

Office hours

Office hours are an opportunity for you to meet with your instructor or the course assistants, to talk about assignments, the material we are investigating together, and anything else that's on your mind. This semester, we will be holding virtual office hours through Zoom. To schedule an office hours appointment, choose from the following options:

- For Prof. Taylor: <https://calendly.com/profjordantaylor>
- For Finch: <https://calendly.com/finchcollins/15min>
- For Quentin: <https://calendly.com/qswarycz/office-hours-meeting>

Select a time that works for you and click “Confirm.” This will generate a Zoom link and a confirmation email.

Course goals

We cannot cover all of early American history in this course. Instead, we will be exploring some important facets of early America to address the following questions:

- How can understanding early American history help us better understand the United States of our present?
- In what ways were slavery, settler colonialism, and developing ideas of freedom linked in the course of American history?
- Where and when was early America? Who did and did not belong to the category of “Americans”?

Learning objectives

Education is a process, not an outcome. History courses are not just about learning facts. They are also about learning how to think in a new way about the world. To that end, students in this course will improve their ability to...

- Read and analyze primary sources
- Formulate and address historical questions
- Develop an argument using evidence

Course Requirements

Course materials: All readings will be available online through Canvas.

Attendance

Attendance is required. Attendance means being physically and mentally present in the class during our entire class meeting time. It also means being respectful of others. Attendance will be measured through reading quizzes and other in-class activities.

You do not need to email us when you are missing a class because we will not be tracking excused absences. Instead, you may miss up to four classes for any reason without penalty. After four absences, your grade will be reduced by a third of a letter grade (for example from a B+ to B) for each additional absence.

Please use your absences wisely. You should plan to be in class unless you are ill or an emergency arises. In case of serious illness or another emergency, please reach out to me as well as the Student Advocates Office (for non-medical emergencies) or the Office of Disability Services for Students (for medical or disability issues). In such cases, we will work something out to ensure that you can still succeed in the course.

Note: Indiana University's policy concerning classroom lecture capture and intellectual property makes it impossible for me to record and post classroom lectures.

Grading

Reading quizzes: 20%

Unit papers: 3 x 20% each = 60% total

Final reflection paper: 20%

Readings

Almost all our class readings are short primary sources (often excerpts from longer ones). You will usually read about 15 pages per class period. You should read for comprehension, but also use your reading time as an opportunity to hone your ability to analyze evidence.

Reading quizzes

Throughout the semester, we will regularly have unannounced reading quizzes. They are intended to determine that you completed the required reading for that day. I won't ask you to remember dates, place names, or trivial facts. However, it will be helpful for you to recall the name of each source and its author, so that the quiz questions are intelligible. If you attentively complete the readings and come to class regularly, you will be rewarded with an easy A+ for 20% of your grade.

Quizzes will be administered in class, on Canvas, using your laptops or mobile devices. Please ensure that you bring your laptop or mobile device to class every day!

I expect to have about one reading quiz per week on average. Your lowest four grades for reading quizzes will be dropped at the end of the semester. This allowance is intended to account for absences caused by illness and personal challenges. Outside of serious illness or extraordinary conditions, we will be unlikely to waive quiz grades beyond the four lowest.

Unit papers

Our class is divided into three units, each of which will be driven by a single question:

Unit 1: Settler Colonialism in North America. Question: “What did freedom mean for the peoples of colonial North America?” Due February 17.

Unit 2: Revolutionary America. Question: “How revolutionary was the American Revolution?” Due March 31.

Unit 3: Slavery and Disunion. Question: “Was the Civil War inevitable?” Due April 26.

After each unit, you will complete a 1,500–2,000-word paper that develops an argument in response to that question supported with evidence from course materials. Your paper must make substantial use of **five or more sources** from our common course materials. It should be informed by class discussions and lectures, but these do not count toward your required five sources. This is not a research paper, and you should not use outside sources. Please do not attempt to plagiarize these papers, as it will be easily detectable.

Your paper must be turned in on Canvas by class time. Only the version on Canvas will be graded.

Grade	Argument (40%)	Evidence (40%)	Expression (20%)
A	Your paper contains a clear, cohesive argument, stated concisely near the beginning. The rest of the paper supports your argument. It responds clearly to the prompt.	Your paper contains a range of evidence from course materials. You analyze evidence according to its context and its connection to your argument.	Your paper is clearly written. Evidence and argument are structured in a logical sequence. Excellent spelling and grammar.
B	Your paper has an argument, but it may be imprecise or not well-justified by evidence. It clearly responds to the prompt.	Your paper contains less evidence than required; or the evidence presented is not analyzed effectively.	Your paper may have some faults in spelling or grammar but is overall clear and well-structured.
C	Your paper has an argument that is neither well-justified nor precise.	Your paper contains some evidence but does not analyze it effectively.	Your paper’s major claims are unclear or it lacks structure.
D-F	Your paper lacks an argument or the argument is muddled and unrelated to any evidence.	Your paper contains no evidence, or only evidence from outside sources.	Your paper is confusing, lacks structure, and contains numerous errors.

