This course will explore the narratives of America from the first contacts between native North Americans and Europeans to Reconstruction. It will focus on the stories Americans told of themselves and of “The Other,” and how they converged in the construction of an American nation and identity. In discussing how these narratives intersect, interact and sometimes contradict each other, we will discover the richness and complexities of American life.

We will focus on a number of themes: Race and slavery; the family, gender and sexuality; class, economic growth and the rise of market capitalism; and, above all the negotiation of the idea of “America” in the spaces around geographical, conceptual and cultural frontiers.

Students will develop their analytical skills in the written assignments and the class discussions by identifying the course readings’ main theses, supporting arguments, evidence, assumptions, and rhetorical strategies.

**READINGS**

All readings are available on Blackboard. *Documents* are primary sources and *articles* are historical essays (secondary sources) that discuss the period under study.

Thomas Paine's *Common Sense* and Frederick Douglass's *Narrative of the Life of Frederick Douglass, an American Slave* is available at the library, at virtually every bookstore and online as a PDF or e-book.

**ASSIGNMENTS AND GRADING**

*Attendance:* Attendance is mandatory. Students are expected to attend every class, arrive on time and stay for the duration of the class. Students may be excused for illness, family emergency and similar extreme situations, and religious observance. Absences for work, job interviews and similar events will not be excused. Unexcused absences will be penalized one (1) mark (out of ten) of the student’s attendance grade.

Six unexcused absences will result in an automatic failing grade. 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.

*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.

*Summaries:* Students will write a one-to-two-page summary of the readings for every class, identifying the main points that each author makes and the way in which the readings are related. I will collect them at random times throughout the term.

*Short Papers:* Students will write three short, 2-to-3-page papers on topics to be announced, based on the readings.

See "Submission Guidelines," below.
Weekly Exams: There will be five in-class exams.

Final Exam: A final exam will be held on 2 July 2015 during regular class hours.

Students must write the final exam and submit both short papers and the final paper to pass the course.

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**CLASS SCHEDULE**

26 May – Lecture 1  
**Pre-Columbian Civilizations and Contacts**  
Documents: Bartolome de las Casas, “A Brief Account of the Destruction of the Indies”  

27 May – Lecture 2  
**Virginia and Jamestown**  
Documents: George Percy, “A True Relation…”  
Article: Camilla Townsend, Chapter 3 of *Pocahontas and the Powhatan Dilemma*

28 May – Lecture 3  
**A Beacon Upon a Hill**  
Documents: John Winthrop, “A Model of Christian Charity,” “The Examination and Confession of Ann Foster at Salem Village”  
*IN-CLASS EXAM*

1 June – Lecture 4  
**Proprietors and Plantations**  
Documents: William Penn, “Charter of Privileges”  
Articles: Simon Middleton, “How It Came that the Bakers Bake No Bread”: A Struggle for Trade Privileges in Seventeenth-Century New Amsterdam”

2 June – Lecture 5  
**The Atlantic Slave Trade**  
3 June – Lecture 6
**Gender, Family and Identity in the Colonies**
Documents: Blackstone’s Commentaries on the rights of husband and wife

4 June – Lecture 7
**Crossroads and Middle Ground**
Documents: “Iroquois Chiefs Address the Governors of New York and Virginia”
Article: Jane T. Merritt, Introduction to At the Crossroads: Indians and Empires on a Mid-Atlantic Frontier
*IN-CLASS EXAM*

8 June – Lecture 8
**Europe in America: The Seven Years’ War**
Documents: George Washington, “The Storm Arising in the West”
Article: Fred Anderson, “The Real First World War and the Making of America”

9 June – Lecture 9
**Slaves and Free Men**
Documents: Thomas Jefferson, “Notes on the State of Virginia” (excerpt)

10 June – Lecture 10
**Becoming American**
Documents: Daniel Dulany, “Considerations on the Propriety of Imposing Taxes in the British Colonies, for the Purpose of raising a Revenue, by Act of Parliament”
Articles: Gary Nash, “Social Change and the Growth of Prerevolutionary Urban Radicalism”

11 June – Lecture 11
**Identity and Ideology in the American Revolution**
Documents: John Locke, Chapter IX of The Second Treatise of Government, The Declaration of Independence, Thomas Paine, Common Sense
Short Paper #1 Deadline
*IN-CLASS EXAM*

15 June – Lecture 12
**Society and Culture in the American Revolution**
Articles: Joan Hoff Wilson, “The Illusion of Change: Women and the American Revolution.”
Documents: Articles of Confederation

16 June – Lecture 13
**Federation**
Documents: Alexander Hamilton, “Federalist Papers #15,” Anti-Federalist Papers #17, Constitution of the United States, the Bill of Rights

17 June – Lecture 14
**Go West, Young Nation**
Documents: Tecumseh speech, The Monroe Doctrine
Article: Joseph Porter, “A River of Promise”

18 June – Lecture 15
**Family, Faith and the Market**
Article: Jackson Lears, Chapter 2 of Fables of Abundance.
*IN-CLASS EXAM*
22 June – Lecture 16
The Age of Jackson
Documents: South Carolina Ordinance of Nullification, Andrew Jackson Bank Veto Speech
Article: Bray Hammond, “Jackson, Biddle and the Bank of the United States”

23 June – Lecture 17
The Culture and Politics of Slavery
Documents: Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave, George FitzHugh, “Cannibals All” (Excerpt)
Short Paper #2 Deadline

24 June – Lecture 18
The Southwest, or Why Texas is Like a Whole Other Country
Articles: Andres Resendez, "National Identity on a Shifting Border: Texas and New Mexico in the Age of Transition, 1821-1848”

25 June – Lecture 19
Sectional Disputes and Compromises
Articles: David Potter, “Fire-Eaters, Fugitives and Finality” in The Impending Crisis
IN-CLASS EXAM*

29 June – Lecture 20
Civil War I - Mobilization
Documents: Alexander Stephens, Cornerstone Speech
Article: Thomas N. Bonner, "Civil War Historians and the 'Needless War' Doctrine”

30 June – Lecture 21
Civil War II – War and Redemption
Documents: Abraham Lincoln, Gettysburg Address, Emancipation Proclamation, Second Inaugural Address
Articles: Excerpt from Charles Royster, The Destructive War.

1 July – Lecture 22
Civil War Aftermath
Documents: Reconstruction Amendments, Thaddeus Stevens Speech, Report of the Joint Committee on Reconstruction
Articles: Eric Foner, “If Lincoln Hadn’t Died”
Short Paper #3 Deadline
**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 three papers must also be submitted to [turnitin.com](http://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](http://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:


Footnote First Reference:


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:


*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:


Footnote Subsequent References:

Rosenfeld, 318.

Rosenfeld, "On Being Heard," 320.

Parenthetical Reference: As with books.