

History 01:512:103:01-04

Spring 2016, Department of History, Rutgers University

## **Development of the United States I: to 1877**

Professor James Delbourgo

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Regular Class: Van Dyck 211, Tues + Thurs 1:10-2:30pm

Recitation Sections on Occasional Alternate Thursdays (6 in total): See Below

Office Hours: Van Dyck 104, Tues 2:30-4 & Thurs 2:30-4 and by appointment

### **Description**

This course provides an introduction to the history of colonial North America and the United States up to Reconstruction. The colonial phase examines the following topics: the interaction of Native Americans and Europeans in Virginia and New England, the origins of slavery, and the causes and ideology of the American Revolution. The national phase concentrates on political culture, slavery as a social and political problem, and the causes and aftermath of the Civil War.

### **Required Books**

(available to purchase at Barnes & Noble and borrow at Alexander Library Reserves)

Alan Taylor, *American Colonies* (Penguin, 2001)

Jill Lepore, *The Name of War* (Vintage, 1998)

Edward Countryman, *The American Revolution* (Hill and Wang, 2003 edn.)

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Penguin, 1845)

Articles and Documents all online via Sakai (see list at end of syllabus)

### **Sakai**

Lecture outlines and images will be on Sakai, under RESOURCES, and readings indicated with an asterisk \*.

### **Attendance**

Attendance is compulsory in both lectures and recitations and will be taken. Students will be penalized 3% on the final grade for the course for every unexcused absence beyond three absences. An excused absence must be documented with a note, medical or otherwise. Those who stay in the course beyond add/drop agree to abide by this policy.

### **Electronics**

NO LAPTOPS OR PHONES ARE ALLOWED DURING CLASS. THERE WILL BE NO EXCEPTIONS. Those who violate this rule will also be asked to leave. EVERYONE MUST BRING PEN AND PAPER TO TAKE NOTES. SCIENTIFIC STUDIES HAVE SHOWN THAT WRITING NOTES BY HAND IS ONE OF THE MOST EFFECTIVE WAYS OF LEARNING.

### **Lectures and Readings**

Lectures combine discussions of the readings with attention to the larger themes of the course. Students should complete readings before coming to class. Bear in mind the questions under each unit heading as you read. Feel free to ask questions in class or discuss with the professor or TA during office hours.

### **Recitations**

A Recitation or discussion section for discussing primary source historical documents will be held approximately every other week as marked on the schedule below: attendance and participation are **mandatory**. Each student will hand in a brief response paper (2 pages max., 12 pt. double-spaced) about one of the readings for that day for the sessions on Virginia, slavery, the Revolution and the Constitution (no responses will be due for the sessions on New England and Frederick Douglass as these will be tested on the midterm and the final respectively.) You must bring a printed-out copy of the readings to each recitation.

The class will be split into 3 sections.

**Section 1: Recitations 1.10-2.30: VD 211: *Delbourgo***

**Section 2: Recitations 1.10-2.30: Frelinghuysen Hall B2: *Gaynair***

**Section 3: Recitations 2.50-4.10: Frelinghuysen Hall B1: *Gaynair***

*n.b. If you registered for section 4, you will meet as part of section 3.*

**TO MAINTAIN EVEN NUMBERS, YOU MUST GO TO YOUR ASSIGNED SECTION:  
TO BE CONFIRMED IN CLASS: NO EXCEPTIONS WILL BE MADE**

### **Assessment**

10% for attendance (guaranteed if no more than 3 unexcused absences)

15% for recitation participation including response papers (total of 4; based on effort)

25% Midterm: Slavery document; Essay on Lepore

50% Final: comments on Revolution and Douglass; Essay on Civil War

### **Learning Goals**

As an SAS Core Course, this class aims to help students achieve the following goals as set out by the School of Arts and Sciences:

- Understand the bases and development of human and societal endeavors across time and place
- Explain the development of some aspect of a society or culture over time, including the history of ideas or history of science
- Employ historical reasoning to study human endeavors

### **SCHEDULE**

**Tues 19 Jan**

**Introduction**

**Thurs 21 Jan**

**Settlement and Conflict in the Chesapeake**

*Taylor, 117-137; \*Smith, Powhatan and Pocahontas (early 17<sup>th</sup> Cent.)*

Why was the first English settlement of Virginia so problematic? Who tried to establish themselves in America? How was settlement successfully re-organized? Why did English-Native relations deteriorate?

