

US HISTORY I (21:512:201:04) (Fall 2019)

Instructor: Ryan Donovan Purcell

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Office: Conklin 337 Office Hours: By appointment

Class Location and time: Tuesdays and Thursdays, 4- 5:20PM, Bradley 312

COURSE SYNOPSIS

This course will explore the narratives of America from pre-colonial civilizations to the Civil War by analyzing the stories Americans told of themselves that contoured their experiences. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the complexities in American life. A number of themes structure this survey of American history including race, gender, sexuality and political economy. Students will learn how a historical perspective of these categories inform our present experience. Students will develop their analytical skills in the written assignments and the class discussions by identifying the main theses, supporting arguments, evidence, assumptions and rhetorical strategies of the course readings.

COURSE LEARNING OUTCOMES

- Identify and apply the key historical concepts of change-over-time, cause and effect, agency, historical empathy and continuity and discontinuity, and recognize how these concepts are employed in the historical method.
- Analyze and interpret primary sources with attention to audience, authorship and context.
- Recognize some of the ways in which historians have conflicting interpretations of the past.
- Produce a paper with a clear thesis and appropriate citations based on strong evidence drawn from historical sources.
- Identify and discuss the importance of struggles for equal rights, the increasing engagement of the U.S. in the world, the development of the American economy, the expanding scope and power of the federal government, and shifting attitudes and policies regarding diversity in the United States since before its founding to the Civil War.

READINGS

All readings will be posted to Blackboard. Additional reading readings will be posted to Blackboard. They are divided into two groups: *Primary Documents* and *Articles* – historical essays (secondary sources) that discuss the period under study.

Recommended Reading: Eric Foner, *Give Me Liberty!: An American History Vol. 1* (Seagull Fifth Edition)
ISBN-10:0393614183.

ASSIGNMENTS

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. **Attendance is mandatory.** Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

Quizzes: Five quizzes will be held in class throughout the course of the semester. Quizzes will be based on material covered in lectures and in the course readings. Quizzes will include identification questions and short essays. **There will be no make-up quizzes without a documented excuse.**

Primary Source Essay: Students will write one 3-5 page essay that will engage primary sources. Over the course of the semester, students will learn how to interpret and connect each primary source to an idea covered in our readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers. **Due December 3rd. Late papers without documented excuse will not be accepted.**

Exams: Two exams will be held in class, one midway through the semester and one at the end of the semester. These exams will include identification questions, multiple-choice questions, short essays and one long essay. **There will be no make-up exams without a documented excuse.**

GRADING

Class Participation.....	10%
Essay.....	10%
Quizzes (5).....	30%
Exam One.....	25%
Exam Two.....	25%
TOTAL	100%

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every major 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”. <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

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.

VIOLENCE PREVENTION AND VICTIM ASSISTNACE

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health

and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

SCHEDULE

Week 1

Tues. 9/3. Introduction and Orientation

Thurs. 9/5. General Themes in American History

Week 2

Tues. 9/10. Pre-Colombian Civilizations and First Contacts

William Denevan, "The Pristine Myth: The Landscape of the Americas in 1492," *Annals of the Association of American Geographers*, Vol. 82, No. 3 (September 1992), pp. 369-385.

Thurs. 9/12. Discussion

Primary Source: Bartolome de las Casas, "A Brief Account of the Destruction of the Indies" (1552).

Week 3

Tues. 9/17. Colonization of North America

Simon Middleton, "'How It Came that the Bakers Bake No Bread': A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam," *The William and Mary Quarterly*, Vol. 58, No. 2 (April 2001), pp. 347-372.

Thurs. 9/19. Discussion

Primary Source: George Percy, "A True Relation" (1609-1612).

QUIZ ONE

Week 4

Tues. 9/24. Beginnings of English America

Mary Beth Norton, "Witchcraft in the Anglo-American Colonies," *OAH Magazine of History*, Vol. 17, No. 4 (July 2003), pp. 5-10.

Thurs. 9/26. Discussion

Primary Source: John Winthrop, "A Model of Christian Charity" (1630).

Primary Source: “The Examination and Confession of Ann Foster at Salem Village” (1692).

Week 5

Tues. 10/1. Slavery, Mercantilism and Empire

Lorena Walsh, “Slave Life, Slave Society, and Tobacco Production in the Tidewater Chesapeake, 1620-1820,” in *Cultivation and Culture: Labor and the Shaping of Slave Life in the Americas*, Ira Berlin and Philip D. Morgan ed.s (1993).

Thurs. 10/3. Discussion

Primary Source: Alexander Falconbridge, “The African Slave Trade” (1788).

