

## **US History I – To 1877**

**21:512:201.03**

Instructor: Dr. Matthew Friedman

Email: matthew.friedman@rutgers.edu

Office: Conklin 337 | Office Hours: Monday and Wednesday, 2:30-3:30 pm

Class Time and Location: Monday and Wednesday 4:00 pm – 5:20 pm, Conklin 337

This course will explore the narratives of America from the first contacts between native North Americans and Europeans to Reconstruction. It will focus on the stories Americans told of themselves and of “The Other,” and how they converged in the construction of an American nation and identity. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the richness and complexities of American life.

We will focus on a number of themes: Race and slavery; the family, gender and sexuality; class, economic growth and the rise of market capitalism; and, above all the negotiation of the idea of “America” in the spaces around geographical, conceptual and cultural frontiers.

Students will develop their analytical skills in the written assignments and the class discussions by identifying the course readings’ main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

### **READINGS**

All readings are in a course pack available at Porta Print Publishing at 33 Halsey Street in Newark. Readings are divided into two groups: *Documents* are primary sources and *articles* are historical essays (secondary sources) that discuss the period under study.

Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* is available at the library, at virtually every bookstore and online as a PDF or e-book.

### **ASSIGNMENTS AND GRADING**

*Attendance:* Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, and religious observance. Absences for work, job interviews and similar events will not be excused. Unexcused absences will be penalized one (1) mark (out of ten) of the student’s attendance grade.

Six unexcused absences will result in an automatic failing grade. Students who miss eight or more sessions through *any* combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw from the course.

*Participation:* Everyone is both expected and required to participate in class discussions. The participation grade will reflect the quality and quantity of your in-class participation.

*Summaries:* Students will write a one-to-two-page summary of the readings for every class, identifying the main points that each author makes and the way in which the readings are related. I will collect them at random times throughout the term.

*Short Paper:* Students will write two short, 2-to-3-page papers on topics to be announced, based on the readings.

*Final Paper:* Using the library databases, students will select three scholarly articles (secondary sources) offering different interpretations of an event in American history up to the Civil War and write a 1300-1800 word historiographic paper. Deadline: 3 December.

See "Submissions Guidelines," below.

*Weekly Exams:* There will be five in-class exams.

*Final Exam:* A final exam will be held on...

Students *must* write the final exam and submit both papers to pass the course.

Attendance .....	10%
Class Participation .....	10%
Summaries.....	10%
Short Papers.....	10%
Final Paper .....	20%
In-Class Exams .....	20%
Final exam .....	20%
<b>TOTAL .....</b>	<b>100%</b>

## CLASS SCHEDULE

3 September – Lecture 1

### **Pre-Columbian Civilizations and the Columbian Exchange**

Documents: Iroquois Creation Myth

Articles: William Denevan, "The Pristine Myth: The Landscape of the Americas in 1492"

8 September – Lecture 2

### **Contacts**

Documents: Bartolome de las Casas, "A Brief Account of the Destruction of the Indies," Paul Le Jeune, "In the Country of the Hurons"

10 September – Lecture 3

### **Virginia and Jamestown**

Documents: George Percy, "A True Relation..."

Article: Camilla Townsend, Chapter 3 of *Pocahontas and the Powhatan Dilemma*

15 September – Lecture 4

### **A Beacon Upon a Hill**

Documents: John Winthrop, "A Model of Christian Charity," "The Examination and Confession of Ann Foster at Salem Village"

Articles: Carla Pretana, "The Social World of Salem: William King's 1681 Blasphemy Trial"

17 September – Lecture 5

### **Proprietors and Plantations**

Documents: William Penn, "Charter of Privileges"

Articles: Simon Middleton, "How It Came that the Bakers Bake No Bread': A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam"

**\*IN-CLASS EXAM\***

22 September – Lecture 6

### **The Atlantic Slave Trade**

Documents: Alexander Falconbridge, "The African Slave Trade"

Article: Ira Berlin, "Time, Space, and the Evolution of Afro-American Society on British Mainland North America"

24 September – Lecture 7

**Gender, Family and Identity in the Colonies**

Documents: Blackstone's Commentaries on the rights of husband and wife

Article: Laurel Thatcher Ulrich, Introduction to *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*.

29 September – Lecture 8

**Crossroads and Middle Ground**

Documents: "Iroquois Chiefs Address the Governors of New York and Virginia"

Article: Jane T. Merritt, Introduction to *At the Crossroads: Indians and Empires on a Mid-Atlantic Frontier*

1 October – Lecture 9

**Europe in America: The Seven Years' War**

Documents: George Washington, "The Storm Arising in the West"

Article: Fred Anderson, "The Real First World War and the Making of America"

**\*IN-CLASS EXAM\***

5 October – Lecture 10

**Slaves and Free Men**

Documents: Thomas Jefferson, "Notes on the State of Virginia" (excerpts)

Articles: Edmund Morgan, "Slavery and Freedom: The American Paradox"

7 October – Lecture 11

**Becoming American**

Documents: Daniel Dulany, "Considerations on the Propriety of Imposing Taxes in the British Colonies, for the Purpose of raising a Revenue, by Act of Parliament"

Articles: Gary Nash, "Social Change and the Growth of Prerevolutionary Urban Radicalism"

13 October – Lecture 12

**Identity and Ideology in the American Revolution**

Documents: John Locke, Chapter IX of *The Second Treatise of Government*, The Declaration of Independence, Thomas Paine, *Common Sense*

**Short Paper #1 Deadline**

15 October – Lecture 13

**Society and Culture in The American Revolution**

Articles: Joan Hoff Wilson, "The Illusion of Change: Women and the American Revolution."

