

Aug 24, 2023

DEPARTMENT OF HISTORY
THE UNIVERSITY OF NEW HAMPSHIRE

History 405
Fall 2024
M-W 10:10-11 am
Horton 210

Professor Eliga Gould
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Office: Horton 419
Office Hours: M 2-3 pm, W 2-3 pm,
and by appointment

Teaching Assistants: James Cornelius, Lillian Young, and Yiqi Zhang

The History of Early America — Discovery HP Attribute

This course explores the history of America from the first English settlements in the early 1600s to the Civil War and its immediate aftermath. We will explore a number of crucial issues in American history, including the impact of European colonization on the native peoples of North America, the significance of slavery in American history, and the changing social and economic condition of ordinary men and women. We will also discuss the American Revolution and the Civil War and the various ways in which those two great events influenced the political, economic, and social history of the United States.

Learning Outcomes. Upon successfully completing this course, students will be able to:

- Build historical knowledge, methods, and narratives.
- Recognize the provisional nature of knowledge, the disciplinary preference for complexity, and the comfort with ambiguity that history requires.
- Use historical perspective as central to active citizenship.

Assigned Readings. (E-book purchased from the UNH Bookstore (Barnes and Noble); paperback available for additional fee from the bookstore.)

Nancy Hewitt and Steven Lawson, *Exploring American Histories*, 4th edition, vol. 1 [hereafter *EAH*], available as an e-book or paperback. Regardless of whether you purchase the paperback, all students in HIST 405 must purchase the e-book, which includes Macmillan Achieve.

Note about Macmillan Achieve and Canvas

The textbook in this course is Hewitt and Lawson, *Exploring American Histories* (listed as *EAH* in the course outline below). Everyone needs to have the e-book, which includes Achieve, MacMillan's proprietary web portal. In addition to the e-book version of *EAH*, Achieve contains the auxiliary reading assignments for class discussions and response papers, and the weekly LearningCurve assessments (indicated by LC in the course outline). If you would like, you can also purchase a paper copy of *EAH* for an additional cost from the UNH Bookstore and Durham Book Exchange.

IMPORTANT: Access to Achieve is through the HIST 405 Canvas website. Before the first lecture, everyone should register for Achieve and connect it to Canvas website. Instructions can be found in item 1 on the HIST 405 Canvas Home page.

Course Requirements

As the syllabus indicates, this course involves a substantial amount of reading. You are expected to complete weekly reading assignments no later than Tuesday. The readings provide background both for the course lectures and for discussions during weekly section meetings. You are also expected to participate actively in discussions section. Attendance at both the lectures and section meetings is mandatory, and it is your responsibility to find out what occurred in any class you miss. You must also complete all assignments in order to pass the course.

Grades. The Teaching Assistants and I will determine your grade using the following scale:

Class participation	10%
Quizzes	10%
Response Paper	10%
Research Essay	20%
Midterm Exam	20%
Final Exam	30%

Class Participation, Quizzes, and Discussion Questions

Class Participation is based on attendance in lecture and discussion lab/section, participation in weekly section meetings, the 2-minute reports in section on your Response Paper and Research Essay (explained below), the in-class writing project (also explained below), and LearningCurve (ditto). In order to do well in Class Participation, come to section having done all the reading and prepared to discuss the assignments in a constructive manner. Anyone who misses lectures or section meetings repeatedly will be penalized, and anyone who stops attending completely may fail the course.

Every Tuesday, you must complete a LearningCurve online reading comprehension assessment (LC in the course outline below) for each chapter from the Achieve/EAH website. To access LC, click the link in the Weekly Assignments tab under Modules on the HIST 405 Canvas site. The LearningCurve assessment poses a series of multiple choice questions that test reading comprehension. You keep taking the assessment until you have compiled 600 points. Assessments must be completed by midnight on Tuesday evening. Some weeks have two chapters. When that happens, you must take the LC assessments for both chapters. LC assessments count as part of Class Participation.

Most weeks, there will be a short quiz. (See Course Schedule.) These are designed to test you on how well you comprehended the assigned reading for that week. Your grade for this portion of the course will be based on the average of your 10 best scores (out of a total of 12 quizzes).

