



Campbell illustration from *Travels in the Interior Inhabited Parts of North America in Year 1791 and 1792* (1793). Library of Congress, Washington, D.C.

Course Information

This is an asynchronous course.

Please adhere to the following schedule for successful completion of this class.

Online course website: <https://wolfware.ncsu.edu/courses/my-wolfware/>

Instructor: Nicole Welk-Joerger, PhD, MA
Postdoctoral Teaching Scholar, History
277 Withers Hall
newelkjo@ncsu.edu | 717-940-7796
Zoom Office Hours: Mondays and Wednesdays, 12PM – 2PM,
or by appointment
In-Person Office Hours: By appointment only.
Morning Coffee Hour¹: Fridays, 9AM – 10AM

Teaching Assistant: Leah Polk, MA Candidate
lepolk@ncsu.edu
Zoom Office Hours: Wednesdays 10AM – 11AM and by appointment.

¹ Morning Coffee Hour is an open chat with no waiting room, to speak freely with your peers and me about anything from current events to career goals.

Course Description

What does it mean to be an “American”? How do some of the earliest definitions and ideals of “America” continue to inform this meaning today? In this course, we will explore these early foundations which transpired on the land we now consider the “United States of America.” We will consider who was involved in the process of forming the nation, the various nations that existed before its inception, and the struggle, upheaval, and exploitation experienced by others to hold it all together. This course will cover the various social, political, economic, and ecological events of this history, from the 16th century to just after the Civil War.

This course fulfills the Humanities and U.S. Diversity GEP at NC State.

Learning Objectives

1. **Describe** some of the major economic, sociocultural, political, and ecological events that shaped early U.S. history from the 16th century to the present.
2. **Employ** historical methods to **connect** various continuities and **highlight** fundamental changes that make up early U.S. history.
3. **Articulate** how historical, political, economic, and social processes have produced diversity and equality, as well as how they have functioned to reinforce structural inequalities in the U.S.
4. **Reflect** on the continuing struggles for equity and access by indigenous nations, communities of color, and those socioeconomically disadvantaged with attention to foundations laid and events set in early U.S. history.
5. **Evaluate** primary sources, **synthesize** secondary sources, and use both to **argue** how early U.S. history continues to inform events in the U.S. today.

Required Text

Your main text is the online accessible *American Yawp*, Volume I (2020). This source and the supplemental sources will be available on both Moodle and [Perusal](#), where you will complete your annotation assignments.

Evaluation and Course Policies

Method	Percentage Points of Grade
Annotation Exercises	15 (1 pt/wk)
Weekly Quizzes	25 (2 pts/12 wks + 1pt syllabus quiz)
Class Timeline Contribution	5
Applied History Exercise #1	10
Applied History Exercise #2	10
Applied History Exercise #3	10
Final Research Project	25

Participation Expectations

Per [attendance regulations](#) at NC State, “Full participation in classes, laboratory period and examinations is expected of all students.” To succeed in this course, you need to engage with the online content in a consistent and timely fashion. You must contact me (newelkjo@ncsu.edu) if you are falling behind and unable to meet the annotation and assignment deadlines. Otherwise, a grade penalty of one percentage point-per-absence will be reflected for late work. Please remember to consider the [withdrawal process](#) and timeline if you are unable to complete the work required of this course.

Annotation Exercises

Each week you are required to add a comment, question, or response to the readings and overview lecture each week, which will be made available through [Perusall](#). You will need to create a Perusall account if you do not already have one and add this course with the code: WELK-JOERGER-DG77Q

Annotations are due Wednesday at midnight. These annotations are crucial, as they will serve the basis on the lecture available Thursday afternoon – responding directly to your questions and interests in that week’s materials.

Weekly Quizzes

Quizzes are meant to be taken at the end of each week. The quiz will open on Friday morning and be available to take until the next Monday at midnight). Quizzes are made up of four multiple choice, true/false, and/or open-ended questions (.5 point each) and are a review of important points from the readings and lectures of that week. We drop the lowest quiz grade (a.k.a. “one freebee”).

