This course is designed to provide undergraduates with a thorough background in the history of the United States from contact through 1877 including: emerging colonial societies; the roots of the American Revolution; federalism, nationalism, and Jeffersonian democracy; Jackson and democratic capitalism; expansion and imperialism; slavery and the Civil War; and Reconstruction. The breadth of the course will allow students to examine US history from many different historical perspectives such as: social, cultural, economic, political, ethical, technological, and environmental. This course emphasizes a “US in the world” perspective, highlighting the US’ emergence as a world power over time. The goal of the course is to give undergraduates a basic understanding of both pivotal events in the history of the United States and its diverse people, and to enable undergraduates to begin thinking like historians by participating in debate, weighing evidence (primary and secondary sources), and examining methodology. Students will be honing their writing and analytical reading skills throughout the semester.

Required Readings:
Raymond M. Hyser and J. Chris Arndt’s *Voices of the American Past, Volume I, 5/e* is available to rent (for approximately $30) at the following link: https://www.cengagebrain.com/shop/ProductDisplay?catalogId=10057&productId=550673&langId=-1&storeId=10151&krypto=kQEThrJlw04Wxx0p%2FEQCYUbLP2rlfbc5Lm38p5D0jiceYz0LeUAW8E9yiJ ErgG5WXudasksoDtkx6Mcqwe332F2DpAWuJD9bssqq2WHZwuvOcDz8We%2FM297ccpV%2BuFkFxHSEJT85LoXynVX4r3eaWkyugU3pLk%2BF075en1frpRPz9zNqOEB%2F10OS9ZRDVdheossalGOz3T8 VfoH2D7oLchwvDaJk96wYhPD1TeM%3D
If you choose to rent an earlier edition, note that you are responsible for all the primary source documents in the fifth edition.

Readings not listed below as “Voices”, such as the following, will be available on Blackboard:
David McCullough, *Truman.*
Elaine Tyler May, *Homeward Bound: American Families in the Cold War Era.*
Tim O’Brien, *The Things They Carried.*
Additional readings available on Blackboard.

Recommended Reading:
P. Scott Corbett, *U.S. History* is available (free) at the following link: https://openstax.org/details/books/us-history

Students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it.

Disabilities Policy
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 issue a Letter of Accommodations. To begin this process, please complete
Food/Drink Policy:
Drinks of the non-alcoholic variety are allowed. Food is prohibited.

Technology Policy:
No cell phones or similar devices. They are distracting to you, the students around you, and to the professor. Turn them off, keep them off the desk, and wait until after class to resume use. Note: you should not be coming and going frequently from the classroom unless you have a valid medical reason. If you leave before the end of a class, it will count as an absence regardless of whether or not you were present for attendance. (See attendance policy below.)

Attendance Policy:
Attendance is mandatory. Students are expected to attend every class, arrive on time, and stay for the duration of the class. There will be no makeup opportunities for missed classes.

Arriving late or leaving early is disruptive to other students, and is only acceptable in an emergency situation. If you arrive late (after I take attendance), you must send me an email within a half hour of the class’ conclusion the same day you miss attendance explaining why you were late and reminding me of your contribution to that class. I will update Blackboard to change your attendance to “present” for that day. Note: I will do this only once. If you are coming from another class at NJIT (causing you to pass through the current construction on your way to this class) and are concerned that it may cause you to be late, you must inform me of this fact (in an email containing the location of the class you are registered for prior to this one and the route you take) within the first two weeks of class. Leaving early without prior permission will count as an unexcused absence.

Students may be excused for illness, family emergency and similar extreme situations, and religious observance (see the Rutgers Catalog: http://catalogs.rutgers.edu/generated/nwk-ug_0608/pg23613.html). If you plan to claim a religious holiday as an excused absence, you must inform me of this fact via email within the first two weeks of class. As a serious adherent of your faith, you should know at the outset of the semester which holidays are important enough to warrant time away from the civic community of the classroom. The only exception I will make for a belated decision to attend a religious holiday is an unexpected conversion to a new religion (proof of conversion required).

