

U.S. History to 1877
HIS 010A—Summer Session II, 2019
Social Sciences 2, Room 075
MW 9-12:30

Instructor:

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Office Hours: Monday, 1:00-3:00PM, and by appointment

Teaching Assistant: Meleia Simon-Reynolds (msimonre@ucsc.edu)

Course Description:

This course provides a chronological introduction to major events and themes in the early history of the United States of America. The course is set in an Atlantic World context, in which students will be required to think about U.S. history not in isolation, but as part of a larger Atlantic World that involved diverse interactions of people from Africa, Europe, and the Americas. Furthermore, the development of a U.S. nation had different meanings for different people, thus there is an emphasis in the course to understand early American history from multiple perspectives of race, ethnicity, class, and gender.

Required Texts (available through the [Bay Tree Bookstore](#), including digital copy rentals):

- 1) Gary B. Nash, *Red, White, and Black: The Peoples of Early North America (7th Edition)* (Pearson, 2015).
- 2) Bruce Levine, *Half Slave and Half Free: The Roots of the Civil War*. Revised Edition. (Hill and Wang, 2005).
- 3) Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Dover Thrift Edition).
- 4) All other additional readings are posted on Canvas.

NoteA: If you purchase ebooks for the course, make sure the ebook has page numbers. Kindle and other digital versions that do not have page numbers should be avoided for this class.

NoteB: I have placed a copy of each of the required books [on reserve](#) at McHenry Library.

Grade Breakdown:

Attendance and Participation	5%
Writing Journal Assignments	16%
Reading Quizzes (8 total, each quiz is worth 2.5% of the final grade)	20%
Midterm Essay	18%
Final Essay	23%
Canvas Assignment: Frederick Douglass	10%
Canvas Assignment: Declaration of Independence	2%
Canvas Assignment: The U.S. Constitution	2%
Canvas Assignment: Women's Rights and Anti-Slavery Activism	2%
Canvas Assignment: Early California State History	2%

Course Requirements:

A note about the course workload:

During a the regular school year, according to university policy students should expect to dedicate about fifteen hours per week to work for every 5-credit course. Since this course is condensed into a 5 week summer session course, students should expect to work 25-30 hours per week in this class. While workload necessarily fluctuates from week to week, students can expect to dedicate approximately 7 hours to attend class each week, 14 hours for reading, 2 hours to prepare for quizzes, and 5 hours to write papers and other short writing assignments.

1) Attendance and Participation:

Students are expected to attend all summer classes. More than one absence will result in a significant reduction of your overall grade. More than two absences will likely result in a failing grade. If you attend every lecture, you will get full credit for attendance and participation (5%).

2) Writing Journal Assignments: (16%)

Students will need a bluebook to record brief in-class assignments. The bluebook must be kept separate from your lecture notes. If you forget your notebook, write on loose paper and staple it into the blue book later to receive credit. These writing journal assignments must be completed in class on the day assigned and cannot be made up.

Bluebooks will be collected once around the middle of the quarter. You must also submit your bluebook on the last day of class for final assessment. The evaluation of your bluebook will be based primarily on completion of assignments.

3) Reading Quizzes: (20%)

The quizzes will be made up of multiple-choice and true/false questions. Most quizzes will have 10 questions and you will have 10 minutes to take the quiz. The quizzes will be on the assigned reading (as indicated in the course schedule below) and they will be open note and open book. However, since the quizzes are timed, it is important to review and prepare for the quiz before you begin. You can take each quiz one time only. There will be a total of 8 quizzes and each one is worth 2.5% of your final grade.

4) Midterm Essay: (18%)

The midterm essay on the American Revolution must be 750-1000 words. The prompt and more detailed instructions for the midterm essay can be found on Canvas.

5) Final Essay on Levine's Half Slave and Half Free: (23%)

The final essay on Bruce Levine's *Half Slave and Half Free* must be 1000-1500 words. The prompt and more detailed instructions for the final paper can be found on Canvas.

6) Canvas Assignments: (18%)

There will be a total of 5 different assignments due on Canvas. Refer to the course schedule for due dates and refer to Canvas for full descriptions of each assignment.

