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Schlichting Hist 103 Syllabus

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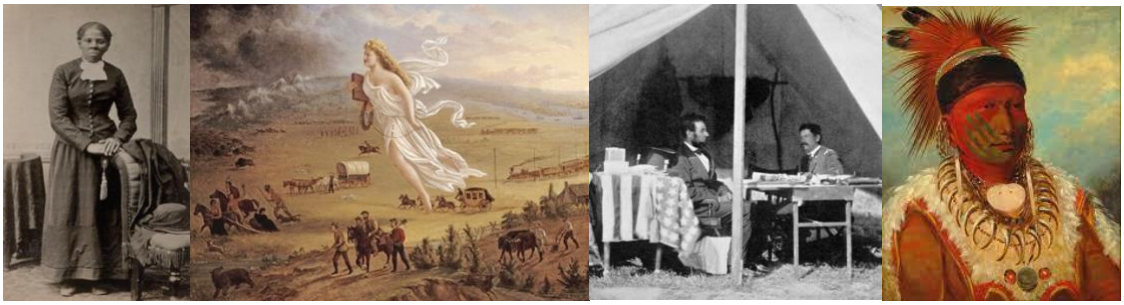
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History 103

AMERICAN HISTORY, 1607-1865

Section 02, Spring 2025
Time: Tues./Thurs. 10:45AM - 12:00PM
Powdermaker 156



Dr. Kara Schlichting
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Office: Powdermaker Hall 352 "O"
Office Phone: (718) 997-5367
Office Hours: Tues./Thurs. 12:30-1:30 pm (or by appointment)

Course Goals:

Welcome! This course will provide a comprehensive overview of American history from encounters between Indian, African, and European cultures in the Americas through the aftermath of the Civil War. The course additionally strives to offer students analytical tools with which to approach history as critical readers. We will engage in how historians approach their subject by exploring cultural, social, and political topics. For example, we will chart the changing experiences and rights of women in America, the role of economic change in nineteenth century culture, and the tragic realities of slavery in the antebellum period.

This is a survey course, but we cannot cover everything. Instead, we will focus on a core theme of U.S. history: the question of who "counts" as a U.S. citizen and is thus deserving of the privileges of citizenship, equality, and equal protection under the law. We will trace the debates over this question across space, time, and different communities. Our goal is to understand American democracy and the rights of U.S. citizens not as a static but as ever-changing; we will chart the process of the work, work that is still ongoing, to realize what Lincoln called "a more perfect union."

The course will include the following topics: European colonization of North America, the development of a British colonial empire, the causes and consequences of the American Revolution, the social history of the early republic, the creation of the nation's political system and the synthesis of American identity, the market revolution, the rise of slavery, abolition and reform in "antebellum" America, the western expansion and sectional conflict leading up to the Civil War, and the effects of Reconstruction.

History Department Course Learning Objectives

Students will gain the ability to…

1. identify the argument or thesis in a work of historical scholarship.
2. analyze primary sources by correctly identifying the type of source, from when and where it originated, its intended audience, the probable motives of the author, and the author's assumptions and/or biases.
3. articulate a substantive, contestable, and specific thesis or main claim in their papers and support it with evidence.

Pathways Learning Outcomes:

Students will gain the ability to…

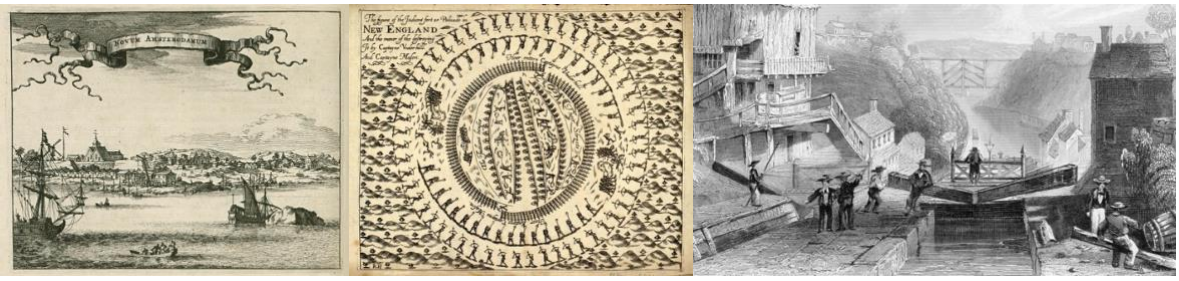
1. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
2. Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
3. Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
4. Explain and evaluate the role of the United States in international relations.
5. Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
6. Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

Course Readings:

This is a zero-cost course. All readings are either open access resources or available via Brightspace. This semester we will explore websites, listen to podcasts, and read secondary and primary literature. Our textbook is:

- Joseph Locke and Ben Wright eds., *The American Yawp*, Vol. 1 (Stanford University Press).

