

HISTORY OF THE UNITED STATES I: CONTACT-1877
Fall 2017 21:512:201:01
Tuesday/Thursday 10:00AM – 11:20PM
Engelhard Hall 209

Professor: Rebecca Lubot
Contact: Rebecca.Lubot@Rutgers.edu
Office Hours: Conklin Hall 337, by appointment.

This course is designed to provide undergraduates with a thorough background in the history of the United States from contact through 1877 including: emerging colonial societies; the roots of the American Revolution; federalism, nationalism, and Jeffersonian democracy; Jackson and democratic capitalism; expansion and imperialism; slavery and the Civil War; and Reconstruction. The breadth of the course will allow students to examine US history from many different historical perspectives such as: social, cultural, economic, political, ethical, technological, and environmental. This course emphasizes a “US in the world” perspective, highlighting the US’ emergence as a world power over time. The goal of the course is to give undergraduates a basic understanding of both pivotal events in the history of the United States and its diverse people, and to enable undergraduates to begin thinking like historians by participating in debate, weighing evidence (primary and secondary sources), and examining methodology. Students will be honing their writing and analytical reading skills throughout the semester.

Required Readings:

Raymond M. Hyser and J. Chris Arndt’s *Voices of the American Past*, Volume I, 5/e is available to rent (for approximately \$30) at the following link:

<https://www.cengagebrain.com/shop/ProductDisplay?catalogId=10057&productId=550673&langId=-1&storeId=10151&krypto=kQETHJiw04Wxw0p%2FEQCYUblP2rfRfbc5Lm38p5D0JiceYz0LeUAW8E9yjJErgG5WXudasksoDtkx6Mcqwe332F2DpAWulJDi9bsgq2WHZWuvOcdz8We%2FM2I97ccpV%2BuFkFxHSEJT85LQXynVX4r3eaWkyugU3pLk%2BF075en1frpRpz9zNqOuEB%2Ft0OS9ZRDxVdhessalGOz3T8VfoH2D7oLchvwDaUk96wYhPD1TeM%3D>

If you choose to rent an earlier edition, note that you are responsible for all the primary source documents in the fifth edition.

Readings not listed below as “Voices”, such as the following, will be available on Blackboard:

Consuelo Vanderbilt Balsan, *The Glitter & the Gold*.

Robert Dallek, *Flawed Giant: Lyndon Johnson and His Times 1961-1963*.

Michael McGerr, *A Fierce Discontent: The Rise and Fall of the Progressive Movement in America 1870-1920*.

David McCullough, *Truman*.

Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era*.

Tim O’Brien, *The Things They Carried*.

Additional readings available on Blackboard.

Recommended Reading:

P. Scott Corbett, *U.S. History* is available (free) at the following link:

<https://openstax.org/details/books/us-history>

Students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it.

Disabilities Policy

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. 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.

Food/Drink Policy:

Drinks of the non-alcoholic variety are allowed. Food is prohibited.

Technology Policy:

No cell phones or similar devices. They are distracting to you, the students around you, and to the professor. Turn them off, keep them off the desk, and wait until after class to resume use. Note: you should not be coming and going frequently from the classroom unless you have a valid medical reason. If you leave before the end of a class, it will count as an absence regardless of whether or not you were present for attendance. (See attendance policy below.)

Attendance Policy:

Attendance is mandatory. Students are expected to attend every class, arrive on time, and stay for the duration of the class. There will be no makeup opportunities for missed classes.

Arriving late or leaving early is disruptive to other students, and is only acceptable in an emergency situation. If you arrive late (after I take attendance), you must send me an email *within a half hour* of the class' conclusion *the same day you miss attendance* explaining why you were late and reminding me of your contribution to that class. I will update Blackboard to change your attendance to "present" for that day. Note: I will do this only once. If you are coming from another class at NJIT (causing you to pass through the current construction on your way to this class) and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class. Leaving early without prior permission will count as an unexcused absence.

Students may be excused for illness, family emergency and similar extreme situations, and religious observance (see the Rutgers Catalog: (http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html)). If you plan to claim a religious holiday as an excused absence, you must inform me of this fact via email within the first two weeks of class. As a serious adherent of your faith, you should know at the outset of the semester which holidays are important enough to warrant time away from the civic community of the classroom. The only exception I will make for a belated decision to attend a religious holiday is an unexpected conversion to a new religion (proof of conversion required). Documentation for excused absences must be provided via email. Absences for work, job interviews, travel, and similar events will not be excused.

