

History 151 United States to Reconstruction

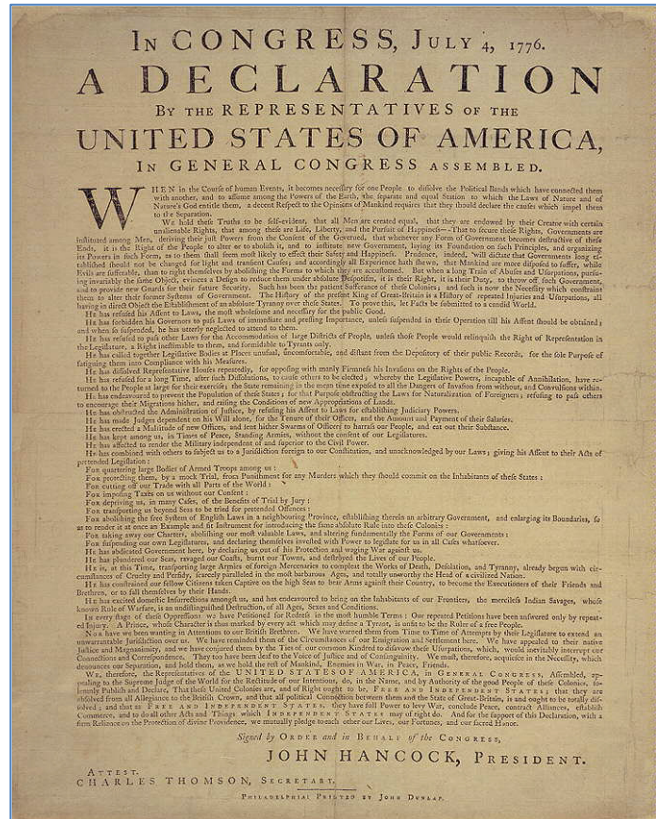
Framingham State University
Spring 2013
Section 001 MWRF 10:30-11:20
Section 002 MWRF 12:30-1:20
Dwight Hall 304

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This course surveys American history from the pre-Columbian era to the end of Reconstruction. It will cover a broad range of topics in the political, social, and cultural development of the North American colonies and the United States, including: the exploration and settlement of North America by Europeans and their interactions with native peoples; the political development of the colonies and the early United States; the development of the American economy; and major social and cultural trends. In particular, the course will center on three key thematic questions:

1. What does “freedom” mean in an American context? How does the concept change over time? To what groups and individuals was it available, and how have Americans used the term to define the boundaries of citizenship?
2. How did American politics, culture, and society develop? How did they interact to shape one another?
3. What did it mean to be an “American,” and how did definitions of the term change over time?

In addition, the course will introduce students to the craft of the historian, the variety of skills that historians bring to bear on evidence, and the range of evidence available about early America. These skills include reading and analyzing texts, images, and materials from the past, evaluating quantitative data, and interpreting other historians’ arguments. Students will have ample opportunity to practice these skills through short writing assignments, longer primary source analyses, and in-class discussions and exercises.



COURSE OBJECTIVES

By the end of the course, students should be able to:

- Understand the political narrative of the colonies and the United States from first contacts to the end of Reconstruction.
- Integrate important developments in American society and culture into a broad historical narrative.
- Demonstrate the ability to reason through analysis and synthesis of various types of historical evidence.
- Demonstrate the ability to communicate in writing an understanding of historical knowledge and reasoning.
- Assess the notion that history is rewritten by each generation according to the needs, aspirations, and frames of reference of each ensuing age.