You can download chapters and primary sources as PDFs for offline reading or read via a web browser.



Course Requirements/Grade Breakdown:

1. **Electronic Communication Regarding Coursework**
   Students will use Brightspace to access assignments, study guides, etc. I will also use Brightspace to communicate with the class. Brightspace also includes a link to sign up for office hours appointments. This is not required for office hours, but it is recommended. It is your responsibility to daily check the email associated with Brightspace to stay up to date.

2. **Office Hours**
   Office hours are designed to help students succeed. You are welcome to drop in to office hours, but if you would prefer to secure a time in advance, you may. Please use this Google Calendar form to book a 15-minute time slot during my regular offices hours, from 12:30-1:30 PM Tuesdays and Thursdays.

3. **Attendance and Participation**
   Each class meeting will cover a significant amount of information, and attendance is essential. Students who attend lectures on a regular basis almost always achieve higher grades than those who do not. Each student is expected to come to class having completed all readings. Students should be able to access all readings in class. Students will be evaluated on their preparedness and participation in class discussions. Inappropriate use of electronic devices, excessive tardiness, sleeping in class, etc. all interfere with a strong participation grade. Students must attend class to earn a passing participation grade.

   Students are expected to participate in the maintenance of a supportive climate that is grounded in respect and inclusion, enriches the educational experience of other students, promotes excellence, and cultivates the intellectual and personal growth of the entire university community. Let's be kind to one another.

4. **Assignments Policy/Late Work**
   Assignments are due by the start of class, on the dates noted on the syllabus. Assignments will not be accepted via email. Late work will be accepted but will face a grade reduction. Each class late is marked down a half a letter grade until reaching a failing grade, but an "F" is better than a zero in an average. It is each student's responsibility to reschedule any missed assessments or hand in land work.

   Excused late work can sometimes be negotiated; if you miss a deadline, reach out. Late work is always better than missed work! It happens to the best of us.

   "Life Happens" Clause: If you have an "Gah!!/life happens" moment, you can always email me. No explanation is necessary, and you can request an automatic 48-hour extension. No late penalties will apply. This is to be used responsibly, within reason, ideally once per person per semester. Nevertheless, if you experience a second

"Gah!!/life happens" moment in the semester, you may request another no-questions-asked extension, and I will consider it.

Drafts and Rewrites: Due to the importance of multiple drafts, students may request one "rewrite without penalty" each semester. A student must request a rewrite opportunity in email. That way I know the work will be revisited and can share rewrite guidelines. A rewrite is an opportunity to acknowledge that a first or second draft might not be our best work. Writing takes work, and rewrites are often the answer to good writing, careful analysis, and successful papers.

5. Assignments

a. Participation (20%)

b. Written Responses (20%)

There will be a variety of short in-class written responses related to assigned primary sources throughout the semester.

c. Past/Present Essays (30%)

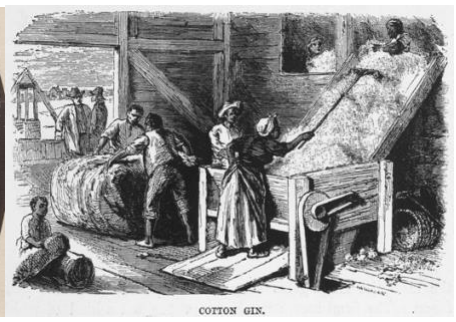
A past/present response essay is an opportunity to think through the themes, questions, and historical approaches of course sections. These essays are a way for students to explore topics that they are interested in! Students will write essays on a topic (chosen from a list). Based on this topic, students will pick one primary source from class readings and link it to a second contemporary primary source (from the 21st century) of their choice. The goal of these essays is to make connections between the past and 21st century America. Formatting and page requirements will be provided for each of the essays in advance during lecture and on Brightspace. All essays are due electronically, on Brightspace, by the start of the class period.

d. Exams (30%)

The midterm and final will be open notes and book. You will have a study guide at least two class meetings in advance of each to prepare. Rather than memorize facts, the goal will be to synthesize big ideas to answer complex questions.







