

## **US History I – To 1877**

**21:512:201.06**

Instructor: Dr. Matthew Friedman

Email: matthew.friedman@rutgers.edu

Office: Conklin 337 | Office Hours: TBA

Class Time and Location: Monday 2:30-3:50 pm, Wednesday 1:00-2:20 pm, Hill 102

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 class readings are available on Blackboard. Thomas Paine's *Common Sense* and Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* are 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.

*Papers:* Students will write three 3-4 page papers on topics to be announced, based on the readings.

See "Submission Guidelines," below.

*In-Class Tests:* There will be five in-class tests.

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

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

Attendance .....	10%
Class Participation .....	10%
Summaries.....	10%
Film Review .....	5%
Papers .....	20%
In-Class Exams .....	20%
Final exam .....	25%
<b>TOTAL .....</b>	<b>100%</b>

## ACCOMMODATIONS

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information please contact Kate Torres at (973)353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## CLASS SCHEDULE

6 September – Lecture 1

### **Introduction**

11 September – Lecture 2

### **Contacts and the Columbian Exchange**

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

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

13 September – Lecture 3

### **Virginia and Jamestown**

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

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

18 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 Prestana, "The Social World of Salem: William King's 1681 Blasphemy Trial"

20 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"

25 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"

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

27 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*.

2 October – Lecture 8

**Crossroads and Middle Ground**

Documents: Mary Rowlandson, "A Narrative of the Captivity and Restoration of Mrs. Mary Rowlandson," "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*  
**Film Review Deadline**

4 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"

9 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"

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

11 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"

16 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**

18 October – Lecture 13

**Society and Culture in The American Revolution**

Documents: Loyalist Documents

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

23 October – Lecture 14

**Nation Building**

Documents: Articles of Confederation

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

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

25 October – Lecture 15

**Federation**

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

30 October – Lecture 16

**Go West, Young Nation**

Documents: Tecumseh speech, The Monroe Doctrine

Article: Joseph Porter, "A River of Promise"

1 November – Lecture 17

**Family, Faith and the Market**

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

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

6 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"

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

8 November – Lecture 19

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

Documents: Mexican Colonization Law of 1824, Texas Declaration of Independence

Articles: Andres Resendez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821-1848"

13 November – Lecture 20

**A Manifest Destiny**

Documents: John L. O'Sullivan, "Annexation"

Article: Robert W. Johannsen, "The Meaning of Manifest Destiny" in *Manifest Destiny and Empire*

15 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**

20 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\***

22 November – No Class

27 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"

29 December – Lecture 24

**Civil War II – Total War**

Documents: Abraham Lincoln, Gettysburg Address, Emancipation Proclamation, Second Inaugural Address

Articles: Excerpt from Charles Royster, *The Destructive War*.

4 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**

6 December – **Wrap-up and Review**

11 December – **Final Exam Prep**

## 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 or follow the basic citation guide on the next page.

## SUBMISSION POLICY

All assignments must be submitted *in hard copy* and to **Turnitin** on Blackboard by the deadline at the beginning of class. Assignments that are *not* submitted to **Turnitin** will not receive credit. 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** (to be followed with hard copy at the earliest opportunity).

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.

## Citation Basics

### Book

#### Bibliography:

Lears, Jackson. *Rebirth of a Nation: The Making of Modern America, 1877-1920*. New York: Harper Perennial, 2009.

#### Footnote First Reference:

Jackson Lears, *Rebirth of a Nation: The Making of Modern America, 1877-1920* (New York: Harper Perennial, 2009), 236.

#### Footnote Subsequent References:

Lears, 113.

Lears, *Rebirth of a Nation*, 113. (If you cite more than one work by this author.)

**Parenthetical Reference:** (Lears, 236)

**Parenthetical Reference (if you use more than one source by this author):** (Lears 2009, 236)

### Article

#### Bibliography:

Rosenfeld, Sophia. "On Being Heard: A Case for Paying Attention to the Historical Ear." *The American Historical Review* 116 (April 2011): 316-334.

*Note that you include the volume number of the journal or publication following the title. Omit it if it is not known.*

#### Footnote First Reference:

Sophia Rosenfeld, "On Being Heard: A Case for Paying Attention to the Historical Ear," *The American Historical Review* 116, April 2011, 317.

#### Footnote Subsequent References:

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

**Parenthetical Reference:** As with books.