SCHEDULE OF COURSE MEETINGS

Week One

Weds., Jan. 23 Introduction to the Course

Thurs., Jan. 24 North America before Columbus

Reading: Foner, *Give Me Liberty!*, 1-24

Fri., Jan. 25 Reading a Secondary Source: The Ecology of the Early Modern Atlantic

Reading: Alfred Crosby, "Ecological Imperialism" (Blackboard)

Week Two

Mon., Jan. 28 European Exploration of the Atlantic World

Reading: Foner, *Give Me Liberty!*, 24-44; *Voices of Freedom*, 7-13

Weds., Jan. 30 Reading a Primary Source: Justifying Exploration

Reading: Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, excerpt (Blackboard)

Thurs., Jan. 31 Virginia and the Plantation Economy

Reading: Foner, *Give Me Liberty!*, 45-65; *Voices of Freedom*, 24-28

Fri., Feb. 1 Creating a Slave Society

Reading: Foner, *Give Me Liberty!*, 97-104, 130-45; *Voices of Freedom*, 47-52

Week Three

Mon., Feb. 4 New England: The "City on the Hill," Settlers, and Natives

Reading: Foner, *Give Me Liberty!*, 65-87; *Voices of Freedom*, 28-31, 38-40

Weds., Feb. 6 Imperial Growing Pains

Reading: Foner, *Give Me Liberty!*, 88-97, 105-10

Thurs., Feb. 7 A World of Magic and Wonder
Reading: John Demos, "Entertaining Satan," *American Heritage* (1978)
<http://www.americanheritage.com/content/entertaining-satan>

Fri., Feb. 8 History Workshop

Week Four

Mon., Feb. 11 The Clash of Cultures: Defining "English" and "Indian," I
Reading: Mary Rowlandson, *The Sovereignty and Goodness of God*

Weds., Feb. 13 The Clash of Cultures: Defining "English" and "Indian," II
Reading: Bring Rowlandson volume to class

Thurs., Feb. 14 The Maturing Colonies, I: North America, 1700-1750
Reading: Foner, *Give Me Liberty!*, 110-29, 145-65; *Voices of Freedom*, 68-71, 75-78

Fri., Feb. 15 **MIDTERM EXAMINATION**

Week Five

Mon. Feb. 18 NO CLASS - Presidents' Day

Weds., Feb. 20 The Maturing Colonies, II: Native America
Reading: Samson Occom, "A Short Narrative of My Life" (Blackboard)

Thurs., Feb. 21 The Maturing Colonies, III: Benjamin Franklin's Philadelphia
Reading: Franklin, *Autobiography*, excerpts (Blackboard)

Fri., Feb. 22 The Seven Years' War
Reading: Foner, *Give Me Liberty!*, 165-85; *Voices of Freedom*, 78-81

Week Six

Mon., Feb. 25 The Imperial Crisis
Reading: Foner, *Give Me Liberty!*, 165-85; *Voices of Freedom*, 87-92

Weds., Feb. 27 Independence
Reading: *Voices of Freedom*, 92-100; Declaration of Independence (Blackboard)

Thurs., Feb. 28 The Revolutionary War
Reading: Foner, *Give Me Liberty!*, 200-10; Joseph Plumb Martin, *A Narrative of a Revolutionary Soldier*, 52-73 (Blackboard)

Fri., Mar. 1 The Experience of War
Reading: Foner, *Give Me Liberty!*, 226-46; *Voices of Freedom*, 110-15

Week Seven

Mon., Mar. 4 The Confederation Period
Reading: Foner, *Give Me Liberty!*, 211-26, 247-57; *Voices of Freedom*, 118-20, 130-33

Weds., Mar. 6 Writing the State Constitutions
Reading: Massachusetts Constitution, excerpt (Blackboard)

Thurs., Mar. 7 Drafting and Ratifying the U.S. Constitution
Reading: Foner, *Give Me Liberty!*, 257-80; U.S. Constitution and Bill of Rights (Blackboard)

Fri., Mar. 8 The Creation of Partisanship in the 1790s
Reading: Foner, *Give Me Liberty!*, 281-301; *Voices of Freedom*, 134-39, 144-49

Week Eight

Mon., Mar. 11 History Workshop
Note: PAPER DUE

Weds., Mar. 13 An Educated and Active Republic
Reading: Jeffrey L. Pasley, "The Cheese and the Words" (Blackboard)

Thurs., Mar. 14 Remembering the Revolution: Making American Heroes
Reading: Mason Locke Weems, *Life of Washington*, chs. 2 and 12 (Blackboard)

Fri., Mar. 15 Remembering the Revolution: Common Men and Women
Reading: Alfred Young, *The Shoemaker and the Tea Party*, 108-20 (Blackboard)

