

US HISTORY I (21:512:201:60) (Fall 2020)

Instructor: Dr. Ryan Donovan Purcell

Email: ryan.purcell@rutgers.edu

Office: Conklin 337 Office Hours: By appointment via Zoom.

Class Location and time: Zoom, Monday 6:00 PM-9:00 PM.

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 also develop 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.

REMOTE LEARNING

This course combines synchronous and asynchronous remote learning strategies. Video lectures will be recorded and posted to Blackboard on the dates indicated on the course schedule. Weekly discussion secessions will take place via Zoom according to the times and dates indicated on the course schedule. This is an opportunity for students to connect assigned readings to lecture themes and ask questions about the lectures they have viewed. Students can schedule office hours appointments by emailing the instructor and appointments will also be held via Zoom. Exams will be administered electronically, and students will have a twenty-four hours to complete exams and submit them to Blackboard. Essay assignments will also be administered electronically via Blackboard.

Technological Resources for Students: <https://coronavirus.rutgers.edu/technology-resources-for-students/>.

Contact Information for OIT-Newark Help Desk: <https://coronavirus.rutgers.edu/technology-resources-for-students/>

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: This course will have some synchronous components. Students will view recorded lectures on their own time (posted to Blackboard) and are also required to participate in weekly discussion sessions held on the Blackboard Collaborate application. 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 four 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. Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.

Paper Proposal: Students will develop a strong thesis and identify secondary sources to support their analysis of a primary source. The professor will approve these proposals and papers will be discussed with the class in a peer-review workshop. **DUE 10/19. Late proposals without documented excuse will not be accepted.**

Primary Source Essay: Students will write one **7-10 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 12/7. Late papers without documented excuse will not be accepted.**

Exams: Students are required to complete two take-home exams, 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. Students must submit exams electronically according to scheduled due date and time. **There will be no make-up exams without a documented excuse.**

GRADING

Class Participation.....	5%
Paper Proposal.....	5%
Essay.....	30%
Midterm.....	30%
Final.....	30%
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/>.

Grading Scale

A = 89.5-100
B+ = 84.5-89.49
B = 79.5-84.49
C+ = 74.5-79.49
C = 69.5-74.49
D = 59.5-69.49
F = 0-59.49

VIOLENCE PREVENTION AND VICTIM ASSISTANCE

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>

ACCOMMODATIONS

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.

- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

SCHEDULE

Week 1 (September 7-11)

Mon. 9/7: NO CLASS (Labor Day)

Tues. 9/8: Introduction and Orientation

Week 2 (September 14-18)

Mon. 9/14, 6PM EST: DISCUSSION (via Zoom): Themes in American History
James Baldwin, “The White Man’s Guilt” (1965).

Week 3 (September 21-25)

Mon. 9/21, 6PM EST: DISCUSSION (via Zoom): Pre-Colombian Civilizations and First Contacts
Daniel R. Richter, “Prologue: Early America as Indian Country” and “Imagining a Distant New World,” in *Facing East from Indian Country: A Native History of Early America* (Cambridge, MA: 2003), 1-40.

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

Week 4 (September 28-October 2)

Mon. 9/28, 6PM EST: DISCUSSION (via Zoom): English America, 1607-1660

Thomas J. Campanella, “Sanctuary in the Wilderness: Deborah Moody and the Town Plan for Colonial Gravesend,” *Landscape Journal* (1993).

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

Week 5 (October 5-9)

Mon. 10/5, 6PM EST: DISCUSSION (via Zoom): Creating Anglo-America, 1660-1750

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

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

Week 6 (October 12-16)

Mon. 10/12, 6PM EST: DISCUSSION (via Zoom): Slavery and Empire to 1763

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).

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

Primary Source: Rev. Robert Walsh, "Aboard a Slave Ship" (1829)

MIDTERM EXAM REVIEW

Week 7 (October 19-23)

Mon. 10/19, 6PM EST: DISCUSSION (via Zoom): Seven Years War, 1754-1763

Fred Anderson, "The Real First World War and the Making of America," *American Heritage*, Vol. 56, Issue 6 (November/December 2005).

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

PAPER PROPOSAL DUE

MIDTERM EXAM: 10/19

Week 8 (October 26-30)

Mon. 10/26, 6PM EST: DISCUSSION (via Zoom): American Revolution, 1775-1783

Benjamin L. Carp, "Orderly and Disorderly Mobilization in the Taverns of New York City," in *Rebels Rising: Cities and the American Revolution* (Oxford University Press, 2007).

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

Week 9 (November 2-6)

Mon. 11/2, 6PM EST: DISCUSSION (via Zoom): Founding a nation, 1783-1789

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

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

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

Week 10 (November 9-13)

Mon. 11/9, 6PM EST: DISCUSSION (via Zoom): Securing the Republic, 1790-1815

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

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

Week 11 (November 16-20)

Mon. 11/16, 6PM EST: DISCUSSION (via Zoom): The Market Revolution, 1800-1840

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

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

Primary Source: Mexican Colonization Law of 1825.

Week 12 (November 23-27)

Mon. 11/23, 6PM EST: DISCUSSION (via Zoom): Sectional Crisis, 1819-1861

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

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

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

Week 13 (November 30-December 4)

Mon. 11/30, 6PM EST: DISCUSSION (via Zoom): Civil War, 1861-1865

Ira Berlin, "Free at Last" from *The Long Emancipation: The Demise of Slavery in the United States* (Harvard University Press, 2015).

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

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

ESSAY WORKSHOP (via Zoom)

Week 14 (December 7-11)

Mon. 12/7, 6PM EST: DISCUSSION (via Zoom): Reconstruction

Stephen Hahn, "Continuing the War: White and Black Violence during Reconstruction" from *A Nation Under Our Feet: Black Political Struggles in the Rural South* (University of Harvard Press, 2003).

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).

ESSAY DUE

FINAL EXAM REVIEW

FINAL EXAM: 9:00PM December 21st

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 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.)

Parenthetical Reference:

(Lears, 236)

(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. Rosenfeld, "On Being Heard," 320.

Parenthetical Reference:

Same as books.