Tips for doing well in this Class and at UCSC

- Attend each class on time with work completed. If you need to print something for class, you need to do so BEFORE class begins – so plan ahead!
- Take notes during class.
- Turn off your cellphones in the classroom. No texting. No surfing the web.
- Use computers or tablets for class activities and/or notetaking only.
- Read and annotate each assigned text.
- Complete each writing assignment and give yourself time to not only meet the basic requirements of each, but also to do your best work on each.
- Actively participate in each class.
- Take risks with your thinking and your writing.
- Be an active group member during pair or group work.
- Be proactive about your learning: ask questions!
- Meet with me outside of class when you'd like help. I'm always more than happy to support your learning in this class! Please email me or come to my office hours if you have any questions or concerns about the course!

Student Expectations for classroom discussions:

Bring a positive attitude and an open mind.

Bring the assigned readings and your notes to class. For readings posted to Canvas, either print out the readings or be able to access them digitally in class.

Be respectful of your peers. Don't interrupt. Be tolerant of different viewpoints. I encourage people to express their different viewpoints but we all must respect each other. A classroom discussion around historical ideas should make us all feel safe to work through different viewpoints and ideas together.

Name-calling and yelling are unacceptable.

Important 2019 Deadlines:

Session 2:

Drop: Monday, August 5

Request for "W": Friday, August 16

Neither Summer Session nor instructors drop students for non-attendance or non-payment. Students must drop themselves. Dropping results in full tuition reversal/refund. Withdraw posts a W for the grade and full tuition is charged (no refund).

For all dates and deadlines, including 'change of grade option' (P/NP) and grades due, here is the summer academic calendar: <https://summer.ucsc.edu/studentlife/index.html>

For questions about dropping, requesting a W grade for a course, or withdrawing from the summer quarter, email summer@ucsc.edu.

DRC Accommodations:

The Disability Resources Center reduces barriers to inclusion and full participation for students with disabilities by providing support to individually determine reasonable academic accommodations. If you are a student with a disability who requires accommodations to achieve equal access in this course, please submit your “Accommodation Authorization Letter” from the Disability Resource Center (DRC) to me privately during my office hours or by appointment, as soon as possible in the academic quarter, preferably during week 1. I also encourage you to discuss with me ways I/we can ensure your full participation in this course. If you have not already done so, I encourage you to learn more about the many services offered by the DRC. You can visit their website (<http://drc.ucsc.edu/index.html>), make an appointment, and meet in-person with a DRC staff member in Hahn 125. The phone number is 831-459-2089 or email drc@ucsc.edu.

Academic Dishonesty

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a UCSC degree.

All members of the UCSC community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own. All members of the community are expected to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved at UCSC.

In the event a student is found in violation of the UCSC Academic Integrity policy, he or she may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of his or her college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student’s transcript.

For the full policy and disciplinary procedures on academic dishonesty, students and instructors should refer to the [Academic Integrity page](#) at the Division of Undergraduate Education.

Further information on how to cite properly and avoid plagiarism can be at the UCSC library website:

https://guides.library.ucsc.edu/writing/cite_sources

<http://guides.library.ucsc.edu/citesources>

Title IX:

The university cherishes the free and open exchange of ideas and enlargement of knowledge. To maintain this freedom and openness requires objectivity, mutual trust, and confidence; it requires the absence of coercion, intimidation, or exploitation. The principal responsibility for maintaining these conditions must rest upon those members of the university community who exercise most authority and leadership: faculty, managers, and supervisors.

The university has therefore instituted a number of measures designed to protect its community from sex discrimination, sexual harassment, sexual violence, and other related prohibited conduct. [Information about the Title IX Office](#), the [online reporting link](#), applicable campus [resources](#), reporting responsibilities, the [UC Policy on Sexual Violence and Sexual Harassment](#) and the UC Santa Cruz Procedures for Reporting and Responding to Reports of Sexual Violence and Sexual Harassment can be found at titleix.ucsc.edu.

The Title IX/Sexual Harassment Office is located at 105 Kerr Hall. In addition to the [online reporting option](#), you can contact the Title IX Office by calling 831-459-2462.