Documentation for excused absences must be provided via email. Absences for work, job interviews, travel, and similar events will not be excused.

If you have more than four unexcused absences, your grade will be lower one half grade (from “B+” to “B”, for example). If you have more than six unexcused absences, your grade will be lowered one full grade (from “B+” to “C+”, for example). 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 to avoid an “F”.

Participation:
Participation during class discussion is expected. Students will be judged on the quantity and quality of their participation.

American history is a story of the rise of and interplay between individual rights and civic duties. The classroom is a microcosm of that relationship, and the classroom rules reflect a respect for individual rights and the need for group responsibilities. I expect students to behave in a manner that shows respect for the civic community: for others’ needs and desire to learn. Any behavior that might be disruptive to other students, making it difficult for them to hear or distracting them from the lecture, or in any way intimidates them from participating in class, is prohibited and will be counted against the participation grade. This means: no talking in private conversations (even in whispers), no cell phone use or any other form of texting, no use of computers (except with my permission) or surfing the web, no working on other
course homework. You will lose participation points (one point each time – a maximum of one per class) if I find that you are continually on your phone, rather than taking copious notes and actively participating. And if I have to interrupt the class to ask you to stop a private conversation, you will receive an “F” for your participation grade for the course.

Paper:
Students will write a paper on a topic to be announced, based on the readings and other course materials. The paper is due at the beginning of class on Tuesday, October 17th. See “Submission Policy” appended.

Written Assignments:
Students will answer the questions in the Voices text each time a reading assignment is listed on the syllabus from that text. Again, students must read the assignment indicated on the syllabus before coming to class on that date, and be prepared to discuss it. These written assignments are to be submitted via Blackboard prior to the start of class. (Find “Journal” under “Tools” and post each entry by date (e.g. “Sept. 5” in the title field above the entry box).) Note: The written assignments will not be accepted late as this creates chaos. You can always submit an assignment early. For unforeseen circumstances: Each student will be given five extra points toward the written assignment grade; consider this your one free pass.

Plagiarism Policy:
Plagiarism, or the copying of someone else’s words or ideas, will not be tolerated in this class. You must sign the plagiarism pledge before any assignments will be accepted. Use footnotes or endnotes when citing someone else’s work at all times. See appended “Citation FAQ” and “Citation Basics.”

Quizzes:
Some quizzes will be announced, others unannounced. Most quizzes will be closed book individual efforts, but group quizzes, such as a group effort to interpret a primary source, will also count toward your quiz grade. Note: It is impossible to make up the quizzes, as it defeats their purpose. There is no solution to this problem other than: come to class on time, having read the materials. I will drop the lowest of the quiz grades, so this is your insurance policy against missing one quiz due to unforeseen circumstances.

Exam:
The Final Exam on December 21st from 8:30AM-11:30AM will be cumulative. Review sheets will be made available on Blackboard prior to the exam. IF YOU ARE AWARE OF A CONFLICT YOU NOW HAVE WITH THE EXAM DATE AS INDICATED ON THE SYLLABUS, DO NOT TAKE THIS COURSE. MAKE-UP EXAMS WILL ONLY BE ARRANGED IF WRITTEN, ACCEPTABLE EXCUSES ARE PROVIDED. Travel plans do not constitute sufficient reason for missing exams. Students that do not take the exam will not pass the course.

Extra Credit:
No extra credit will be awarded in this class for any reason, with the following exception: We will be debating the merits of the Articles of Confederation and the Constitution in class. These documents (as well as later Amendments to the Constitution) gave some Americans the right to vote. Voting day is the Tuesday after the first Monday in November (November 7, 2017). The last day to register to vote before the General Election is October 17, 2017. At the beginning of class on Election Day, I will accept one of the following (which should take approximately the same amount of time): 1) Proof (in the form of a copy of your voter registration card or printed confirmation of your registration) that you have gone through the process of registering to vote. 2) A typed list of the national, state, and local candidates that will appear on the ballot where you currently reside. These copies will be returned to you. Note: this assignment is not mandatory, nor am I asking who you would, or will be, voting for on Election Day. If you choose to participate in the extra credit assignment, I will add ten points to your final exam grade. See http://www.nj.gov/state/elections/voting-information.html for voter registration forms and more information.