If you have more than four unexcused absences, your grade will be lower one half grade (from "B+" to "B", for example). If you have more than six unexcused absences, your grade will be lowered one full grade (from "B+" to "C+", for example). 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 to avoid an "F".

Participation:

Participation during class discussion is expected. Students will be judged on the quantity and quality of their participation.

American history is a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others' needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is prohibited and will be counted against the participation grade. This means: no talking in private conversations (even in whispers), no cell phone use or any other form of texting, no use of computers (except with my permission) or surfing the web, no working on other

course homework. You will lose participation points (one point each time – a maximum of one per class) if I find that you are continually on your phone, rather than taking copious notes and actively participating. And if I have to interrupt the class to ask you to stop a private conversation, you will receive an “F” for your participation grade for the course.

Paper:

Students will write a paper on a topic to be announced, based on the readings and other course materials. The paper is due at the beginning of class on Tuesday, October 17th. See “Submission Policy” appended.

Written Assignments:

Students will answer the questions in the *Voices* text each time a reading assignment is listed on the syllabus from that text. Again, students must read the assignment indicated on the syllabus *before* coming to class on that date, and be prepared to discuss it. These written assignments are to be submitted via Blackboard prior to the start of class. (Find “Journal” under “Tools” and post each entry by date (e.g. “Sept. 5” in the title field above the entry box).) Note: The written assignments will not be accepted late as this creates chaos. You can always submit an assignment early. For unforeseen circumstances: Each student will be given five extra points toward the written assignment grade; consider this your one free pass.

Plagiarism Policy:

Plagiarism, or the copying of someone else’s words or ideas, will not be tolerated in this class. You must sign the plagiarism pledge before any assignments will be accepted. Use footnotes or endnotes when citing someone else’s work at all times. See appended “Citation FAQ” and “Citation Basics.”

Quizzes:

Some quizzes will be announced, others unannounced. Most quizzes will be closed book individual efforts, but group quizzes, such as a group effort to interpret a primary source, will also count toward your quiz grade. Note: It is impossible to make up the quizzes, as it defeats their purpose. There is no solution to this problem other than: come to class on time, having read the materials. I will drop the lowest of the quiz grades, so this is your insurance policy against missing one quiz due to unforeseen circumstances.

Exam:

The Final Exam on December 21st from 8:30AM-11:30AM will be cumulative. Review sheets will be made available on Blackboard prior to the exam. **IF YOU ARE AWARE OF A CONFLICT YOU NOW HAVE WITH THE EXAM DATE AS INDICATED ON THE SYLLABUS, DO NOT TAKE THIS COURSE. MAKE-UP EXAMS WILL ONLY BE ARRANGED IF WRITTEN, ACCEPTABLE EXCUSES ARE PROVIDED.** Travel plans do not constitute sufficient reason for missing exams. Students that do not take the exam will not pass the course.

Extra Credit:

No extra credit will be awarded in this class for any reason, with the following exception: We will be debating the merits of the Articles of Confederation and the Constitution in class. These documents (as well as later Amendments to the Constitution) gave some Americans the right to vote. Voting day is the Tuesday after the first Monday in November (November 7, 2017). The last day to register to vote before the General Election is October 17, 2017. At the beginning of class on Election Day, and only on Election Day, I will accept one of the following (which should take approximately the same amount of time): 1) Proof (in the form of a copy of your voter registration card or printed confirmation of your registration) that you have gone through the process of registering to vote. 2) A typed list of the national, state, and local candidates that will appear on the ballot where you currently reside. These copies will be returned to you. Note: this assignment is not mandatory, nor am I asking who you would, or will be, voting for on Election Day. If you choose to participate in the extra credit assignment, I will add ten points to your final exam grade. See <http://www.nj.gov/state/elections/voting-information.html> for voter registration forms and more information.

Grading Policy:

Participation: 10%
Paper: 15%
Written Assignments: 20%
Quizzes: 20%
Final Exam: 35%
TOTAL: 100%

Class Schedule:

Week One:

Sept 5

Introduction

Sept 7

Pre-Columbian Civilizations and the Columbian Exchange

1. The Spanish Letter of Columbus to Luis Sant' Angel (1493). 2. Images of 16th-Century Native American Life.

Week Two:

Sept 12

Diverse Beginnings: Introduction to the New World

3. Powhatan and John Smith (1608). 4. An Indentured Servant Writes Home (1623). 5. Early New York (1626).

Sept 14

Early Experiments: English, French, and Dutch

6. Jesuit Comparison of French and Native Life (1657–1658). 7. General Considerations for the Plantation in New England (1629). 8. William Bradford on Sickness among the Natives (1633). 9. "Captivity Account" of Mary Rowlandson (1675). 10. The Pueblo Revolt (1680). 11. The Indians and Missions of Florida (1675).