Writing Assignments and Presentations

Writing effectively is one of the most important skills that you need to learn while you are at UNH. Regardless of what they do for a living, people who know how to write clearly tend to out-perform workers who lack that skill. In today's social media-dominated world, being able to write is also a crucial part of daily interaction. To help you improve your writing skills, HIST 405 has three assignments:

- (a) **Response Paper:** Everyone must write a Response Paper of 2-3 typed, double-spaced pages on the assigned reading for one week. Although you may draw on the *EAH* textbook, you should focus on the reading flagged as "Response Papers" in the Weekly Assignments on Canvas. You may not use sources from the Web. All papers should be uploaded on Canvas before the class when they are due. Late papers will be penalized a third of a grade per calendar day, including weekends. On the day your paper is due, you will make a brief, 2-minute presentation to the students in your section. TAs will circulate a sign-up sheet during your first section meeting of the semester. Each student must sign up for one slot. If you need to change your slot, you should contact your Teaching Assistant no later than a week beforehand.
- (b) **Research Essay:** During two sections immediately after the midterm, you will "visit" the Massachusetts Historical Society in Boston remotely for a project about Blacks and the end of slavery in Massachusetts, and write a short Research Essay of no more than 4 pages based on the research that you did. Research Essays are due on Nov. 2. You will also make a brief, 2-minute report to your section on what you found in your research. (See Course Schedule for details about the Research Essay.)
- (c) **Extra Credit Rewrite:** During the final weeks of the semester, you will have an opportunity to revise your Response Paper or your Research Essay. If you are willing to do a little more work, you may submit that re-write for extra credit, following instructions that I will post in the Syllabus folder on Canvas.

Midterm and Final Exams

There will be a midterm exam on the day indicated in the Course Schedule, and a final exam during the regularly scheduled time in the UNH *Time and Room Schedule*. For students with conflicts, there will be an alternate final exam during the time indicated in the course outline below. All exams will be taken with the Canvas Quiz Tool and will consist of a combination of short identification questions and longer essays, all based on the material covered to date.

Academic Honesty, including AI/ChatGPT

With both the written work and the exams, please be very careful to submit work that is the product your individual effort, and yours alone. Look over the section on Academic Honesty in the UNH Student Handbook. The relevant pages are at this link: [Academic Honesty](#). Anyone who submits work that was written by someone else — or who incorporates the work of other students or authors without making the appropriate acknowledgment — will automatically fail the particular assignment and, if the violation is serious enough, may be in danger of failing the course altogether, and/or face expulsion from the University.

Using Artificial Intelligence software, including ChatGPT and similar programs, for course written work is not permitted and will be treated as a violation of the course and university Academic Honesty policy. The Canvas module where students submit Response Papers and Research Essays has the ability to scan for work written using artificial intelligence software and will flag it accordingly. If you have any questions about AI or any other part of the Academic Honesty policy, please speak with Professor Gould or your Teaching Assistant.

Office Hours

You will inevitably have questions both about the material covered in the readings, lectures and discussion sections, and about the overall requirements. When you have questions, please see either your Teaching Assistant or Prof. Gould during our office hours. Office hours will be in person or on Zoom, which you access using the links on posted on Canvas. If you cannot make the scheduled office hours, please set up an appointment so we can meet at another time.

Course Schedule

Week 1 — Getting Started

Aug 26 Introduction
Reading: Achieve: Welcome to Achieve for Exploring American Histories, 4th Edition; [Response Paper Guidelines](#) (in Syllabus folder on Canvas)

Section (8/28, 8/29 and 8/30): Introductions, sign up for one response paper and oral presentation.

Week 2 — First Encounters

Aug 28 The Americas in 1600
Sep 2 NO CLASS — LABOR DAY
Sep 4 English Exploration

Reading: *EAH*, ch. 1, complete LearningCurve assessment by Sep 3; Achieve: “Guide to Analyzing Primary Sources,” “Indian and Spanish Encounters in the Americas” (Primary Source Project 1).
Response Papers: “Spanish and Indian Encounters”

Section (9/4, 9/5, and 9/6): Quiz 1, presentation (if scheduled), discuss “Spanish and Indian Encounters”

Week 3 — The Chesapeake

Sep 9 The Old Dominion
Sep 11 The Rise of Slavery

Reading: *EAH*, ch. 2 and 3, complete LC by Sep 10; Achieve: “Tobacco and Slaves (PSP 3);” ["Anthony and Mary Johnson -- A Free African Family," National Park Service \(NPS\)](#).
Response Papers: “Tobacco and Slaves”

