

History of the United States I: From European Colonization to 1877  
HIST 21:512:201:04  
Monday/Thursday: 1:00-2:20 p.m.  
Conklin Hall Room 424

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Office hours: Monday, 10:00 a.m.-11:00 a.m. and by appointment

### Course description

How did the social, economic, political, intellectual, and military developments of European colonization in North America result in the formation of the United States of America? What roles did American Indians and Africans play in histories of sixteenth- and seventeenth-century colonization, which were essentially European attempts to gain cultural and political hegemony of the Western hemisphere? How did American Indians, Africans, and immigrants from all over Europe and the Americas shape the eighteenth-century political foundations of the U.S. government, the early republican period, and the era of Civil War and Emancipation? How did religion, class, race and ethnicity, and gender and sexuality shape the history of the United States? Is the historical narrative of Europeans, Africans, and Native Americans in North America driven by conflicts among competing interests and groups? Or, on the other hand, does the development of the United States government represent a broader consensus based on the achievement of the democratic ideals of the Founders? Through lecture and in-class discussions, we will attempt to answer these questions through a critical interpretation of primary source documents as well as historiography.

In this course, we will take up these questions and their broader implications through close analysis of **primary sources**, secondary writing that critically interprets and reinterprets history (**historiography**), and active engagement in the lectures that frame and contextualize the course materials in a broader synthesis of global history. The most important task of this course is to carefully consider the evidence of primary sources and to critically engage the historical interpretations presented to you through readings and lecture.

### Learning objectives

Through a combination of interactive lectures, student-facilitated class discussion, and writing assignments, students will encounter some of the basic concepts in the history and historiography of North America from the period of European and American Indian contact, colonization by the English and other European powers, the political foundations of the United States, and the sectional conflicts that resulted in the U.S. Civil War. Students will learn to define and discuss critical issues from this historical field through a combination of interactive lectures, student-facilitated class discussion, and a combination of shorter (300-500 word) and two longer (1,500 word) writing assignments. Students will learn to identify and interpret primary source evidence, summarize and analyze the arguments and supporting points of secondary assessments, and synthesize these basic elements in historiographical writing.

### Classroom policy

*Attendance and absence policy.* **Attendance is mandatory.** I will use lecture time to contextualize and explain the readings. Furthermore, most lectures introduce students to film clips, images, music, and other primary source media that cannot be obtained outside of class. Occasional illness (including illness of a child, parent, or other dependent), serious injury, transportation delays, and bereavement are inevitable. **However, it is not the instructor's responsibility to "catch you up."** **If you must miss a class meeting for an illness or other personal emergency, assume responsibility for work missed.** Exchange contact with a classmate to help you keep up with the lectures; but, given the time constraints and your other classmates' needs, do not expect the instructor to repeat a lecture during office hours.

**Be on time.** Students who are late will be documented. **Students will receive an unexcused absence for every four documented instances of tardiness.** Students who are more than half an hour late to class will be marked as absent. Tardiness will only be excused with proper documentation.

**Stay the entire time.** The instructor will mark as absent all students who leave the class and do not return before its conclusion. Students who do so may only be excused with proper documentation.

**The instructor will only excuse absences with proper documentation, and all students who miss classes must meet with the instructor during office hours in order to receive an excuse regardless of documentation. Students who simply e-mail the instructor or provide no documentation will not be excused. Furthermore, students will lose half a letter grade (5 percentage points) of their FINAL COURSE GRADE after the fourth unexcused absence. Students who miss more than eight classes through any combination of excused or unexcused absences will not earn credit for the course. Such students should withdraw from the course.**

*Student conduct.* Please be respectful of your peers, your instructor, and the university setting. Students will be asked to leave the class for the following reasons: cell phone use and texting during class (except for students with children and/or other dependents), using laptops to surf social media and other irrelevant websites, sleeping in class, persistently talking or whispering while the instructor or other students are speaking, blatant disruptions, and ad hominem attacks on other students or the instructor, including attacks couched in racism, sexism, transphobia, homophobia, discrimination based on ability, and religious intolerance. Such students will be marked absent for the day and will not be allowed to return until they have visited with the instructor during office hours.

