US History I – To 1877
21:512:201.B7
Instructor: Dr. Matthew Friedman
Email: matthew.friedman@rutgers.edu

Office: Conklin 337 | Office Hours: Tuesday and Thursday, 4:30-5:30 pm

Class Time and Location: Tuesday and Thursday 6:00 pm – 9:30 pm, Hill Hall 104

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.

Three unexcused absences will result in an automatic failing grade. Students who miss four 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 class hours.

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

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**CLASS SCHEDULE**

*Each class session will consist of two lectures separated by a short break. Attendance will be based on class sessions, while summaries will be collected by lecture.*

26 May
Lecture 1

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

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”

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”

*IN-CLASS EXAM*

2 June
Lecture 5

**The Atlantic Slave Trade**

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

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”
*IN-CLASS EXAM*

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

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

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

Short Paper #1 Deadline
*IN-CLASS EXAM*

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

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.

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”
*IN-CLASS EXAM*
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)
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"

**Short Paper #2 Deadline**

25 June
Lecture 19
**Sectional Disputes and Compromises**
Articles: David Potter, "Fire-Eaters, Fugitives and Finality" in *The Impending Crisis*
Lecture 20
**Civil War I - Mobilization**
Documents: Alexander Stephens, Cornerstone Speech
Article: Thomas N. Bonner, "Civil War Historians and the 'Needless War' Doctrine"

*IN-CLASS EXAM*

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*.
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 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). 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.