Final reflection paper

Your final paper assignment, which will be approximately 1,000–1,200 words in length, will invite you to reflect on the most important takeaways from this course. You must choose an audience for your paper that is outside of this course. It could be a family member, friend, former teacher, co-worker, or an acquaintance. If you wish, you can address a larger audience, such as a particular community you belong to. However, please do *not* write to a “general audience.”

Your paper should be a communication to them describing something you learned from this class that they could benefit from learning about. It could be a letter or email, or maybe a really long text message. Please feel free to be creative with this assignment. You do not need to send it to your audience, though you are welcome to do so. Your submission should identify your audience and should be written in a way that would be effective for that audience.

You must engage substantively with at least one specific source from the course (ideally more). However, the paper does *not* need to be oriented around a single argument.

Grade	Audience (20%)	Relation to Course (60%)	Expression (20%)
A	Your paper is written in a way that will be effective for your audience.	You demonstrate mastery of significant course themes and ideas. You present and analyze at least one course primary source.	Your paper is clearly written. It is presented in a logical sequence. Excellent spelling and grammar.
B	Your paper is somewhat attentive to its audience.	Your source analysis is limited /inaccurate OR your analysis of course ideas is limited/inaccurate.	Your paper may have some faults in spelling or grammar but is clear and well-organized.
C	Your paper ignores its audience.	Your paper has no source-based analysis OR your paper is unrelated to course themes.	Your paper’s major ideas are unclear or it lacks structure.
D-F	Your paper is wholly inappropriate for its audience.	Your paper contradicts (or lacks any relationship to) course sources and themes. It uses no evidence.	Your paper is confusing, lacks structure, and contains numerous errors.

Extra credit

Students who share daily lecture/activity notes with the class on Canvas (under the “Discussions” tab) will receive up to an additional 3% of their final grade (a third of a letter grade) at the end of the semester.

To earn 3%, you must upload 10 or more full day’s sets of notes to the Discussion section of Canvas. Uploading 6–9 sets of notes will earn you 2% extra credit and if you upload 3–5 sets of notes, you will earn 1%. This extra credit will be added at the end of the course.

Grading scale

A+: 97%+	B+: 87–89%	C+: 77–79%	D+: 67–69%
A: 93–96%	B: 83–86%	C: 73–76%	D: 63–66%
A-: 90–92%	B-: 80–82%	C-: 70–72%	D-: 60–62%
			F: 0–60%

COVID-19 policies

In-person education is valuable, but your health is much more important. To protect yourself and others as we continue to experience the COVID-19 pandemic, please ensure that you are adhering to the following policies:

Masks: You must always wear a well-fitted mask while in class. Your mask must cover your mouth and nose. I urge you to wear N95 or KN95 masks if possible. Students who will not wear masks will be asked to leave and will be considered absent for that day. At this time, students are not permitted to remove their masks to eat or drink during class.

Testing: I urge you to take advantage of IU's COVID-19 [testing program](#).

Symptomatic illness: If you are feeling ill, do not come to class. Please remember that you have four free absences. If you are ever considering coming to class while ill to avoid missing material, please email me first.

Quarantine: If you are seriously ill or quarantining with COVID-19, please email me and we will work something out in line with the university's [quarantine guidance](#). I will work to ensure that if you are following appropriate public health guidance, your ability to succeed in this course does not suffer as a result.

Policies and Resources

Content note: American history can be upsetting. It is important that we grapple with that difficult past. But in some circumstances, learning about the past can cause students to relive trauma. I will do my best to make you aware of difficult topics and based on that information you can make whatever decisions are best for yourself.

Identity: This class respects students' rights to determine their own name(s), pronouns, and identities. If you feel that this is not being respected, please speak with me.

Email communication: Students may communicate with the instructors either in office hours, during class time, or over email. Students should regularly check email. I will sometimes send Canvas announcements, which I expect you to read thoroughly. I expect you to communicate courteously and professionally over email. If you have a question, please consult the syllabus before emailing us about it.

Recording: You are not permitted to record lectures without prior permission.

Accessibility: It is important that everyone is able to succeed in this course. I will work with all students to accommodate any disabilities. I am happy to work with you and the [Office of Student Disabilities](#) to reach reasonable accommodations. Please reach out to me as soon as possible with this information.

Writing services: If you are having trouble with essay writing, [Writing Tutorial Services](#) (WTS) is an excellent resource.

