p> <p>In-Depth Exploration: Walker, <i>Mongrel Nation</i></p>	<ul style="list-style-type: none"> ✦ Reading Assessment (due Monday July 11, 4:00 PM) ✦ Writing Opportunity #4 (due Friday, July 15, 5:59 PM)

Week 5: EMPIRE

Learning Outcomes

Historical Content: Explain the changes capitalism and democracy brought to the lives of the American people in the early republic. Identify the “winners” and “losers” of the market revolution in the United States.

Historical Literacy Skills: Differentiate between “History,” and “Historiography” and explain why historians differ in their interpretation of the past.

Applications: Predict how rapid technological and economic change in our own time might be interpreted by historians living 100 years from now.

Lectures	Readings	Assignments
<ul style="list-style-type: none"> ✦ Monday, July 18: Internal Enemies ✦ Tuesday, July 19: Dirty Politics ✦ Wednesday, July 20: Awakenings ✦ Thursday, July 21: Cotton Empires 	<p>Textbook: Boyer, 45-60</p> <p>In-Depth Exploration: Johnson and Wilentz, <i>Kingdom of Matthias</i></p>	<ul style="list-style-type: none"> ✦ Reading Assessment (due Monday July 18, 4:00 PM) ✦ Writing Opportunity #5 (due Friday, July 22, 5:59 PM)

Week 6: CRISES

Learning Outcomes

Historical Content: Assess the relationship between the rapid territorial growth of the United States, Native American dispossession, and expansion of slavery and its effects on sectional politics in the years leading up to the Civil War.

Historical Literacy Skills: Write an analytical historical narrative accountable to primary sources.

Applications: Identify sectional divides in social and cultural controversies in our own time.

Lectures	Readings	Assignments
<ul style="list-style-type: none">✦ Monday, July 25: A Line in the Sand✦ Tuesday, July 26: Gold Rushes✦ Wednesday, July 27: Sectional Crisis✦ Thursday, July 28: Rebellion	Beebe and Senkewicz, pgs. xv-320.	Final Capstone Assignment (due Friday, July 29, 5:59 PM)

Assessments

Your final grade will be calculated on the basis of:

1. Online mini-assessments (10%)
2. Participation and in-class group activities (30%)
3. Three short 350-500 word writing opportunities (30%)
4. 1250-1500 word capstone paper (30%)



1. READING ASSESSMENTS (10%)

Each week will begin with a mini-quiz that will ask you to operationalize key concepts from the readings. Assessments are cumulative and will be based on the **Taylor** and **Boyer** readings exclusively. All of these online assessments are open book/open notes and will prepare you to participate in the lectures and activities in the week ahead. With the exception of week 1, **assessments must be completed by 4:00 PM on Monday.**

In addition to the reading assessments, we will also have an in-class quiz based on the Writing Guide on Wednesday, June 22.

2. PARTICIPATION AND COLLABORATIVE GROUP ACTIVITIES (30%)

History is inherently participatory--we do history by researching, debating, and interrogating the past. We will break into smaller working groups during the second half our regular class meetings for project-based learning activities. Daily class activities will be posted on Canvas.

3. WEEKLY WRITING OPPORTUNITIES (30%)

Each week, you will have the opportunity to develop your writing skills and engage the readings for the week in a short 350-500 word paper. In order to pass this class, you **must write for 3 out of the 5** weekly opportunities. You may chose to write for all five weekly opportunities and we will count only the three highest scores toward your grade.

Paper prompts will be posted on Canvas each week which will ask you to engage one or more of the assigned readings. **Weekly writing assignments must be uploaded to Canvas on Fridays at 5:59 PM.**

4. CAPSTONE PAPER (30%)

As a final project, you will write an extended paper that engages primary source documents in Rose Marie Beebe and Robert M. Senkewicz, trans., *Testimonios: Early California through the Eyes of Women, 1815-1848*. Your capstone paper will be your opportunity to demonstrate your ability to make arguments about the past by telling stories accountable to primary source evidence. The prompt will be made available on Canvas on Sunday, July 24. Final capstone paper must be uploaded to Canvas no later than 4:59 PM on Friday, July 29.



EVALUATION CRITERIA

Group Activities

All students will begin the quarter with an “A” for participation. It is your collective responsibility for maintaining or losing that “A.” All group activities will be evaluated on following scale:

✓+	Exceptional work, worthy of an additional 5 points.
✓	Work shows satisfactory group effort and maintains an “A” for daily participation.
✓-	Unsatisfactory or incomplete work, -5 point deduction from daily participation grade.
0	Any unsubmitted or plagiarized assignment.

Analytics

Letter grades are analytical data used to measure your mastery of specific learning objectives and identify areas of improvement. Grades are not the definitive metric of your overall historical aptitude. We do not believe in grade inflation or using your grades as punishment. Moreover, we will not manipulate your grades to fit an idealized distribution curve. Good quality work will always merit a good grade. All major assignments will come with a more specific rubric to guide your efforts, but this scale will give you a general sense of what “A” or “B” level work looks like in a lower division history class.

A+	97.00 – 100 %	Exceptionally high quality work worthy of a professional scholar. Student work at this level has a certain “je ne sais quoi” or “wow factor” that cannot be adequately defined here. Achieving grades this high is a difficult proposition even for the most dedicated student.
A	96.99 – 94.00 %	Attainable through hard work, careful attention to historical details, and clear presentation of original ideas. The student deploys historical arguments accountable to well chosen evidence and communicates ideas in a highly polished, professional manner. While challenging to achieve, an “A” is reasonably attainable for anyone willing to work for it.
A-	93.99 – 90.00 %	Student work meets most of the criteria for “A” level work, with minor flaws or imperfections in an otherwise excellent final product.
B+	89.99 – 87.00 %	Good, solid work that reflects a firm grasp on the course content. Student work at this level meets most of the criteria for “A” level works, but leaves room for improvement in one or more core area.
B	86.99 – 84.00 %	Most students can complete work at this level by keeping up with the readings, attending lectures, and meeting the basic requirements of class activities. “B” level work is a reasonable, achievable goal for beginners.
B-	83.99 – 80.00 %	Satisfactory work, but lacking in originality or nuance. Work at this level may have a few errors, but adequately meets learning objectives demonstrates a basic grasp of course content.
C+	79.99 – 77.00 %	Acceptable but mediocre work with one or more major flaws.
C	76.99 – 74.00 %	Students who frequently miss lectures, do not prepare the readings, and do the bare minimum on assignments can expect to perform at this level.
C-	73.99 – 70.00 %	The student managed to turn in the assignment, put his or her name on the paper, and even present a correct answer or two. If you aspire to do work at this level, you will probably come up short.
D range	69.99 – 60 %	Something has gone wrong, but there is an opportunity to learn from mistakes. Students receiving grades at this level should waste no time in coming to my office hours so we can get you back on the right track.

F	59.99% or below	Something has gone <u>catastrophically</u> wrong. Seek out help immediately or drop the course while there is still time.
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Adjusting Grades

No system of evaluation is free from human or mechanical errors. If you believe you should have received a different grade on a given assignment, please:

1. Write a letter making a case for why you should have received a different grade
2. Email this letter to the instructor
3. Come to office hours to discuss the grade in light of your letter

Keep in mind that if your assignment merits a re-grading, the resulting new grade may be lower than the one you originally received.