Week Three:

Sept 19

Early Experiments: English Settlement, Coexistence and Conflict

John Demos Unreedemed Captive (Excerpt). 12. A Treaty between the Five Nations and the New England Colonies (1689).

Sept 21

Imperial Connections: Emerging Colonial Societies

13. Petition of an Accused Witch (1692). 14. "Pennsylvania, The Poor Man's Paradise" (1698). 15. Of the Servants and Slaves in Virginia (1705). 16. The Dilemma of New France (1724). 17. New York Slave Conspiracy (1741). 18. Eliza Lucas, A Modern Woman (1741–1742).

Week Four:

Sept 26

Life in the first half of the 1700s: Colonial Maturation and Conflict

19. "Sinners in the Hands of an Angry God" (1741). 20. Chief Canassatego Speaks At the Treaty of Lancaster (1744). 21. Pennsylvania Assembly Comments on German Immigration (1755). 22. The Albany Plan of Union (1754).

Sept 28

Roads to Revolution

23. Edmund Burke on British Motives in the Seven Years' War (1762). 24. "The Pontiac Manuscript" (1763). 26. Account of the African Slave Trade (1788). 27. John Locke on Political Society and Government (1689). 28. Stamp Act Riots (1765).

Week Five:

Oct 3

Roads to Revolution continued

29. Images of Colonial Resistance (1760s-1770s). 30. Ann Hulton, Loyalist View of Colonial Unrest (1774). 31. Englishwoman's Appeal to the People of Great Britain on the Crisis in America (1775). 32. Abigail Smith Adams on the British Occupation of Boston (1775). 33. A Loyalist Perspective on the Coming of the Revolution (1780).

Oct 5 **The American Revolution**
25. "What Is an American?" (1770). 34. Introduction to Common Sense (1776). 35. A Speech against Independence (1776). 36. German Doctor's Account of War and Surgery (1777).

Week Six:

Oct 10 **Securing Independence**
37. Articles of Confederation (1777). 38. The Revolution in Indian Country (1779). 39. The Battle of King's Mountain and Loyalism in the Carolinas (1780). 40. Women's Contributions to the War Effort (1780). 41. European View of the American Revolution (1778/80, 1783). 42. Failure of the Continental Congress (1786). 43. The Northwest Ordinance (1787). 44. Grievances of the Shays Rebels (1786).

Oct 12 **The Federal Experiment**
Federalist Papers #1. Anti-Federalist Papers #17.
U.S. Constitution. The Bill of Rights. 45. Pennsylvania Dissent to the Ratification of the Constitution (1787). 46. Federalist Number 10 (1788).

Week Seven:

Oct 17 **Debate: Articles versus Constitution**
Debate Prep
Paper Due

Oct 19 **Striving for Nationhood: The Limits of Republicanism**
47. Cato Petitions for His Freedom (1781). 48. Judith Sargent Murray on the Equality of the Sexes (1790). 49. Alexander Hamilton Speaks in Favor of The National Bank (1791). 50. Opposing Views of the Whiskey Rebellion (1794). 51. George Washington's "Farewell Address" (1796). 52. Description of a Conversion Experience at Cane Ridge, Kentucky (1801). 53. Marbury v. Madison (1803). 54. Resolutions of the Hartford Convention (1815).

Week Eight:

Oct 24 **Continued Striving: Political Economy in Jeffersonian America**
55. Military Disaster on the Ohio Frontier (1791). 56. Jefferson's Instructions to Robert Livingston, Minister to France (1802). 57. Heading West with Lewis and Clark (1804). 58. Jefferson and His Opponents (1800, 1807).

Oct 26 **The Emerging Capitalist Nation, Republican Women & Families**
59. Tecumseh on White Encroachment (1810). 60. Margaret Bayard Smith on the Burning of Washington, DC (1814). 61. Tennessee Expansionists on the Adams-Onis Treaty (1819). 62. The Monroe Doctrine (1823).

Week Nine:

Oct 31 **The Rise of Democracy and the Transformation of Political Culture**
63. Fanny Wright on Equality (1830). 64. Daniel Webster's Second Reply to Robert Y. Hayne (1830). 65. Commentary on Elections in Jacksonian America (1832). 66. The American System (1832). 67. Andrew Jackson's Bank Veto Message (1832).