*Course readings.* Students must complete the readings before each class meeting and prepared to bring questions and comments for class. Students must purchase or otherwise obtain copies of the required texts. All other texts will be available on the course Blackboard page. Students are strongly recommended to bring the readings to class in order to reference page numbers and other references to the readings in lectures. Students will read an average of 40-45 pages per class meeting. Although on a handful of days we will exceed that limit, many days will consist of only 20-25 pages of readings. Some students may find the amount of reading difficult, and such students should make plans to dedicate extra hours in order to successfully complete the course readings. **The instructor expects students to complete all the assigned readings before the date they appear on the calendar, and students should expect the instructor to call on them and ask questions about the readings at any time.**

*Late policy.* Late work will only be accepted without penalties if students can provide acceptable documentation (physician's note, dean's note, etc.). Undocumented late work will be accepted at the discretion of the instructor. All late work will be assessed with a penalty negotiated between the instructor and the student.

#### *Statement on Plagiarism and Academic Dishonesty*

**If you plagiarize, you will at a minimum fail this class.** Students will submit all written work to Turnitin, and students must sign the University honor pledge when submitting any in-class assignments. Any student who commits plagiarism or other acts of academic dishonesty will be asked to withdraw from the course. Violations will be reported to the appropriate university authorities and may result in further disciplinary action. Academic dishonesty includes unauthorized collaboration on homework assignments and, of course, cheating on in-class assignments.

All work electronic work must be submitted to the Turnitin module on the course Blackboard page. All in-class and electronic work must include the following pledge: "On my honor, I have neither received nor given any unauthorized assistance on this examination / assignment."

**\*\*From the University's Policy on Academic Integrity for Undergraduate and Graduate Students:**  
"Plagiarism is the representation of the words or ideas of another as one's own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source stored in print, electronic or other medium is paraphrased or summarized in whole or in part in one's own words. To acknowledge a paraphrase properly, one might state: "to paraphrase Plato's comment..." and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or

succeeding paraphrased material. Information which is common knowledge such as names of leaders of prominent nations, basic scientific laws, etc, need not be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged.

In addition to materials specifically cited in the text, only materials that contribute to one's general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some cases, be a subtle issue. Any questions about what constitutes plagiarism should be discussed with the faculty member.”

### Grading rubric

<i>Quizzes, take-home Assignments, and participation</i>	<b>30%</b>
<i>Historiographical Essay</i>	<b>20%</b>
<i>Slave Narrative Essay</i>	<b>20%</b>
<i>Final examination</i>	<b>30%</b>

*\*\*Please note that the failure to submit any one of the major assignments (the historiographical essay, slave narrative essay, or final examination) will result in automatic failure of the course regardless of points earned on the other assignments.*

### Course requirements

*Quizzes and take-home assignments.* Students will complete approximately 10-12 in-class and at-home assignments throughout the course of the semester. Such assignments will generally ask students to answer short essay questions or identify key terms. In addition, students may be evaluated on their individual contributions to class discussions.

*Historiographical essay.* Students will select a single chapter from the textbook, *Major Problems in American History*, in order to evaluate the secondary and primary sources. Students will write a brief (1,200-2,000 word) essay over a single chapter covered during the first seven weeks of class. A more detailed prompt is available on the course Blackboard page. **Historiographical essays are due no later than 11:59 p.m. on October 17.**

*Slave narrative essay.* Students will select from a list of slave narratives and write a brief (1,200-2,000 word) essay over this source. A more detailed prompt is available on the course Blackboard page. **Slave narrative essays are due no later than 11:59 p.m. on December 5.**