Section (9/11, 9/12, and 13): Quiz 2, presentation (if scheduled), discuss “Tobacco and Slaves”

Week 4 — New England

Sep 16 Massachusetts Bay Colony
Sep 18 Colonial Women and the Family

Reading: Achieve: “Comparing Va. and Mass. Bay Colonies” (Thinking through Sources [TS] 2) and “Trial of Anne Hutchinson.”
Response Papers: “Trial of Hutchinson”

Section (9/18, 9/19 and 9/20): Quiz 3, presentation (if scheduled), discuss “Trial of Hutchinson”

Week 5 — An Imperial World

Sep 23 The British Empire in 1714
Sep 25 The Refinement of America

Reading: *EAH*, chs. 4, complete LC by Sep 24; Achieve: “Awakening Religious Tensions” (PSP 4) and “A New Commercial Culture in Boston” (TS 4)
Response Papers: “A New Commercial Culture in Boston”

Section (9/25, 9/26, and 9/27): Quiz 4, presentation (if scheduled), discuss “A New Commercial Culture in Boston”

Week 6 — The American Revolution

Sep 30 War with France and the Coming of the American Revolution
Oct 2 The Revolutionary War

Reading: *EAH*, chs. 5-6, complete LC by Oct 1; Achieve: “Boston Massacre” (PSP 5), “Women in the American Revolution,” (PSP 6), and “Loyalists in the American Revolution” (TS 6), and Declaration of Independence.
Response Papers: Declaration, with “Women in the American Revolution” or “Loyalists in the American Revolution”

Section (10/2, 10/3, and 10/4): Quiz 5, presentation (if scheduled), discuss Declaration, with “Women in the American Revolution” and “Loyalists in the American Revolution”

Week 7 — The Creation of the United States

Oct 7 Making the Constitution

Oct 9 Washington's Presidency

Reading: *EAH*, ch 7, complete LC by Oct 10; Achieve: "Debating the Constitution in New York" (PSP 7), including Articles of Confederation, Constitution, and Bill of Rights.

Response Papers: "Debating the Constitution in New York," with Articles of Confederation, Constitution, and Bill of Rights

Section (10/9, 10/10 and 10/11): Quiz 6, presentation (if scheduled), discuss "Debating the Constitution in New York," with Articles of Confederation, Constitution, and Bill of Rights

Week 8 — Midterm Exam

Oct 14 FALL BREAK — NO CLASS

Oct 15 UNH FOLLOWS MONDAY SHCHEDULE — MIDTERM REVIEW

Oct 16 MIDTERM EXAM

Section (10/16, 10/17 and 10/20): No quiz or presentations.

IMPORTANT: Bring laptop or tablet to section meeting.

Research Essay: This week, you will take an electronic field trip to the Massachusetts Historical Society, one of the world's leading libraries for early American history located on Boylston Street in Boston. The library was founded in 1791 by Jeremy Belknap, a Congregational minister originally from Dover, N.H. Your goal is to conduct research in a special exhibit on "African Americans and the End of Slavery in Massachusetts": <http://www.masshist.org/endofslavery/index.php?id=52>. The exhibit contains 117 primary source documents from the library's collections. Some are by Blacks in Massachusetts, some are by men and women who enslaved them, some are by observers (who may or not have been impartial), and some are by people who worked to abolish slavery, which the Bay State legally did in 1783. Most documents are hand-written, though some are printed. The exhibit contains a high-quality pdf scan of, and a printed transcript. (Eighteenth-century handwriting can be hard to read!)

Start by reading the exhibit Introduction. Your TA will assign you to one of the following sections: Domestic Sale of Slaves [3 slots], Lives of Individual African Americans before 1783 [2], Phillis Wheatley (an African-born poet in Boston) [4], Revolutionary Participation [1], Struggle for Freedom [2], Legal End of Slavery in Massachusetts [1], Lives of African Americans in Massachusetts after the End of Slavery [4], and St. George Tucker's Queries on Slavery in Massachusetts (correspondence with Jeremy Belknap) [4].

Go to your section and choose 3 documents, read each one carefully and take notes on each in which you answer the following questions: What does each document look like? Who is the author? Why is the author's identity important? When was it written and where, and why do "when" and "where" matter? How does the document reflect its author's own experiences? What does the document tell us about slavery in Massachusetts? If you like, you can take screen shots or download your document and save it to your computer.

