

Steven Elliott  
Fall 2018  
History 201  
21:512:201:04  
T/Th 2:30-3:50  
Smith 243

Office Hours: M: 12:00-1:30, W: 3:00-4:30  
Office: Conklin 326  
E-mail address: selliott@scarletmail.rutgers.edu

## **History of The United States to 1877**

### **Course Description**

This course will cover the origins and development of the United States from pre-contact American civilizations through Reconstruction. We will study topics including the Columbian Exchange, Atlantic slavery, the American Revolution, industrialization and its consequences, westward expansion, and the origins, conduct, and aftermath of the Civil War.

### **Learning Goals**

Through this course, you should be able to:

- Identify sources of historical change and explain cause and effect relationships as they pertain to historical change
- Identify significant events in the development of the United States
- Discuss competing interpretations of major historical events in U.S. history

### **Texts**

**Eric Foner, *Voices of Freedom: A Documentary History, Volume I to 1877*  
*Fourth Edition* (New York: W.W. Norton and Company, 2014).**

Supplementary readings, such as scholarly journal articles and primary source excerpts will be available on Blackboard during the semester.

### **Blackboard**

We'll be using the web-based Blackboard course software (<http://blackboard.newark.rutgers.edu>). I will post the syllabus and syllabus updates there, and I'll also post course documents and assignments. Be sure that you have created a Net ID; you'll need it to access the site.

### **Course Requirements**

-Exam One	20%
-Exam Two	20%
-Primary Source Essay	20%
-Reading Responses	20%

-In-class assignments and engagement	10%
-Attendance	10%

**Exams** – Students will take two exams, one midway through the semester and one at the end of the semester. Exams will evaluate students’ understandings of course concepts. Exams are in essay format. Every student will be expected to provide detailed, complex responses that engage with course readings, primary sources, and lecture materials. Students will be evaluated primarily on the thoroughness of their responses and the clarity of the arguments.

**Primary Source Essay**- Students will produce one 3-5 page essay that engages with primary sources related to US history. Over the course of the semester, students will learn how to find, interpret, and connect primary sources to ideas covered in readings and lectures. These essays will give students an opportunity to demonstrate their skills as researchers and writers.

**Reading Responses**- Students will provide a response consisting of a one-paragraph summary of the main readings, not primary sources, a one-paragraph personal reaction, and 2-4 discussion questions related to the assigned readings, to be submitted to blackboard the night BEFORE the readings are due. Students are responsible for **eight** of these submissions. At least three must occur before the first exam, and three after. Eligible readings are marked with a “+” in the syllabus.

**In-class assignments and engagement**- Students are expected to engage in classroom discussions. To give every student an opportunity to participate, most classes will include short written responses to questions related to class materials. Students should be prepared for in-class quizzes periodically to check-in on comprehension and completion of course readings.

**Attendance**

In addition to benefiting you as a student attendance is mandatory. Your course grade will be reduced by a half grade after four unexcused absences and a full grade after six unexcused absences. 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. Attendance will be taken at the BEGINNING of each session, so please arrive by the scheduled time. Two late arrivals (15 minutes after the start of class) are considered an absence. Even if you are absent, you are responsible for all assignments. If you miss class due to illness or emergency, consult another (reliable) student or contact me. You are expected to come to the next class fully caught up on all reading and writing assignments. If you need to leave class early, you are expected to provide notification beforehand, or an explanation as soon as possible afterwards. Early departures will be counted the same as late arrivals.

**Academic Integrity, Plagiarism, and Cheating**

Integrity is fundamental to the academic enterprise. It is violated by such acts as borrowing or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments, using concealed notes or crib sheets during examinations, copying the work of others and submitting it as one’s own, and misappropriating the knowledge of others. The sources from which one derives one’s ideas, statements, terms, and data, including Internet

sources, must be fully and specifically acknowledged in the appropriate form; failure to do so, intentionally or unintentionally, constitutes plagiarism. Violations of academic integrity may result in a lower grade or failure in a course and in disciplinary actions with penalties such as suspension or dismissal from the College. The university's policy on academic integrity is available at:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

All students are required to sign the Rutgers Academic Integrity Pledge and the Rutgers Honor Pledge on all examinations and major course assignments submitted for grading

“On my honor, I have neither received nor given any unauthorized assistance on this examination assignment.”