*Final examination.* Students will complete a cumulative final examination over the reading materials and lectures from the course. **Please note that any and all materials covered in the course are fair game for the final examination.**

### Required Text

Elizabeth Cobbs Hoffman and Jon Gjerde, *Major Problems in American History, Vol. I: To 1877* (Cengage, 2012) (ISBN: 0495915130)

*\*\*The textbook is currently available at the Rutgers-Newark on-campus bookstore, Barnes & Noble. However, students are strongly encouraged to purchase the electronic edition, which is about \$70 less than the price of the printed textbook. Students will be asked to bring the textbook into class, so students who do not have a laptop computer or other electronic device are encouraged to purchase a physical copy.*

All other readings (†) will be posted on the course Blackboard page. In addition to the textbook, students will select their choice from a list of slave narratives, which will be posted on the Course Blackboard page.

Students are also responsible for reading any and all supplemental materials for the course, including timelines, tip sheets, and extended instructions for assignments.

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All other readings (†) will be posted on the course Blackboard page.

### Calendar of Readings

#### **Week 1: Documenting Contact: Introducing Historical Methods and Historiography of the Atlantic World and the Development of the United States**

September 4 † 1) Sir John Mandeville, from *The Travels of Sir John Mandeville* (1356); 2) Michel de Montaigne, "Of Cannibals" (1580)

#### **Week 2: From Contact to Conquest: European and American Indian Encounters**

September 8 1) Hoffman and Gjerde, 1-31; †2) Jill Lepore, "Mapping the New World": 17-32  
September 11 † Jill Lepore, "Furs, Rivers, and Black Robes" (87-105)

#### **Week 3: Slavery, Servitude, and Sex: The Southern Colonies as a Laboratory of Race**

September 15 † Jill Lepore, "Africans in America": 125-145  
September 18 Hoffman and Gjerde, 34-68

#### **Week 4: The Contradictions of the Protestant Work Ethic in the Middle and Northern Colonies: Financial Successes and Social Dissolution**

September 22 1) Hoffman and Gjerde, 69-101; † 2) Francis Bacon, "Of Plantations" (1625); 3) Definition of "colony," *The Planter's Plea* (1630)  
September 25 † Norton, ed., "Witchcraft in Seventeenth-Century America" in *Major Problems in American Women's History*: 49-81

#### **Week 5: Revivalism, Nationalism, and Radicalism: The Culture and Politics of Everyday Life from the Early 18<sup>th</sup> Century to the Revolution**

September 29 † 1) Frank Lambert, "'Pedlar in Divinity': George Whitefield and the Great Awakening, 1737-1745," *The Journal of American History* 77:3 (1990): 812-837; 2) Jonathan Edwards, "Sinners in the Hands of an Angry God" (1741); 3) William Livingston, "Liberty of the Press" (1752)  
October 2 1) Hoffman and Gjerde, 102-133; † 2) Samuel Johnson, excerpt from *Taxation no Tyranny* (1775); 3) The Declaration of Independence (1776); 4) Judith Sargent Murray, "On the Equality of the Sexes" (1779)

#### **Week 6: Early Republican Culture and the Making of an American Nation**

October 6 1) Hoffman and Gjerde, 134-163; † 2) United States Constitution (1787); 3) Thomas Paine, from *Common Sense* (1794)  
October 9 1) Hoffman and Gjerde, 164-195

#### **Week 7: American Indian Removal and Genocide in the Early Republic**

October 13 1) Helen Hornbeck Tanner, "The Glaize in 1792: A Composite Indian Community," *American Encounters*: 405-425; † 2) Benjamin Franklin, "Remarks Concerning the Savages of North America," 1783; 3) William Cullen Bryant, "The Prairies"  
October 16 Hoffman and Gjerde, 196-230; 2) The Cherokee Memorials; 3) William Apess, "An Indian's Looking-Glass for the White Man"