Week 9 — The Early Republic

Oct 21 A Republican Empire

Oct 23 Making Citizens

Reading: *EAH*, ch 8, complete LC by Oct 22.

Section (10/23, 10/24, and 25): Quiz 7, work with TAs on Research Essay (described below).

Writing Project/Research Essay: This week's assignment is to write a Research Essay based on the research that you did last week at the MHS. Although you will have time in section to work on the essay, most of the writing will take place outside of class. Following the same guidelines as with your Response Papers, write a well-organized essay that answers the following question: What was slavery's influence in Massachusetts? Your essay should consist of an introduction, three body paragraphs, and a conclusion. It should be no more than 4 pages, using double-spaced Times New Roman 12-point type. Please cite all three of the sources that you consulted at the MHS and one source from the course reading on Achieve, using parenthetical citations. **IMPORTANT:** Do not use any other sources, including sources from the web.

Oct 28 ESSAYS DUE BY NOON — SUBMIT ON MyCourses (CANVAS)

Week 10 — Democracy and Native Americans

Oct 28 Jacksonian Democracy

Oct 30 Conquering the West

Reading: *EAH*, ch, 9, complete LC by Oct 29; Achieve: “The Election of 1828” (PSP 9) and “The Cherokee Removal” (TS 11)

Response Papers: “The Cherokee Removal”

Section (10/30, 10/31, and 11/1): Quiz 8, presentation (if scheduled), discuss “The Cherokee Removal”

Research Reports (5 slots): 2-minute presentations of MHS research.

Week 11 — Work and Faith

Nov 4 Industrialization

Nov 6 The Second Great Awakening

Reading: *EAH*, chs 10-11, complete LC by Nov 5; Achieve: “Religious Faith and Women’s Activism” (PSP 10) and “Lowell Mill Girls,” [Canvas]

Response Papers: “Lowell Mill Girls”

Section (11/6, 11/7 and 11/8): Quiz 9, presentation (if scheduled), discuss “Lowell Mill Girls”

Research Reports (5 slots): 2-minute presentations of MHS research.

Week 12 — Abolition and the Coming of the Civil War

Nov 11 VETERAN’S DAY — NO CLASS

Nov 13 Abolition

Reading: *EAH*, ch 12, complete LC by Nov 12; Achieve: “Lives in Slavery” (PSP 11), “Visions of John Brown” (PSP 12), and “Sectional Politics and the Rise of the Republican Party” (TS 12).

Response Papers: “John Brown” and/or “Republican Party”

Section (11/13, 11/14 and 11/15): Quiz 10, presentation (if scheduled), discuss “John Brown” and “Republican Party”

Research Reports (5 slots): 2-minute presentations of MHS research.

Week 13 — The Civil War and Reconstruction

Nov 18 The Civil War

Nov 20 Reconstruction

Reading: *EAH*, ch 13, complete LC by Nov 19; Achieve: “First-Hand Accounts of the Civil War” (PSP 13) and “Home-Front Protest during the Civil War” (TS 13).

Response Papers: “Civil War Letters” and/or “Home Front”

Section (11/20, 11/21, and 11/22): Quiz 11, presentation (if scheduled), discuss “Civil War Letters” and “Home Front”

Week 14 — Reconstruction

Nov 25 Film: *Reconstruction* (I)

Nov 27-29 NO CLASS — HAPPY THANKSGIVING!

Dec 2 Film: *Reconstruction* (II)

Dec 4 The United States in 1877

Reading: *EAH*, ch 14, complete LC by Dec 3; Achieve: “Reconstruction Amendments,” “Testing and Contesting Freedom” (PSP 14) and “Reconstruction in South Carolina” (TS 14)

Section (12/4, 12/5, and 12/6): Quiz 12, discuss “Reconstruction Amendments” and on or both of the following “Testing and Contesting Freedom” and “Reconstruction in SC”

Week 15 — Final Review and Exam

Dec 9 FINAL REVIEW

Dec 9 EXTRA CREDIT RESPONSE PAPER/RESEARCH ESSAY REWRITE DUE 11:59 — SUBMIT ON CANVAS

TBD FINAL EXAM

TBD ALTERNATE FINAL EXAM