Class Timeline Contribution

The themes of this class and the chapters of the textbook often overlap events in history. Such a design demonstrates that ideas and events can be cyclical rather than linear or “progressive.” However, it is helpful to get a sense of what episodes of history happened at the same time. You will be assigned a week to contribute either 1) one event from the textbook, 2) a primary source document, or 3) an event mentioned in lecture. You will meet (virtually or via online chat) with the four other students assigned to your week to ensure no repeats to the class timeline. Each person will create one unique addition to the timeline, either one specific date or a years/decades-long period of time.

Applied History Exercises

Applied History Exercises are opportunities to apply your learning to popular media and current events. Each requires engagement with a group of sources on your own time and a written analysis demonstrating your critical engagement with these sources and your application of the material from class. These exercises will require a few hours of your time, and the reflections should be around 500 words. All assignments must be completed with Chicago Style Footnotes.

Applied History Exercise #1: Popular Film/TV Analysis

Applied History Exercise #2: Politician or Political Commentator Analysis

Applied History Exercise #3: Monument/Site-Based Analysis

Final Research Project

In place of an exam, you will complete a research project exploring a facet of Early American History on your own time. While the AHE expected you to place something of the 20th/21st century in its earlier history, you will focus on a source of its time for the final. Choose a primary source you find from outside of class (artifact, text, artwork, historical site) and discuss why it is significant for understanding “Early American History.” What stories does it tell or ignore? Why should we pay attention to it? Why might it be added to a textbook or course like this? The primary source will be a launching point for engaging with other sources inside and outside of class. Choose ONE of the two options. You must meet with me or Leah once about the project.

Option #1: Standard Research Essay

Approximately 1500-word essay using 3 primary sources and 3 secondary sources to make your claim. Chicago Style Footnotes.

Option #2: The “Unessay”

Respond with any format. A work of art, song lyrics, a short piece of historical fiction, video essay, recipe, etc. The response should be thoughtful and consider the prompt carefully. The project will be informed by 3 primary sources and 3 secondary sources, with a 500-word reflection/description of project. Project + Reflection with Chicago Style Footnotes.

Statement on Diversity of Thought

This course includes colleagues from various intellectual and personal backgrounds. You are all welcome members of this course, and I expect you to respect others when speaking and listening. Free speech is critical to a productive learning environment, but hateful speech is not tolerated. Be mindful of the [school policy on these matters](#).

Also be aware that as a history course, we will discuss ideas in the context and language of their time. As a result, some of the language you may read and topics we will discuss may be sensitive and/or offensive. This is a part of teaching and learning the past, and I will do my best as the instructor to prepare you to contextualize these topics.

Grading Scale

This course uses this grading scale:

Low	Letter	High
97 ≤	A+	≤ 100
93 ≤	A	< 97
90 ≤	A-	< 93
87 ≤	B+	< 90
83 ≤	B	< 87
80 ≤	B-	< 83
77 ≤	C+	< 80
73 ≤	C	< 77
70 ≤	C-	< 73
67 ≤	D+	< 70
63 ≤	D	< 67
60 ≤	D-	< 63
0 ≤	F	< 60

Late Assignments

All quizzes, “Applied History” exercises, and projects are due on the date highlighted on the syllabus. If you are unable to submit your assignment on a given date, you must be in touch with me (newelkjo@ncsu.edu) at least 48 hours in advance. Late assignments that have not been approved by me within this 48-hour period will be subject to a .5-point-per-day grade penalty.

Detailed Course Map

Schedule	Course Work to Complete
Week 1: Introductions	
<p>Tuesday, January 19 – Monday, January 25</p>	<p>Readings:</p> <ul style="list-style-type: none"> • Syllabus + Course Websites • “Tea and Sympathy” <i>New Yorker</i> (2010) • “Why History Matters” <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday January 20th <input type="checkbox"/> Complete course survey by Wednesday, January 20th <input type="checkbox"/> Week 1 Syllabus Quiz due Monday, January 25th <input type="checkbox"/> Post your introductory video to Moodle Discussion Board by Monday, January 25th
Week 2: Indigenous America	
<p>Tuesday, January 26 – Monday, February 1</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 1 • Ben Franklin’s World Podcast, The World of the Wampanoag, Part 1 • PRIMARY SOURCE: Native American Creation Stories <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, January 27 <input type="checkbox"/> Week 2 Quiz due Monday, February 1
Week 3: Colliding Cultures	
<p>Tuesday, February 2 – Monday, February 8</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 2 and Chapter 3 • “Chickwallop and the Strange Beast,” from <i>Creatures of Empire</i> (2004) • PRIMARY SOURCE: John Lawson encounters Native Americans, 1709 • PRIMARY SOURCE: Olaudah Equiano Describes the Middle Passage, 1789 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, February 3 <input type="checkbox"/> Week 3 Quiz due Monday, February 8