Weekly Assignments:
*Readings and Assignments are due by the start of class the day they are listed

Class	Readings
Encounters and Empires	
Class 1: Tues. Jan. 28 Class Introduction: When Does "American History" Begin?	None
Class 2: Thurs. Jan. 30 Indigenous America and European Explorations	Read *American Yawp*: 1. Chapter 1: Indigenous America **AND** Primary Sources #3-#4, 2. Chapter 2: Colliding Cultures, Parts I-III **AND** Primary Sources #3-#5, #9 Listen to "Episode 290: The World of the Wampanoag, Part 1: Before 1620," Ben Franklin's World podcast (45 min) online.
Class 3: Tues. Feb. 4 The English Arrive	Read *American Yawp*: 1. Chapter 2: Colliding Cultures, Parts IV-VII **AND** Primary Sources #1-#2 2. Chapter 3: British North America, Part I, III-IV, V-VI **AND** Primary Sources #2-#5
Class 4: Thurs. Feb. 6 New York's Dutch Origins and the Establishment of Slavery	1. Read "Slavery in New Netherland" online exhibit using the content column (right) sections: Labor, Slave Trade, Culture, The Law, Half-Freedom and Biography of Manuel De Gerrit De Reus 2. Listen to "Episode 351: Nicole Maskiell, Wealth and Slavery in New Netherland," Ben Franklin's World podcast (50 minutes) online.
Class 5: Tues. Feb. 11 Contact and Conflict with Native American Worlds	Read *American Yawp*: 1. Chapter 1: Indigenous America, Primary Sources #1, #5, #7 2. Chapter 3: British North America Parts V-VI **AND** Primary Source #6

Class 6: Thurs. Feb. 13 Slavery in the Colonies	Read *American Yawp*: 1. Chapter 3: British North America, Part II **AND** Primary Sources #1, #7-8 2. Chapter 4: Colonial Society, Part III
Tues. Feb. 18 No Class- Runs as a Monday	No Work Due
Class 7: Thurs. Feb. 20 Society and Religion	Read *American Yawp*: 1. Chapter 4: Colonial Society, Parts I-II and IV-VII **AND** Primary Sources #3-#4
Class 8: Tues. Feb. 25 The Coming of the American Revolution	Read *American Yawp*: 1. Chapter 5: The American Revolution Parts I-V **AND** Primary Sources #2-#3, #5
Revolution!; or, How to Build a New Nation	
Class 9: Tues. Feb. 27 The Colonies in Revolt	Read *American Yawp*: 1. Chapter 5: The American Revolution Parts VI-VII **AND** Primary Sources #6-#8 **DUE: Past/Present Essay #1**
Class 10: Tues. Mar. 4 Creating a National Government	Read *American Yawp*: 1. Chapter 6: The Early Republic, Parts I-V **AND** Primary Sources #3-#5, #8-#9
Class 11: Thurs. Mar. 6 The Early Republic	Read *American Yawp*: 1. Chapter 6: The Early Republic, Parts VI-XI
Class 12: Tues. Mar. 11	**MIDTERM**

Class 13: Thurs. Mar. 13 The Market Revolution	Read *American Yawp*: 1. Chapter 8: The Market Revolution, Parts I-II and IV-VII **AND** Primary Source #6
Class 14: Tues. Mar. 18 Reconstructing Indigenous Experiences	1. Read Purde and Green, eds., *The Cherokee Removal,* selections **on Brightspace** 2. Listen to "Episode 297: Claudio Saunt, Indian Removal Act of 1830," Ben Franklin's World podcast (1 hour) online. Read *American Yawp*: 3. Chapter 6: The Early Republic, Primary Source #2 4. Chapter 12: Manifest Destiny, Primary Source #1
Class 15: Thurs. Mar. 20 Populism and the Evolution of the American Political System	Read *American Yawp*: 1. Chapter 9: Democracy in America **AND** Primary Sources #1-#3
Class 16: Tues. Mar. 25 Perfecting the Nation I: Religious Revivals	Read *American Yawp*: 1. Chapter 10: Religion and Reform, Parts I-III **AND** Primary Sources #1, #9
Class 17: Thurs. Mar. 27 Perfecting the Nation II: Social Reform	Read *American Yawp*: 2. Chapter 10: Religion and Reform, Parts IV, VI-VII **AND** Primary Sources #6, #8
The Seeds of Disunion	
Class 18: Tues. April 1 Southern Slavery	Read *American Yawp*: 1. Chapter 8: The Market Revolution, Part III 2. Chapter 11: The Cotton Revolution **DUE: Past/Present Essay #2**
Class 19: Thurs. April 3 Living with and Under Slavery	Read *American Yawp*: 1. Chapter 11: The Cotton Revolution, Primary Sources #1-#9 2. Miles, "Packed Sacks and Pieced Quilts" **on Brightspace**