**Tues 26 Jan**

**Bacon's Rebellion: New World Order**

*Taylor, 138-157*

What was the structure of Chesapeake society like by the mid-17<sup>th</sup> Century? What caused Bacon's Rebellion: i.e., how did the economics and politics of white land settlement and settler-Native relations intersect in 1676? How and why did the Chesapeake adopt slave labor in the decades after the Rebellion?

**Thurs 28 Jan**

**Recitation: Bacon's Rebellion**

*\* Bacon, Servitude and Slavery: RESPONSE PAPER DUE*

Why did Bacon's Rebellion happen? Who took part? What does it reveal about early American society? What did it change?

**Tues 2 Feb**

**The Atlantic Slave Trade**

*\*Lepore, "Africans in America"*

How was the enslavement of Africans organized and linked to the demand for labor in the Americas? What nations were involved? Were Europeans responsible for starting the trade in human beings? What evidence exists that speaks to the experience of Africans in this ordeal?

**Thurs 4 Feb**

**Africans in the Americas**

*\* Morgan, "African-American Societies"*

What were the distinguishing characteristics of the African-American experience produced by slavery? To what extent can we generalize about the nature of slavery across time and space in the Americas? What was the impact of slavery on Afro-American families? What relation existed between slaves and native Americans, and also free Africans?

**Tues 9 Feb**

**NO CLASS**

**Thurs 11 Feb**

**Slave Societies: The Caribbean and Carolina**

*Taylor, 204-244*

How was the Caribbean a distinctive colonial project from the mainland colonies? Why did slavery become so dominant in the islands? What was the relationship between the culture of the West Indies plantations and the formation of Carolina? What was the relationship between the Caribbean and North America more generally?

**Tues 16 Feb    Radical Migration: Origins of New England**

*Taylor, 158-186; \*Winthrop (1645)*

What was Puritanism and how did it shape New England culture? Why did Puritans leave England for the New World? How were religious practice and family life knit together in New England's social fabric? How was New England different from Virginia?

**Thurs 18 Feb    Recitation: The Slave Trade**

*\*Equiano, Interesting Narrative (1789); re-read documents in \*Lepore, "Africans in America"*  
*RESPONSE PAPER DUE*

How and why did the slave trade begin? Who was involved? What kind of evidence do we have about it and why?

**Tues 23 Feb    Fate of Puritanism and Witchcraft**

*Taylor, 187-203; \*Mather and Nurse on Witchcraft (1692)*

What were the challenges Puritans faced in settling New England? How did they settle the land and what relations did they have with the Natives of the region? What did the Salem witchcraft outbreak signify?

**Thurs 25 Feb    Native Americans and Puritans at War**

*Lepore, Name of War: prologue + chaps 1-7*

How did Native Americans view New England? Why did they go to war with them and what does the war tell us about the cultures of the two peoples and the relations between them?

**Tues 1 March    Middle Colonies: Diplomacy, Diversity and Trade**

*Taylor, chap 12 (245-272) and 302-337*

What was distinctive about Dutch and English relationships with the Natives of New-York colony? Why was Pennsylvania seemingly exempt from settler-Native conflict? Why were there so many religions in this region? What was the relationship between commerce, politics and religious pluralism in the middle colonies? How did commercial consumption affect colonists' views of themselves as members of the British Empire?

**Thurs 3 March    Recitation: King Philip's War**

*Lepore, Name of War: prologue + chaps 1-7; \*Rowlandson (1682); NO RESPONSE PAPER DUE*

What caused King Philip's War? What does it reveal about the way New-Englanders and Native Americans viewed each other? What does Mary Rowlandson's narrative signify?