QUIZ TWO
EXAM ONE REVIEW

Week 6

Tues. 10/8. Society and Politics in Colonial America

Pauline Maier, “Boston and New York in the Eighteenth Century,” *Proceedings of the American Antiquarian Society* 91, Part 2 (October 1981), pp. 177-195.

Thurs. 10/10. Discussion

Primary Source: Sir William Blackstone, *Commentaries on the Laws of England* (1765-1770).

EXAM ONE

Week 7

Tues. 10/15. Seven Years War and Imperial Expansion, 1754-1763

T.H. Breen, “An Empire of Goods: The Anglicization of Colonial America, 1690-1776,” *Journal of British Studies* Vol. 25, No. 4 (October 1986), pp. 467-499.

Brian D. Carroll, “‘Savages’ in the Service of Empire: Native American Soldiers in Gorham’s Rangers, 1744-1762,” *The New England Quarterly* (September 2012), pp. 383-429.

Thurs. 10/17. Discussion.

Primary Source: George Washington, “The Storm Arising in the West” (1753).

Week 8

Tues. 10/22. American Revolution

Fred Anderson, “The Hinge of the Revolution: George Washington Confronts a People’s Army, July 3, 1775,” *Massachusetts Historical Review*, Vol. 1 (1999), pp. 20-48.

Thurs. 10/24. Discussion

Primary Source: Thomas Paine, *Common Sense* (1776).

QUIZ THREE

Week 9

Tues. 10/29. Nation Building

Linda Kerber, "Fears of the Federalists," in *Dissent: Imagery and Ideology in Jeffersonian America* (1970).

Thurs. 10/31. Discussion

Primary Source: *Articles of Confederation* (1777).

Primary Source: Alexander Hamilton, "Federalist Papers #15" (1787).

Week 10

Tues. 11/5. The Market Revolution and Democracy in the Early Republic

Nancy F. Cott, "The Bands of Womanhood: 'Woman's Sphere'" in *New England, 1780-1835 2nd ed.*, (1997).

Thurs. 11/14. Discussion

Primary Source: Basil Hall, *Travels in North America, in the year 1827 and 1828* (1829).

QUIZ FOUR

Week 11

Tues. 11/12. Western Expansion

Robert W. Johannsen, "The Meaning of Manifest Destiny" in *Manifest Destiny* (1997).

Robert W. Johannsen and Pedro Santoni, "America's Forgotten War," *The Wilson Quarterly*, Vol. 20, No. 2 (Spring 1996), pp. 96-107.

Thurs. 11/14. Discussion

Primary Source: John L. O'Sullivan, "The Great Nation of Futurity" (1839).

Primary Source: Mexican Colonization Law of 1825.

Week 12

Tues. 11/19. Sectional Crisis, 1846-1850s

David M. Potter, *The Impending Crisis, 1848-1861* (1976), pp. 51-62.

Thurs. 11/21. Discussion

Primary Source: Samuel May, *The Fugitive Slave Law and its Victims* (1861).

Primary Source: Abraham Lincoln, Cooper Union Address (1860).

QUIZ FIVE

Tues. 11/26. NO CLASS

Thurs. 11/28. NO CLASS

3 December-- Week 13

Tues. 12/3. Civil War, 1861-1865

Ira Berlin et. al., *Slaves No More: Three Essays on Emancipation and the Civil War* (1992)

Thus. 12/5. Discussion

Primary Source: Abraham Lincoln, Gettysburg Address (1863).

Primary Source: Abraham Lincoln, Second Inaugural Address (1865).

ESSAY DUE

Week 14

Tues. 12/10. Reconstruction

Leon Litwack, "Jim Crow Blues," *OAH Magazine of History*, Vol. 18, No. 2 (Jan., 2004), pp. 7-11, 58.

Primary Source: Reconstruction Amendments

Primary Source: Thaddeus Stevens, Report on the Joint Committee on Reconstruction (1866).

EXAM TWO REVIEW

Week 15

Tues. 12/17.

EXAM TWO

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 the simplified citation style on the next page.

SUBMISSION POLICY

All assignments must be submitted *in hard copy* by the beginning of class, and your paper must 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 paper submissions 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 New Roman on white paper, stapled or bound in a cover. Handwritten submissions will not be accepted.

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

As a rule, historians cite sources according to the University of Chicago style. If you plan to pursue further studies in history, you will find it advisable to acquire *A Manual for Writers of Research Papers, Theses, and Dissertations, Eighth Edition: Chicago Style for Students and Researchers* by Kate L. Turabian. For the purposes of this course, you may use the simplified guide below.

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.)^[1]_[SEP]

Parenthetical Reference:

(Lears, 236)^[1]_[SEP]

(Lears 2009, 236) (If you use more than one source by this author.):

Periodical 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.^[L]_[SEP]Rosenfeld, “On Being Heard,” 320.

Parenthetical Reference:

Same as books.