Additional Support:

College can be wonderful but it can also exacerbate emotional and financial challenges. If you are confronting circumstances that undermine your ability to succeed in your studies, or know someone having such challenges, please contact [Slug Support](#) which can help you access a variety of support resources including [Counseling and Psychological Services \(CAPS\)](#) and Food Access Resources.

Course Schedule

Note #1: Remember that readings assigned for each day must be completed before coming to class.

Note #2: I reserve the right to change the syllabus if needed. If I make any changes, I will alert everyone of the change both in class and on Canvas. Make sure to check your email daily for any updates, particularly if you must miss class.

Week 1: Introduction to the Atlantic World

Day 1, 7/29: Introduction the class and Native North America Before Europeans

Day 2, 7/31: British and Spanish Invasions of North America

Reading: Nash, *Red, White and Black*, Ch. 1-3

Due on Canvas on Friday 8/2 by 11:59PM

1) Quiz #1 on Nash, *Red, White and Black*, Ch. 1-3

Week 2: British Colonies in North America and the History of Slavery

Day 3, 8/5: British Colonization in North America

Reading: Nash, *Red, White and Black*, 67-94, 103-112

Due on Canvas on Sunday 8/4 by 11:59PM

1) Quiz #2 on Nash, *Red, White and Black*, 67-94, 103-112

Day 4, 8/7: The Slave Trade and Slavery in the Colonies

Reading: Nash, *Red, White and Black*, pp. 94-102, and 113-161

Due on Canvas on Tuesday 8/6 by 11:59PM

1) Quiz #3 on Nash, *Red, White and Black*, pp. 94-102, and 113-161

Week 3: The American Revolution

Day 5, 8/12: The British Colonies in the 18th century

Reading: Nash, *Red, White and Black*, Ch. 8 and Ch. 10 (pp. 162-180, and 202-220)

Due on Canvas on Sunday 8/11 by 11:59PM

- 1) Quiz #4 on Nash, *Red, White and Black*, Ch. 8 and Ch. 10 (pp. 162-180, and 202-220)

Day 6, 8/14: The American Revolution and the New Republic

Reading:

- a) Nash, *Red, White and Black*, pages 221-242
- b) “Abigail Adams, John Adams, and Mercy Otis Warren Discuss ‘Remembering the Ladies,’ 1776” (On Canvas)
- c) Levine, *Half Slave and Half Free*, Introduction and Ch. 1 (pp. 1-45)

Due on Canvas on Tuesday 8/13 by 11:59PM

- 1) Quiz #5 on Nash, *Red, White and Black*, pages 221-242 AND Levine, *Half Slave and Half Free*, Introduction and Ch. 1 (pp. 1-45)
- 2) Canvas Assignment: The Declaration of Independence
- 3) Canvas Assignment: The U.S. Constitution

MIDTERM ESSAY is due on Canvas on Thursday 8/15 by 11:59PM

Week 4: Antebellum America

Day 7, 8/19: 19th Century Social Reform Movements

Reading:

- a) Douglass, *Narrative of the Life of Frederick Douglass*
- b) Levine, *Half Slave and Half Free*, Ch. 2-4

Due on Canvas on Sunday 8/18 by 11:59PM:

- 1) Quiz #6 on Levine, *Half Slave and Half Free*, Ch. 2-4
- 2) Canvas Assignment: Women’s Rights

Week 4: Antebellum America (continued)

Day 8, 8/21: Western Expansion and Conflict

Reading: Levine, *Half Slave and Half Free*, Ch. 5-7

Due on Canvas on Tuesday 8/20 by 11:59PM:

- 1) Quiz #7 on Levine, *Half Slave and Half Free*, Ch. 5-7
- 2) Canvas Assignment: Frederick Douglass
- 3) Canvas Assignment: Early California State History

Week 5: Civil War and Reconstruction

Day 9, 8/26: The Civil War

Reading: Levine, *Half Slave and Half Free*, Ch. 8-10

Due on Canvas on Sunday 8/25 by 11:59PM:

- 1) Quiz #8 on Levine, *Half Slave and Half Free*, Ch. 8-10

Day 10, 8/28: Reconstruction

No reading for today

Due in-class on Wed 8/28:

- a) Writing Journal

FINAL PAPER is due on Canvas on Wed. 8/28 by 11:59PM