**\*IN-CLASS EXAM\***

20 October – Lecture 14

**Nation Building**

Documents: Articles of Confederation

Articles: Richard D. Brown, "Shays' Rebellion and its Aftermath."

22 October – Lecture 15

**Con/Federation**

Documents: Alexander Hamilton, "Federalist Papers #15," Anti-Federalist Papers #17, Constitution of the United States, The Bill of Rights

27 October – Lecture 16

**Go West, Young Nation**

Documents: Tecumseh speech, The Monroe Doctrine

Article: Joseph Porter, "A River of Promise"

29 October – Lecture 17

**Family, Faith and the Market**

Documents: Asahel Nettleton, "The Conversion of Asahel Nettleton"

Article: Jackson Lears, Chapter 2 of *Fables of Abundance*.

**\*IN-CLASS EXAM\***

3 November – Lecture 18

**The Age of Jackson**

Documents: South Carolina Ordinance of Nullification, Andrew Jackson Bank Veto Speech  
Article: Bray Hammond, "Jackson, Biddle and the Bank of the United States"

5 November – Lecture 19

**The Southwest, or Why Texas is Like a Whole Other Country**

Documents: Mexican Colonization Law of 1825, Texas Declaration of Independence  
Articles: Andres Resendez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821-1848"

10 November – Lecture 20

**A Manifest Destiny**

Documents: John L. O'Sullivan, "The Great Nation of Futurity"  
Article: Robert W. Johannsen, "The Meaning of Manifest Destiny" in *Manifest Destiny and Empire*

12 November – Lecture 21

**The Culture and Politics of Slavery**

Documents: Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, George FitzHugh, "Cannibals All" (Excerpt)  
**Short Paper #2 Deadline**

17 November – Lecture 22

**Sectional Disputes and Compromises**

Documents: Henry Clay, Compromise Speech, Abraham Lincoln, Republican Convention Speech, Lincoln-Douglas Debate in Ottawa, Ill.  
Articles: David Potter, "Fire-Eaters, Fugitives and Finality" in *The Impending Crisis*  
**\*IN-CLASS EXAM\***

19 November – Lecture 23

**Civil War I - Mobilization**

Documents: Alexander Stephens, Cornerstone Speech, Robert Toombs, Speech to the Georgia Legislature  
Article: Thomas N. Bonner, "Civil War Historians and the 'Needless War' Doctrine"

1 December – Lecture 24

**Civil War II – War and Redemption**

Documents: Abraham Lincoln, Gettysburg Address, Emancipation Proclamation, Second Inaugural Address  
Articles: Excerpt from Charles Royster, *The Destructive War*.

3 December – Lecture 25

**Civil War Aftermath**

Documents: Reconstruction Amendments, Thaddeus Stevens Speech, Report of the Joint Committee on Reconstruction  
Articles: Eric Foner, "If Lincoln Hadn't Died"  
**Final Paper Deadline**

8 December – **Wrap-up and Review**

10 December – **Exam Preparation Workshop**

## CITATION FAQ

### What do you need to cite?

Any phrase, sentence or paragraph that you have taken from another source, even if it's a sentence fragment. For example, if you use the phrase "to be or not to be: that is the question," you *must* provide a citation to the relevant page in a published edition of William Shakespeare's play *Hamlet*. As a general rule, if you are using words that someone else wrote, you *must* cite. Failure to do so constitutes plagiarism.

Any information that you found in another source (and isn't common knowledge), even if you paraphrase. For example, if you write something like "almost ten per cent of the adult males in the United States in 1924 were members of the Ku Klux Klan," you have to say where you got that information. If you don't, how do I know that you're not making it up?

As a general rule, you don't have to provide citations for information that we covered in class.

### What happens if you don't cite?

It depends. The highest grade that a term paper without citations will receive is C+. If you quote substantially from another source and do not (a) indicate that it is a quote and (b) indicate *where* the quote came from, I will consider this plagiarism. You will receive a zero (0) on the paper and I will submit it to the Dean's office for review.

If you don't know whether you should cite a passage, quote or information, err on the side of caution and cite it.

### What do you need?

As a general rule, you will need a bibliography page, and footnotes or parenthetical notes in text for all of your references. Please use either the University of Chicago/Turabian citation style (footnotes) or MLA (parenthetical notes). I prefer Chicago/Turabian, since this is what historians use.

For information on how to cite according to these styles, please see <http://newarkwww.rutgers.edu/guides/cite.htm>.

## SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class, and the two papers must also be submitted to **turnitin.com** on Blackboard. No assignments will be accepted after the deadline, *except with prior arrangement*. If you miss a class – and a deadline – due to illness or other excused absence, you *must* inform me, and submit the assignment to **turnitin.com** (to be followed with hard copy at the earliest opportunity).

Late submissions of the historiographical paper will be accepted for one week with a one-mark penalty for each day late, and only with prior arrangement.

Assignments must be typed double-spaced in 12-point Times on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

## PRIMARY AND SECONDARY SOURCES

Historians refer to primary and secondary sources. A primary source is a document, speech, or other sort of evidence written, created or otherwise produced during the time under study, or by a participant. Primary sources offer an inside view of a particular event. Secondary sources provide interpretation and analysis of primary sources. Secondary sources are usually (though not always) written by professional historians and are one step removed from the original event.