Academic integrity: As a student at IU, you are expected to adhere to the standards contained in the [Code of Student Rights, Responsibilities, and Conduct](#). Academic misconduct is defined as any activity that tends to undermine the academic integrity of the institution. Academic integrity violations include: cheating, fabrication, plagiarism, interference, violation of course rules, and facilitating academic dishonesty. When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged. In addition, posting questions from quizzes or downloading answers from online sources is considered academic misconduct. All suspected violations of the *Code* will be reported to the Dean of Students (Office of Student Conduct) and handled according to University policies. Sanctions for academic misconduct in this course may include a failing grade on the assignment, a reduction in your final course grade, or a failing grade in the course, among other possibilities.

Course schedule

Note: I may adjust this schedule during the semester. If that happens, I will announce any changes both in class and through Canvas.

Unit 1: Settler Colonialism in North America

Week 1: Origins

Jan. 11: Mapping Early America

Jan. 13: Medieval North America

- Alice Beck Kehoe, “Cahokia, the Great City” (2016). 5 pages.
- Dan Flores, “Empires of the Sun” (2016). 5 pages.

Week 2: Empires of the Atlantic World

Jan. 18: Columbian Exchange

- Christopher Columbus letter (1493).
- Handsome Lake, “How America Was Discovered” (1923).
- Thomas Hariot on epidemic disease (1588).
- Cameron Shriver, [“Early American Contagions,”](#) (2020).

Jan. 20: Spanish America and French America

- Bartolomé de las Casas, *A Short Account of the Destruction of the Indies* (1542).
- Cabeza de Vaca, *Relacion*, excerpt (1542).
- Sor Juana Inés de la Cruz, “You Foolish Men” (1680s).
- Mi’kmaq response to LeClerq (1680).

Week 3: British America

Jan. 25: New England and Indigenous Power

- Samoset account (1621).
- Sources on the first Thanksgiving.
- John Dane, “A Declaration of Remarkable Providences in the Course of My Life,” (1682).
- Cotton Mather, *A Brief History of the War with the Indians* (1676), excerpt.
- Wampanoag Grievances (1675).
- Robert Roules’s Deposition (1677).

Jan. 27: The Labor Problem in the Chesapeake

- Richard Frethorne letter home (1623).
- William Byrd’s Diary excerpts.
- Colonial Virginia laws on servitude and slavery (1643-1691).
- Elizabeth Sprigs letter to her father (1756).

Week 4: Unfreedom

Feb. 1: Identity, Captivity, and Slavery in Native North America

- Christina Snyder, “The Long History of American Slavery” (2013).
- Mary Rowlandson, *A Narrative* (1682), excerpt.
- John Williams, *The Redeemed Captive* (1707), excerpt.
- Taiaiake Alfred, “A Descendant Recounts the 1704 Attack,” (1995). 9 pages.

Feb. 3: Atlantic Slavery and the Middle Passage

- Thomas Phillips, *A Journal of a Voyage Made in the Hannibal* (1732), excerpt.
- Olaudah Equiano, *The Interesting Narrative* (1789), excerpt.

Week 5: Life in Early America

Feb. 8: Gender, Sexuality, and the Family in British America

- Anne Bradstreet poems (1669).
- Joseph Grover, “Last Will and Testament” (1688).
- John Lawson, *New Voyage to Carolina* (1709), excerpt.
- Indenture of Elizabeth Fortune (1723).
- Eliza Pinckney resolutions (1750s).

Feb. 10: Experiencing Early America

- Twitty, [“The Unbearable Taste,”](#) (2011).
- White, [“What did the Founding Fathers Smell Like?”](#) (2010).
- Explore: [Visualizing Early Baltimore](#).

Unit 2: Revolutionary America

Week 6: Stirrings

Feb. 15: Awakening and Enlightenment

- Benjamin Franklin on George Whitefield.
- Nathan Cole on George Whitefield.
- Charles Woodmason diary excerpts (1767–1768).
- Samsom Occom, *A Short Narrative of My Life* (1768), excerpt.

Feb. 17: The Second Hundred Years’ War in North America

- Due: Paper #1.

Week 7: Imperial Crisis

Feb. 22: Land and Liberty in the Backcountry

- Pontiac, “Advice from the Master of Life” (1763).
- Proclamation of 1763, excerpt.
- Letter from George Washington to William Crawford (1767).
- Petition of Inhabitants of Anson County, NC, Aug. 9, 1769.

Feb. 24: Cities in Revolt

- Reactions to the Stamp Act (1765).
- The Association of the Sons of Liberty of New York (1773).
- Continental Association (1774).
- Edenton Tea Party cartoon (1775).