Thurs. April 10 No Class Meeting	No Work Due
Spring Break: Tues. April 15 and Thurs. April 17 No Class Meetings	No Work Due
Class 20: Tues. April 8 The West and Territorial Expansion	Read *American Yawp*: 1. Chapter 12: Manifest Destiny, Parts I-III **AND** Primary Sources #2-#4, #7-#8
Class 21: Tues. April 22 Slavery and the West	Read *American Yawp*: 1. Chapter 12: Manifest Destiny, Parts IV- VII **AND** Primary Source #5 2. Chapter 13: The Sectional Crisis, Parts I-III
Class 22: Thurs. April 24 Abolitionism: A Moral Reckoning?	Read *American Yawp*: 1. Chapter 9: Democracy in America Primary Source #5 2. Chapter 10: Religion and Reform, Part V **AND** Primary Sources #3-#5
Class 23: Tues. April 29 The Impending Crisis: John Brown and the Coming of War	Read *American Yawp*: 1. Chapter 13: The Sectional Crisis, Parts IV-VI **AND** Primary Sources #2-#5 and #8
A House Divided: The Civil War	
Class 24: Thurs. May 1 A War Fought Over Slavery	Read *American Yawp*: 1. Chapter 14: The Civil War, Parts I-III 2. Chapter 13: The Sectional Crisis, Primary Sources #6, #7, #9 **DUE: Past/Present Essay #3**
Class 25: Tues. May 6 1863	Read *American Yawp*: 1. Chapter 14: The Civil War, Parts IV-V

Class 26: Thurs. May 8 A New Birth of Freedom: Black Efforts for the Union Cause	1. Listen to "A Powerful Black Hand" podcast (1 hour) from Seizing Freedom online Read *American Yawp*: 2. Chapter 14: The Civil War, Primary Sources #1, #2, #7
Class 27: Tues. May 13 The Road to Appomattox	Read *American Yawp*: 1. Chapter 15: Reconstruction, Parts I-IV **AND** Primary Sources #1, #2
Class 28: Thurs. May 15 The Promise and Failures of Reconstruction	Read *American Yawp*: 1. Chapter 15: Reconstruction, Parts V-VIII **AND** Primary Sources #4, #5, #6, #8, #9
FINAL EXAM: **TBD, according to QC Exam Calendar**	

Policies and Statements

1. **Expectations of Original Work**
   All students are expected to submit original work. Plagiarism, the unattributed use of AI or someone else's words, ideas, or work as your own, is a serious offense which will be prosecuted under school policy. All work must be original work for this course. Submission of work that was produced either wholly or partly in fulfillment of another course will be subject to the same penalties and other consequences as outlined in the college's policy on Academic Integrity. Please review CUNY's policies on Academic Integrity, which details plagiarism violation sanctions.

2. **QC's Grading Scale:**

A+ = 97-100	C+ = 77-79
A = 93-96	C = 70-76
A- = 90-92	C- = 70-72
B+ = 87-89	D+ = 67-69
B = 83-86	D = 60-66
B- = 80-82	F = 0-59

3. **University Resources for Students with Special Needs**
   If you need accommodation due to a disability, please make an appointment to see me, and bring a statement from **the Office of Special Services for Students with Disabilities** authorizing your accommodation. For more information about services available to students with disabilities, email QC_SPSV@qc.cuny.edu.

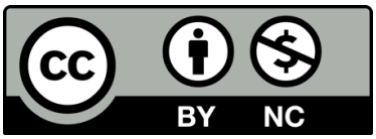
Additional Course Notices

1. **Copyright Statement**
   Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

2. **Emergency Statement**
   In the event of a college-wide emergency course requirements, deadlines, and grading schemes are subject to changes that may include alternative delivery methods, alternative, class materials, and a revised semester calendar and/or grading scheme.

   In cases of inclement weather or college-wide emergencies, alerts will be posted on the college homepage and on the Queens College Alerts page. News about weather-related closings will also be distributed through CUNY Alert. New students are auto-enrolled in the CUNY Alert system to receive text, email, and voice alerts. To manage your preferences, log in to CUNYfirst and select the CUNY Alert tile.

3. **Syllabus Change Statement**
   Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change without advance notice.



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