### **Students with Disabilities.**

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 the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or contact [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

## **Course Schedule**

### **Week 1**

SEPTEMBER 4

Welcome to the class, introduction and orientation

SEPTEMBER 6

Background to US History, themes and interpretations

### **Week 2**

SEPTEMBER 11

The Pre-Contact world

+Neal Salisbury, “The Indians Old World”

*Voices of Freedom, Ch. 1*

SEPTEMBER 13

The Spanish Conquest

+ Camilla Townsend, “Burying the White Gods”

**Week 3**

SEPTEMBER 18

Colonial Virginia

+ Kathleen M. Brown, "Gender and Race in Colonial Virginia"

*Voices of Freedom, Ch. 2*

SEPTEMBER 20

New England

+ Karen Ordhall Kupperman, "Climate and Mastery of the Wilderness in Seventeenth-Century

New England"

**Week 4**

SEPTEMBER 25

The Atlantic Slave Trade

+ Lorena S. Walsh, "How Tobacco Production shaped slave life in the Chesapeake"

*Voices of Freedom, Ch. 3*

SEPTEMBER 27

Middle Colonies and the Atlantic World

+ Pauline Maier, "Boston and New York in the Eighteenth Century"

**Week 5**

OCTOBER 2

The Seven Years War

+ Fred Anderson, "The Real First World War and the Making of America"

*Voices of Freedom, Ch. 4*

OCTOBER 4

The Imperial Crisis

+ T.H. Breen, "The Northern Colonies as an Empire of Goods"

*Voices of Freedom, Ch. 5***Week 6**

OCTOBER 9

Waging the War of Independence

Fred Anderson, "Hinge of Revolution"

OCTOBER 11

The Revolution: Violence and Social Unrest

+ Holger Hock, *Scars of Independence*, excerpts*Voices of Freedom, Ch. 6***Week 7**

OCTOBER 16

Constitutional Settlement, Review

+ David Waldstreicher, "How the Constitution Was Indeed about Slavery"  
*Voices of Freedom, Ch. 7*

OCTOBER 18  
First Exam

**Week 8**

OCTOBER 23

The Federalist Era

+ Linda Kerber, "The Fears of the Federalists"  
*Voices of Freedom, Ch. 8*

OCTOBER 25

The Jeffersonian Era

+ Caitlin Fitz, "The Hemispheric Dimensions of Early US Nationalism"

**Week 9**

OCTOBER 30

The Market Revolution

+ Nancy F. Cott "The Market Revolution and Changes in Women's Work"  
*Voices of Freedom, Ch. 9*

NOVEMBER 1

Urbanization

+ Charles Sellers, "The Market Revolution and Growth in Economic Inequality"

**Week 10**

NOVEMBER 6

The Age of Jackson and Indian Removal

+Thea Purdue, "Indians Utilizing a Strategy of Accommodation"  
*Voices of Freedom, Ch. 10*

NOVEMBER 8

The Slave South

+ Greg Grandin, "Capitalism and Slavery"  
*Voices of Freedom, Ch. 11*

**Week 11**

NOVEMBER 13

Reform Movements: Abolition, Women's Rights, Religious Revivals

+ Margaret Hope Bacon, "Lucretia Mott: Pioneer for Peace"  
*Voices of Freedom, Ch. 12*

NOVEMBER 15

The Mexican War

+ Andres Resendez, "National Identity on a Shifting Border"

*Voices of Freedom, Ch. 13*

**Week 12**

NOVEMBER 20

The Impending Crisis

+David M. Potter, "The Sectional Divisions that Led to Civil War"

NOVEMBER 22

(NO CLASS, THANKSGIVING)

**Week 13**

NOVEMBER 27

The Secession Crisis

+ Michael F. Holt, "The Political Divisions that Contributed to Civil War"

*Voices of Freedom, Ch. 14*

NOVEMBER 29

The Civil War, Mobilization and Early Campaigns

+ Gael Strenhall, *Routs of War*, excerpt

**Week 14**

DECEMBER 4

The Civil War, Emancipation and Conclusion

+Ira Berlin, "The Role of African Americans in the Abolition of Slavery"

DECEMBER 6

Reconstruction

+Stephen Hahn, "Continuing the War: White and Black Violence during Reconstruction"

*Voices of Freedom, Ch. 15*

**Week 15**

DECEMBER 11 (LAST CLASS)

Wrap-up and Review

**FINAL, TBA**