Week 4: Colonial American Life	
<p>Tuesday, February 9 – Monday, February 15</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 4 • Ben Franklin’s World Podcast, How Historians Read Historical Sources • PRIMARY SOURCE: Samson Occom describes his conversion and ministry, 1768 • PRIMARY SOURCE: Pontiac Calls for War, 1763 • PRIMARY SOURCE: Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, February 10 <input type="checkbox"/> Week 4 Quiz due Monday, February 15
Week 5: The American Revolution	
<p>Tuesday, February 16 – Monday, February 22</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 5 • “How Picturing the Boston Masacre Matters,” from <i>O Say Can You See?</i> Blog • PRIMARY SOURCE: George R. T. Hewes, A Retrospect of the Boston Tea-party, 1834 • PRIMARY SOURCE: Women in South Carolina Experience Occupation, 1780 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, February 17 <input type="checkbox"/> Week 5 Quiz due Monday, February 22 <input type="checkbox"/> AHE #1 due Monday, February 22
APPLIED HISTORY EXERCISE #1	
DUE MONDAY, FEBRUARY 22	
Week 6: New Nation, New Problems?	
<p>Tuesday, February 23 – Monday, March 1</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 6 • “Outbreak 1793” from WHY • PRIMARY SOURCE: Mary Smith Cranch comments on politics, 1786-87 • PRIMARY SOURCE: Hector St. Jean de Crèvecoeur Describes the American people, 1782 • PRIMARY SOURCE: Jones and Allen, A Narrative of the Proceedings of the Black People (selections)

	<p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, February 24 <input type="checkbox"/> Week 6 Quiz due Monday, March 1
Week 7: The Early Republic	
<p>Tuesday, March 2 – Monday, March 8</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 7 • “Thomas Jefferson’s Ideal” from <i>Clean and White</i> (2016) • PRIMARY SOURCE: Thomas Jefferson’s Racism, 1788 • PRIMARY SOURCE: Black scientist Benjamin Banneker demonstrates Black intelligence to Thomas Jefferson, 1791 • PRIMARY SOURCE: Congress Debates Going to War, 1811 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, March 3 <input type="checkbox"/> Week 7 Quiz due Monday, March 8
Week 8: Enthusiasm and Suspicion	
<p>Tuesday, March 9 – Monday, March 15</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 8 and Chapter 10 • PRIMARY SOURCE: Harriet H. Robinson Remembers a Mill Workers’ Strike, 1836 • PRIMARY SOURCE: Alexis de Tocqueville, “How Americans Understand the Equality of the Sexes,” 1840 • PRIMARY SOURCE: David Walker’s Appeal to the Colored Citizens of the World, 1829 • PRIMARY SOURCE: William Lloyd Garrison Introduces <i>The Liberator</i>, 1831 • PRIMARY SOURCE: Angelina Grimké, Appeal to Christian Women of the South, 1836 • PRIMARY SOURCE: Henry David Thoreau Reflects on Nature, 1854 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, March 10 <input type="checkbox"/> Week 8 Quiz due Monday, March 15

