

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.

Attendance	10%
Class Participation	10%
Summaries.....	10%
Short Papers.....	20%
In-Class Exams	25%
Final exam	25%
TOTAL	100%

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"

Articles: William Denevan, "The Pristine Myth: The Landscape of the Americas in 1492,"

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

Documents: Alexander Falconbridge, "The African Slave Trade"

Article: Ira Berlin, "Time, Space, and the Evolution of Afro-American Society on British Mainland North America"

Lecture 6

Gender, Family and Identity in the Colonies

Documents: Blackstone's Commentaries on the rights of husband and wife

Article: Laurel Thatcher Ulrich, Introduction to *Good Wives: Image and Reality in the Lives of Women in Northern New England, 1650-1750*.

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)

Articles: Edmund Morgan, "Slavery and Freedom: The American Paradox"

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

Documents: Asahel Nettleton, "The Conversion of Asahel Nettleton"

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

Documents: Mexican Colonization Law of 1824, Texas Declaration of Independence, John L. O'Sullivan, "Annexation"

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

Documents: Henry Clay, Compromise Speech, Lincoln-Douglas Debate in Ottawa, Ill.

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:

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)

Parenthetical Reference (if you use more than one source by this author): (Lears 2009, 236)

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: As with books.