Nov 2 **Continuing -- Jacksonian Democracy, Native American Removal**
68. The Cherokee Phoenix on Georgia Policy toward the Cherokee (1832). 69. South Carolina Nullifies the Tariff (1832). 70. Images of Jacksonian Politics

Week Ten:

Nov 7 **The Market Economy and Industry in the North**

Voluntary Extra Credit Assignment Due

71. Promoting the Erie Canal (1818). 72. Differing Views of a Changing Society (1827, 1836). 73. Charles G. Finney Describes the Rochester Revival (1830–1831). 74. American Mania for Railroads (1834). 75. “Americans on the Move” (1835). 76. Petition to Integrate the Schools (1842). 77. Women Workers Protest “Lowell Wage Slavery” (1847). 78. “On Irish Emigration” (1852).

Nov 9

Social Reform

79. “Appeal to the Coloured Citizens of the World” (1829). 80. William Lloyd Garrison on Slavery (1831). 81. Evidence against the Views of the Abolitionists (1833). 82. Sarah Grimké Argues for Gender Equality (1837). 83. The Temperance Crusade (1818, 1846). 84. “Declaration of Sentiments,” Seneca Falls Convention (1848).

Week Eleven:

Nov 14

Slavery, North and South

George Fitzhugh, “Cannibals All” (Excerpt). 95. The Alabama Frontier (1821). 96. The Trial of Denmark Vesey (1822). 97. A Reaction to the Nat Turner Revolt (1831). 98. The Plantation Labor Force (1838–1839). 99. Labor at the Tredegar Iron Works (1847).

Nov 16

Inside the Plantation Household, Inside the Slave Community (Paper Due)

100. Martin Delany and African American Nationalism (1852). 101. A Slave Describes Sugar Cultivation (1853). 102. A Defense of Southern Society (1854). 103. Images of Slave Life (1858, 1860). 104. The Southern Yeomen (1860).

Week Twelve:

Nov 21

Manifest Destiny and the Westward Experiment

85. Mid-Nineteenth-Century Images of Race and Nation. 86. Texas and California Annexation (1845). 87. American Description of Mexican Women in Santa Fe (1845). 88. Life on the Overland Trail (1846). 89. Mexican View of U.S. Occupation (1847). 90. Mormons Describe Entering the Salt Lake Valley (1848). 91. Local Reaction to the Gold Rush (1848). 92. Images of Chinese Immigrants (1852, 1860). 93. “Civil Disobedience” (1849). 94. The Question of Cuban Annexation (1853).

Nov 23

THANKSGIVING RECESS – NO CLASS

Week Thirteen:

Nov 28

The Sectional Challenge

105. An African American Minister Responds to the Fugitive Slave Law (1851). 106. Southern Review of Uncle Tom’s Cabin (1852). 107. American (Know Nothing) Party Platform (1856). 108. Charles Sumner on “Bleeding Kansas” (1856). 109. Chicago Tribune on the Dred Scott V. Sanford Decision (1857). 110. Sensible Hints to the South (1858). 111. Frederick Douglass on John Brown (1859). 112. Cartoonists Depict the Issues of the Day (1857-1860). 113. Inaugural Address of South Carolina Governor Francis Pickens (1860). 114. Northern Participation in the Slave Trade (1862).

Nov 30

Origins of The Civil War

115. Mary Boykin Chesnut, The Attack on Fort Sumter (1861). 116. “A War to Preserve the Union” (1861). 117. Jefferson Davis Responds to the Emancipation Proclamation (1862). 118. Images of African Americans in the Civil War (1863, 1864). 119. George Pickett on the “Charge” (1863). 120. New York City Draft Riots (1863). 121. The Southern Home Front (1863).

Week Fourteen:

Dec 5

Debate: North versus South

Debate Prep

Begin Working on Review Sheet (available on Blackboard)

Dec 7

The Civil War

122. General William T. Sherman on War (1864). 123. Lincoln's Second Inaugural Address (1865). 124. A Northern Teacher's View of the Freedmen (1863-1865). 125. Charleston, South Carolina at the Conclusion of the Civil War (1865). 126. African-Americans Seek Protection (1865).

Week Fifteen:

Dec 12

Reconstruction and the New South and Conclusions

127. Thaddeus Stevens on Reconstruction and the South (1865). 128. A White Southern Perspective on Reconstruction (1868). 129. African American Suffrage in the South (1867, 1876). 130. An African American Congressman Calls for Civil Rights (1874). 131. The Situation for African Americans in the South (1879).

Dec 21

8:30AM-11:30AM

FINAL EXAM (TBD)

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* by the beginning of class, and the paper 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). *You will not receive credit for assignments unless they are submitted to Turnitin.*

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.