**Tues 8 March    MIDTERM EXAM Part One: Document Analysis**

**Thurs 10 March**                      **MIDTERM EXAM Part Two: Essay**

**Tues 15 March**                      **SPRING BREAK**

**Thurs 17 March**                      **SPRING BREAK**

**Tues 22 March**                      **From Triumph to Crisis: The Seven Years' War**  
*Taylor, chap 18; Countryman, American Revolution, chaps 1-2; \*Resistance in Virginia, North Carolina, New York*

What was the land crisis of mid-century and how did it relate to the origins of the war? How did the war transform the British Empire? How did the British respond to the challenge of governing the new empire and why did the Americans react the way they did?

**Thurs 24 March**                      **Rebellion: Causes of the American Revolution**  
*Countryman, chaps 3-4; \*Declaration of Independence (1776)*

What was republicanism? Where did American ideas of republicanism originate? Did republicanism include women, Afro-Americans or Native Americans? Is this an appropriate question to ask of the Revolution? Was the Revolution the brainchild of a colonial elite or a broader uprising? What does the Declaration say and what did it do?

**Tues 29 March**                      **Uniting the States: From Independence to Constitution**  
*Countryman, chaps 5-6; \*Federal Constitution (1787)*

How did the relationship between local and national political power change between independence (1776) and the Federal Constitution (1787)? Why did radicalism appear to give way to conservatism? Why did the Constitution not outlaw slavery? How did Madison define modern republicanism? How were republicanism and democracy different?

**Thurs 31 Mar**                      **Recitation: Revolution**  
*\*Declaration of Independence (1776); \*Massachusetts Slave Petition (1777); RESPONSE PAPER DUE*

It is often said that the Declaration is a radical document and the Constitution a conservative one: is this true? What arguments did African-Americans make for their inclusion in the new political system?

**Tues 5 Apr**                      **Market Revolution and Jacksonian Democracy**  
*\*Watson, "Killing the Monster"; \*De Tocqueville (1835); \*Jackson's Bank Veto (1832)*

What was the "Market Revolution"? Why did Jackson appeal to American voters and who were these voters? Why was he so obsessed with the Bank of the United States? How did his crusade relate to republicanism? What effect did his actions have on the relationships between national and local power, and between republicanism and democracy?

**Thurs 7 Apr** **Recitation: Constitution**

\**Federal Constitution (1787)*; \**Madison, Federalist No. 10 (1788)*; \**Murray on Sexual Equality (1790)*; \**Bill of Rights (1791)*; **RESPONSE PAPER DUE**

It is often said that the Declaration is a radical document and the Constitution a conservative one: is this true? What was Madison's theory of how the republic should work? What arguments did women make for their inclusion in the new political system?

**Tues 12 Apr** **Great White Republic**

\**Wallace on Trail of Tears*; \**Stephanson on Manifest Destiny*; \**Jackson on Indian Removal (1830)*; \**O' Sullivan (1845)*

How and why were the "Civilized Tribes" removed from large areas of the Southeastern U.S.? In what way were they "Civilized"? What was their legal status? What was the doctrine of "Manifest Destiny"? How did American racism towards Mexicans differ from racism towards Natives? What political problems did territorial expansion bring?

**Thurs 14 Apr** **Slavery and the Old South**

\**Kolchin, "The White South"*

Why did slavery survive and prosper in the South after the Revolution? How did the North and South become different kinds of societies in the antebellum period? And how did slavery enter national political debates about the fate of new western lands?

**Tues 19 Apr** **Abolitionism, Feminism and Secession**

\**Walker (1829)*; \**Garrison (1831)*; \**Grimké (1837)*; \**Seneca Falls Convention (1848)*; \**Sojourner Truth (1851)*; \**Lincoln-Douglas Debate (1858)*

Who were the abolitionists: what were their motives and methods? What was the relation between abolitionism and feminism? What was the doctrine of "popular sovereignty" and why did it not resolve the question of slavery's expansion? Why did party politics break down? What caused secession and the Civil War?

**Thurs 21 Apr** **Recitation: Frederick Douglass**

*Douglass, Narrative, entire*; **NO RESPONSE PAPER DUE**

How does Douglass present his life in the *Narrative*? What effect would it have had on a Northern reader? A Southern reader? How does it present white-black relationships in slavery and construct an argument for abolition?