Grading Policy:
Participation: 10%
Paper: 15%
Written Assignments: 20%
Quizzes: 20%
Final Exam: 35%
TOTAL: 100%

Class Schedule:

**Week One:**
Sept 5   **Introduction**
Sept 7   **Pre-Columbian Civilizations and the Columbian Exchange**
1. The Spanish Letter of Columbus to Luis Sant’ Angel (1493).
2. Images of 16th-Century Native American Life.

**Week Two:**
Sept 12  **Diverse Beginnings: Introduction to the New World**
3. Powhatan and John Smith (1608).
4. An Indentured Servant Writes Home (1623).
5. Early New York (1626).

Sept 14  **Early Experiments: English, French, and Dutch**
8. William Bradford on Sickness among the Natives (1633).
9. “Captivity Account” of Mary Rowlandson (1675).
10. The Pueblo Revolt (1680).
11. The Indians and Missions of Florida (1675).

**Week Three:**
Sept 19  **Early Experiments: English Settlement, Coexistence and Conflict**
John Demos Unredeemed Captive (Excerpt).

Sept 21  **Imperial Connections: Emerging Colonial Societies**
13. Petition of an Accused Witch (1692).
15. Of the Servants and Slaves in Virginia (1705).
16. The Dilemma of New France (1724).
17. New York Slave Conspiracy (1741).

**Week Four:**
Sept 26  **Life in the first half of the 1700s: Colonial Maturation and Conflict**
20. Chief Canassatego Speaks At the Treaty of Lancaster (1744).
21. Pennsylvania Assembly Comments on German Immigration (1755).
22. The Albany Plan of Union (1754).

Sept 28  **Roads to Revolution**
23. Edmund Burke on British Motives in the Seven Years’ War (1762).
27. Stamp Act Riots (1765).

**Week Five:**
Oct 3    **Roads to Revolution continued**
29. Images of Colonial Resistance (1760s-1770s).
31. Englishwoman’s Appeal to the People of Great Britain on the Crisis in America (1775).
32. Abigail Smith Adams on the British Occupation of Boston (1775).
33. A Loyalist Perspective on the Coming of the Revolution (1780).
Oct 5  The American Revolution

Week Six:
Oct 10  Securing Independence

Oct 12  The Federal Experiment

Week Seven:
Oct 17  Debate: Articles versus Constitution
Debate Prep
Paper Due

Oct 19  Striving for Nationhood: The Limits of Republicanism

Week Eight:
Oct 24  Continued Striving: Political Economy in Jeffersonian America

Oct 26  The Emerging Capitalist Nation, Republican Women & Families

Week Nine:
Oct 31  The Rise of Democracy and the Transformation of Political Culture

Nov 2  Continuing -- Jacksonian Democracy, Native American Removal
68. The Cherokee Phoenix on Georgia Policy toward the Cherokee (1832). 69. South Carolina Nullifies the Tariff (1832). 70. Images of Jacksonian Politics

Week Ten:
Nov 7  The Market Economy and Industry in the North
**Voluntary Extra Credit Assignment Due**


**Nov 9**

**Social Reform**


**Week Eleven:**

**Nov 14**

**Slavery, North and South**


**Nov 16**

**Inside the Plantation Household, Inside the Slave Community (Paper Due)**


**Week Twelve:**

**Nov 21**

**Manifest Destiny and the Westward Experiment**


**Nov 23**

**THANKSGIVING RECESS – NO CLASS**

**Week Thirteen:**

**Nov 28**

**The Sectional Challenge**


**Nov 30**

**Origins of The Civil War**


**Week Fourteen:**

**Dec 5**

**Debate: North versus South**

Debate Prep

Begin Working on Review Sheet (available on Blackboard)
Dec 7  The Civil War

Week Fifteen:

Dec 12  Reconstruction and the New South and Conclusions

Dec 21  8:30AM-11:30AM FINAL EXAM  (TBD)
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 paper 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.