Week 8: Independence

Mar. 1: Declaring Independence

- Thomas Paine, *Common Sense* (1776), excerpts.
- Declaration of Independence (1776).
- Thomas Hutchinson, *Strictures on the Declaration of Independence* (1776).

Mar. 3: War and Displacement

- Boston King, “Memoirs of the Life of Boston King,” (1798).
- Boyreau Brinch, *The Blind African Slave* (1810), excerpt.
- Mary Gould Almy diary excerpts (1778).
- Sarah Frost diary (1783).

Week 9: American Revolution

Mar. 8: A Social Revolution?

- Dunmore Proclamation and response (1775).
- Abigail Adams and John Adams letter exchange (1776).
- Petitions of enslaved people in Massachusetts, New Hampshire, and Connecticut.
- Virginia petitions (1780s).
- Pension application of Jehu Grant (1832).

Mar. 10: Confederation and Constitution

- Alexander Hamilton letter to John Jay, Nov. 26, 1775.
- John Adams to James Sullivan, May 26, 1776, Philadelphia.
- Sutton, Massachusetts Citizens Challenge Disfranchisement of Non-White Men (1778).
- James Madison, “Vices of the Political System of the United States,” (1787).
- Excerpts from the Constitutional Convention (1787).
- William Rakitin, *The Government of Nature Delineated* (1788).

Week 10: Revolutionary Settlement

Mar. 22: Democratization?

- *An Address to the People of Rhode Island* (1834).
- Robert Purvis, *Appeal of Forty Thousand Citizens* (1838).
- Alexis de Tocqueville, *Democracy in America* excerpts (1840).
- “Declaration of Sentiments” (1848).
- Thomas R. Whitney, *A Defence of the American Policy* (1856).

Mar. 24: Settler Colonialism and Indian Removal

- Lee, [“How Much did the Louisiana Purchase Actually Cost?”](#)
- Brands, [“When Mexico’s Immigration Troubles Came From Americans Crossing the Border.”](#)
- Andrew Jackson message to Congress on Indian Removal, Dec. 6, 1830.
- Report of the Wyandot Delegation (1831).
- Lucy Armstrong letter concerning slavery and the Wyandot nation (1849).
- Cherokee petition protesting removal (1836).

Unit 3: Slavery and Disunion

Week 11: Assessing difference

Mar. 29: Race, Proslavery, and Antislavery

- Henry Moss broadside (1796).
- John C. Calhoun, Slavery as a “Positive Good” (1837).
- George Fitzhugh, *Sociology for the South* (1854).
- David Walker, *Appeal to the Colored Citizens of the World* (1829), excerpt.

Mar. 31: Immigration and Whiteness

- Paper #2 due.

Week 12: Capitalism

April 5: Slavery and Capitalism

- Caitlin Rosenthal, [“How Slavery Inspired Modern Business Management,”](#) 2018.
- Henry Highland Garnet, speech at National Negro Convention (1843).
- Solomon Northup, *Twelve Years a Slave*, excerpt (1853).
- James Roberts, *Narrative of James Roberts*, excerpt (1858).
- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861).

April 7: Free Labor and Industrialization

- *Working Man’s Advocate* (New York), Dec. 26, 1829.
- Harriet Robinson memoir (1898).
- Regulations for Lowell Mills (1830s).
- Lowell *Factory Tracts*, 1845.

Week 13: Toward Disunion

April 12: U.S.-Mexico War and the Foreign Policy of Slavery

- David Wilmot, “I Plead the Cause of White Freemen” (1847).
- John C. Calhoun, Senate speech on Oregon (June 27, 1848).

April 14: Sectional Crisis

- Harriet Beecher Stowe, *Uncle Tom’s Cabin* (1852) excerpt.
- Charlotte Forten diary entries, 1854-1855.
- “Southern Chivalry” cartoon (1856).
- Roger Taney, Dred Scott decision (1857).
- William Seward, “Irrepressible Conflict” speech, Oct. 25, 1858.

Week 14: Civil War

April 19: Secession

- Secession ordinances for South Carolina and Mississippi.
- Letter from Stephen Hale to Beriah Magoffin, Dec. 27, 1860.

April 21: Emancipation

- Abraham Lincoln, “Address on Colonization to a Deputation of Negroes,” August 14, 1862.
- Meeting between Union Military Leaders and Georgia Black Religious Leaders (1865).
- Frederick Douglass, “What the Black Man Wants,” (April 1865).
- Jourdon Anderson letter to P.H. Anderson (1865).

Week 15: Conclusions

April 26: Why does the Civil War matter?

- Abraham Lincoln, Second Inaugural Address excerpt (1865).
- Paper #3 due.

April 28: Memory

- DuBois, “The Propaganda of History.”

Final paper due Tuesday, May 3 at 9:45am.