**Tues 26 Apr**

**Civil War**

\*Foner, *“New Birth of Freedom”*; \*Lincoln, *Gettysburg Address and Emancipation Proclamation (1863)*

What were the original objectives of both sides in the war? How and why did Northern objectives change? Why did the North win? How did the war redefine the role of the Federal Government and conceptions of citizenship and democracy?

**Thurs 28 Apr**

**FINAL CLASS: Reconstruction and Conclusion**

\*Colloquy with *Colored Ministers (1865)*; \*Andrews on *White South (1866)*; \**Reconstruction Amendments (1865-1870)*

What role did Afro-Americans play both in emancipation and Reconstruction? What were the achievements and limits of Reconstruction?

**FINAL EXAM: THREE HOURS DURING EXAM PERIOD 5-11 MAY**

3 parts:

- (i) 45 mins Document Analysis: Declaration of Independence or Constitution
- (ii) 45 mins Document Analysis: Frederick Douglass
- (iii) 1hr. 30 mins: Essay on Civil War: causes and aftermath

**Grading Scale**

A: 90 to 100	B+: 87 to 89
B: 80 to 86	C+: 77 to 79
C: 70 to 76	D: 60 to 69
F: 59 and below	

**LIST OF DOCUMENTS ON SAKAI in order of use**

John Smith, Powhatan and Pocahontas: early 17<sup>th</sup> century Virginia

Nathaniel Bacon, Servitude and Slavery: Bacon’s Rebellion, white indentured servitude and the transition to African slavery

Jill Lepore, “Africans in America,” in *Encounters in the New World: A History in Documents* (Oxford University Press, 2000), 124-145

Philip Morgan, “African-American Societies,” *Slave Counterpoint: Black Culture in the Eighteenth-Century Chesapeake and Low Country* (UNC Press, 1998), 441-497

Olaudah Equiano, *Interesting Narrative of the Life of Olaudah Equiano* (1789; Norton, 2001), chaps. 2 and 5

John Winthrop on New-England (1645)

Increase Mather and Rebecca Nurse on Witchcraft (1692)

Mary Rowlandson, Captivity Narrative (1682)

Benjamin Franklin, Alexander Hamilton & Janet Schaw's Diary (mid-18<sup>th</sup> Cent.)

Resistance to British in Virginia, North Carolina & New York (1760s-70s)

Declaration of Independence (1776)

Massachusetts Slave Petition (1777)

Judith Sargent Murray, "On the Equality of the Sexes" (1779)

Federal Constitution of the United States (1787)

James Madison, *The Federalist Papers*, no. 10 (1788)

Patrick Henry: An Anti-Federalist attack on the Constitution (1788)

Bill of Rights (1791)

Harry Watson, "Killing the Monster," in *Liberty and Power: The Politics of Jacksonian America* (Hill and Wang, 1990), 132-171

Andrew Jackson, Veto of renewal of Bank of the United States (1832)

Alexis de Tocqueville, *Democracy in America* (1835)

Anthony F. C. Wallace, *The Long, Bitter Trail: Andrew Jackson and the Indians* (Hill and Wang, 1993), 73-101

Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right* (Hill and Wang, 1996), 28-65

Andrew Jackson on Indian Removal (1830)

John L. O' Sullivan on Manifest Destiny (1845)

Peter Kolchin, "The White South: Society, Economy, Ideology," *American Slavery, 1619-1877* (Hill and Wang, 1993), 169-199

David Walker, *Appeal to the Colored Citizens of the United States* (1829)

William Lloyd Garrison on Abolitionism (1831)

Angelina Grimké on women's rights in *The Liberator* (1837)

Declaration of Sentiments of the Seneca Falls Convention (1848)



Sojourner Truth, *Aren't I a Woman?* (1851/1863)

Lincoln-Douglas Debate (1858)

Eric Foner, "A New Birth of Freedom," *The Story of American Freedom* (Norton, 1998), 95-113

Abraham Lincoln, Gettysburg Address and Emancipation Proclamation (1863)

Colloquy with Colored Ministers (1865)

Sidney Andrews on the White South (1866)

Reconstruction Amendments (13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup>: 1865, 1868, 1870)