Week 9: Limits of Democracy	
<p>Tuesday, March 16 – Monday, March 22</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 9 • “How Native American Slaveholders Complicate the Trail of Tears Narrative” from <i>Smithsonian Magazine</i> (2018) • PRIMARY SOURCE: Andrew Jackson’s Veto Message Against Re-chartering the Bank of the United States, 1832 • PRIMARY SOURCE: Rhode Islanders Protest Property Restrictions on Voting, 1834 • PRIMARY SOURCE: Black Philadelphians Defend their Voting Rights, 1838 • PRIMARY SOURCE: Frederick Douglass, “What to the Slave is the Fourth of July?” 1852 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, March 17 <input type="checkbox"/> Week 9 Quiz due Monday, March 22 <input type="checkbox"/> AHE #2 due Monday, March 22
APPLIED HISTORY EXERCISE #2	
DUE MONDAY, MARCH 22	
Week 10: Living Enslaved	
<p>Tuesday, March 23 – Monday, March 29</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 11 • 1619 Podcast, “The Economy that Slavery Built” • PRIMARY SOURCE: Nat Turner explains the Southampton rebellion, 1831 • PRIMARY SOURCE: Harriet Jacobs on Rape and Slavery, 1860 • PRIMARY SOURCE: Solomon Northup Describes a Slave Market, 1841 • PRIMARY SOURCE: Mary Polk Branch remembers plantation life, 1912 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, March 24 <input type="checkbox"/> Week 10 Quiz due Monday, March 29

Week 11: Westward Expansion	
<p>Tuesday, March 30 – Monday, April 5</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 12 • Chapters 1-3 from <i>How to Hide an Empire</i> (2019) • PRIMARY SOURCE: Cherokee Petition Protesting Removal, 1836 • PRIMARY SOURCE: John O’Sullivan Declares America’s Manifest Destiny, 1845 • PRIMARY SOURCE: Chinese Merchant Complains of Racist Abuse, 1860 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, March 31 <input type="checkbox"/> Week 11 Quiz due Monday, April 5
Week 12: Antebellum Set-Up	
<p>Tuesday, April 6 – Monday, April 12</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 13 • “Republicans Meet the Slave Power,” from <i>Field of Blood</i> (2018) • PRIMARY SOURCE: Stories from the Underground Railroad, 1855-56 • PRIMARY SOURCE: South Carolina Declaration of Secession, 1860 • PRIMARY SOURCE: Sectional Crisis Map, 1856 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, April 7 <input type="checkbox"/> Week 12 Quiz due Monday, April 12
Week 13: The Civil War	
<p>Tuesday, April 13, 2021 – Monday, April 19</p>	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 14 • “Disability as ‘Dark’ Civil War History” in <i>Nursing Clio</i> (2015) • PRIMARY SOURCE: Poem about Civil War Nurses, 1866 AND Civil War Nurses Illustration, 1864 • PRIMARY SOURCE: Civil War Songs, 1862 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, April 14 <input type="checkbox"/> Week 13 Quiz due Monday, April 19 <input type="checkbox"/> AHE #3 due Monday, April 19
APPLIED HISTORY EXERCISE #3	DUE MONDAY, APRIL 19

Week 14: Reconstruction	
Tuesday, April 20, 2021 – Monday, April 26	<p>Readings:</p> <ul style="list-style-type: none"> • AY, Chapter 15 • DuBois, <i>Black Reconstruction</i>, selections + Foner Introduction • PRIMARY SOURCE: Jourdon Anderson Writes His Former Enslaver, 1865 • PRIMARY SOURCE: Mississippi Black Code, 1865 <p>Assignments:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Annotations due Wednesday, April 21 <input type="checkbox"/> Week 14 Quiz due Monday, April 26
Week 15: Reflection and Conclusion	
Tuesday, April 27, 2021 – Monday, May 3	Work on Final Projects
FINAL PROJECTS DUE	DUE FRIDAY, MAY 7

University Policies

Academic Integrity and Honesty

Students are required to comply with the university policy on academic integrity found in the [Code of Student Conduct](#). Therefore, students are required to uphold the university pledge of honor and exercise honesty in completing any assignment.

Please refer to the [Academic Integrity](#) web page for a detailed explanation of the University's policies on academic integrity and some of the common understandings related to those policies. Violations of academic integrity will be handled in accordance with the Student Discipline Procedures ([NCSU REG 11.35.02](#)).