October 17 *Historiographical Essay Due No later than 11:50 p.m.*

**Week 8: Cultural and Industrial Revolutions: The Coming of Market Society and the Transformation of Everyday Life in the Early Republic**

- October 20 † 1) Susan E. Klepp, "Revolutionary Bodies: Women and Fertility Transition in the Mid-Atlantic Region, 1760-1820," *JAH* 85:3 (1998): 910-945; 2) Martha Ballard, *Diary Selections* ("The Purrington Murders": <http://dohistory.org/diary/themes/purrinton/index.html>); "Martha Ballard and Money": <http://dohistory.org/diary/themes/money/index.html>)
- October 23 1) Hoffman and Gjerde, 231-262; † 2) Washington Irving, "Rip Van Winkle;" 3) Ralph Waldo Emerson, "Self-Reliance"

**Week 9: Town and Country, North and South, East and West: Geographies of the Second Party System, Imperialism, and the Makings of Antebellum Political Culture**

- October 27 Hoffman and Gjerde, 263-294
- October 30 † 1) Jesús F. de la Teja and John Wheat, "Bexar: Profile of a Tejano Community, 1820-1832," *The Southwestern Historical Quarterly* 89:1 (1985): 7-34; 2) Paul D. Lack, "Slavery and the Texas Revolution," *The Southwestern Historical Quarterly* 89:2 (1985): 181-202

**Week 10: Faith Healers, Occultists, and Second Comings: Reform and Revival in the Second and Third Great Awakenings**

- November 3 † Donald G. Mathews, "The Second Great Awakening as an Organizing Process, 1780-1830: An Hypothesis," *American Quarterly* 21:1 (1969): 23-43
- November 6 Hoffman and Gjerde, 295-325

**Week 11: Immigration and Industry: "Free Labor," the Meaning(s) of Work, and the Making of the Working Classes in the North and West**

- November 10 Hoffman and Gjerde, 326-357
- November 13 † 1) Bayard Taylor, "San Francisco, Four Months Later" (1849); 2) Albert L. Hurtado, "Sex, Gender, Culture, and a Great Event: The California Gold Rush," *Pacific Historical Review* 68:1 (1999): 1-19

**Week 12: Abolition and Women's Activism: Race, Gender, and the Meanings of Enslavement and Emancipation in the Antebellum Period**

- November 17 † Norton, ed., "Varieties of Nineteenth-Century Feminism," *Major Problems in American Women's History*: 200-224
- November 20 † Brenda E. Stevenson, "What's Love Got to do with it?: Concubinage and Enslaved Women and Girls in the Antebellum South," *Journal of African American History* 98:1 (2013): 99-125

**Week 13: Economic Advances in a Social Backwater: Industrialized Agriculture, White Supremacy, and Race Slavery**

- November 24 Hoffman and Gjerde, 358-382
- November 25 \*\**University will follow a Thursday schedule.* Writing workshop for Slave Narrative Essay and Final Examination Review

**Week 14: Sectional Conflict and Civil War**

- December 1 Hoffman and Gjerde, 383-413
- December 4 1) Hoffman and Gjerde, 414-444; † 2) Walt Whitman, "When I Heard the Learn'd Astronomer," "Beat! Beat! Drums!," "Cavalry Crossing a Ford," "Vigil Strange I Kept on the Field One Night," "A March in the Ranks Hard-Prest, and the Road Unknown," "A Sight in Camp in the Daybreak Gray and Dim," "As Toilsome I Wander'd Virginia's Woods," "The Wound Dresser"
- December 5 *Slave Narrative Essays due no later than 11:59 p.m.*

**Week 15: The Failure of the Reconstruction and the Making of White Reconciliation: The Hope and Failure of Democracy in the Post-Civil War Era**

December 8

1) Hoffman and Gjerde, 445-480; † 2) Walt Whitman, "Reconciliation," "As I Lay with My Head in Your Lap Camerado," "Spirit Whose Work is Done," "When Lilacs Last in the Dooryard Bloom'd"