Students may be required to disclose personally identifiable information to other students in the course, via electronic tools like email or web-postings, where relevant to the course. Examples include online discussions of class topics and posting of student coursework. All students are expected to respect the privacy of each other by not sharing or using such information outside the course. Please also be aware that email correspondence to and from NC State email addresses may be subject to the North Carolina Public Records Law and may be disclosed to third parties.

Students are responsible for reviewing the NC State University Policies, Regulations and Rules (PRR) which pertains to their course rights and responsibilities:

- [Equal Opportunity and Non-Discrimination Policy Statement and additional references](#)
- [Code of Student Conduct](#)
- [Grades and Grade Point Average](#)

Accessibility Statement

Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with the [Disability Resource Office](#) at Holmes Hall, Suite 304, Campus Box 7509, 919-515-7653 . For more information on NC State's policy on working with students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG02.20.01\)](#)

Incident Reporting and Title XI

At NC State, we are committed to ensuring that every member of our community learns and works in an environment free of sex discrimination and sexual harassment. Consistent with Title IX of the Education Amendments of 1972, NC State does not discriminate against students, employees or members of the community on the basis of sex in any of its programs or activities. Sexual harassment (including sexual violence) is a kind of sex discrimination and is prohibited by Title IX and by NC State. Accordingly, if an incident is brought to my attention, this will be reported accordingly with the [Office for Institutional Equity and Diversity](#). Visit their website for more information.

Trans-Inclusive Statement

In an effort to affirm and respect the identities of transgender students in the classroom and beyond, please contact me if you wish to be referred to using a name and/or pronouns other than what is listed in the student directory.

Basic Needs Security

Any student who faces challenges securing their food or housing or has other severe adverse experiences and believes this may affect their performance in the course is encouraged to notify the professor if you are comfortable in doing so. Alternatively, you can contact the Division of Academic and Student Affairs to learn more about the [Pack Essentials program](#).

COVID19 Resources

Health and Participation in Class

We are most concerned about your health and the health of your classmates.

- If you test positive for COVID-19, or are told by a healthcare provider that you are presumed positive for the virus, please work with your instructor on health accommodations and follow other university guidelines, including self-reporting: <https://healthypack.dasa.ncsu.edu/coronavirus/>. Self-reporting is not only to help provide support to you, but also to assist in contact tracing for containing the spread of the virus.
- If you feel unwell, even if you have not been knowingly exposed to COVID-19, please do not go to campus (if applicable for other classes).
- If you are in quarantine, have been notified that you may have been exposed to COVID-19, or have a personal or family situation related to COVID-19 that prevents you from attending this course in person (or synchronously), please connect with your instructor to discuss the situation and make alternative plans, as necessary.
- If you need to make a request for an academic consideration related to COVID-19, such as a discussion about possible options for remote learning, please talk with your advisor for the appropriate process to make a COVID-19 request.

Health and Well-Being Resources

These are difficult times, and academic and personal stress is a natural result. Everyone is encouraged to take care of themselves and their peers. If you need additional support, there are many resources on campus to help you:

- Counseling Center (<https://counseling.dasa.ncsu.edu/>)
- Health Center (<https://healthypack.dasa.ncsu.edu/>)
- If the personal behavior of a classmate concerns or worries you, either for the classmate's well-being or yours, we encourage you to report this behavior to the NC State CARES team: (go.ncsu.edu/NCSUcares).
- If you or someone you know are experiencing food, housing or financial insecurity, please see the Pack Essentials Program (<https://dasa.ncsu.edu/pack-essentials/>).

Community Standards related to COVID-19

We are all responsible for protecting ourselves and our community. Please see the community expectations and Rule 04.21.01 regarding Personal Safety Requirements Related to COVID-19 <https://policies.ncsu.edu/rule/rul-04-21-01/>

Syllabus Statement

The following document is a flexible agreement between the instructor and students in this course. This syllabus is subject to change, given course pacing via online format as well as student feedback during the midterm survey. Additionally, there are possible guest speakers and optional in-person events (pandemic pending) being arranged for this course. All dates for assignments reflect the earliest possible due dates and may also be subject to change given student performance. As the instructor, I will communicate any changes as far in advance as possible.