Week Nine

Mar. 18-22 NO CLASS - Spring Break

Week Ten

Mon., Mar. 25 The Era of Good Feelings and the United States in the World
Reading: Foner, *Give Me Liberty!*, 301-16, 361-75; *Voices of Freedom*, 178-80

Weds., Mar. 27 Revolutions: Markets, Communications, Transportation
Reading: Foner, *Give Me Liberty!*, 317-37; *Voices of Freedom*, 157-65

Thurs., Mar. 28 Manifest Destiny
Reading: Foner, *Give Me Liberty!*, 461-83; *Voices of Freedom*, 245-49

Fri., Mar. 29 The Age of Jackson, I: A White Man's Democracy
Reading: Foner, *Give Me Liberty!*, 352-61; *Voices of Freedom*, 188-93

Week Eleven

Mon. Apr. 1 The Age of Jackson, II: Contests for Power in State and Nation
Reading: Foner, *Give Me Liberty!*, 375-90; *Voices of Freedom*, 185-88, 193-96

Weds., Apr. 3 Antebellum America: City and Country
Reading: Karen Halttunen, *Confidence Men and Painted Women*, 1-32 (Blackboard)

Thurs., Apr. 4 Antebellum America: Religion and Reform
Reading: Foner, *Give Me Liberty!*, 337-44, 427-39; *Voices of Freedom*, 173-77

Fri., Apr. 5 **MIDTERM EXAMINATION**

Week Twelve

Mon., Apr. 8 The Women's Rights Movement
Reading: Foner, *Give Me Liberty!*, 450-60; *Voices of Freedom*, 236-44

Weds., Apr. 10 Slavery in the South, I
Reading: Foner, *Give Me Liberty!*, 391-405; *Voices of Freedom*, 149-52

Thurs., Apr. 11 Slavery in the South, II
Reading: Foner, *Give Me Liberty!*, 405-26; *Voices of Freedom*, 205-12

Fri., Apr. 12 The Abolition Movement
Reading: Foner, *Give Me Liberty!*, 439-50; *Voices of Freedom*, 224-44

Week Thirteen

Mon., Apr. 15 NO CLASS - Patriots' Day

Weds., Apr. 17 The Life of a Slave
Reading: Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Thurs., Apr. 18 The Life of a Slave, II
Reading: Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Fri., Apr. 19 The Coming of the Civil War
Reading: Harriet Beecher Stowe, *Uncle Tom's Cabin*, Ch. 12 (Blackboard)

Week Fourteen

Mon., Apr. 22 Nat Turner's Rebellion
Note: PAPER DUE

Weds., Apr. 24 The Final Crisis
Reading: Foner, *Give Me Liberty!*, 483-502; Roger B. Taney, Dred Scott decision (1857) (Blackboard); *Voices of Freedom*, 261-65

Thurs., Apr. 25 The Election of 1860
Reading: *Voices of Freedom*, 254-57, 265-68

Fri., Apr. 26 The Blue and the Gray
Reading: Foner, *Give Me Liberty!*, 503-32; *Voices of Freedom*, 274-77, 284-86, 289-92

Week Fifteen

Mon., Apr. 29 Emancipation and the End of the Civil War

Reading: Foner, *Give Me Liberty!*, 533-45; *Voices of Freedom*, 279-84

Weds., May 1 Reconstruction: The View from Washington

Reading: Foner, *Give Me Liberty!*, 546-60; *Voices of Freedom*, 296-303; Amendment XIII (Blackboard)

Thurs., May 2 Reconstruction: The Southern Experience

Reading: Foner, *Give Me Liberty!*, 561-83; *Voices of Freedom*, 316-20; Amendments XIV and XV (Blackboard)

Fri., May 3 America in 1877

REQUIRED TEXTS

David W. Blight, ed., *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (Boston: Bedford/St. Martin's, 2002).

Eric Foner, *Give Me Liberty! An American History*, vol. I, Third Seagull Edition (New York: W.W. Norton, 2012).

Eric Foner, ed., *Voices of Freedom: A Documentary History*, vol. I, Third Edition (New York: W.W. Norton, 2011).

Neal Salisbury, ed., *The Sovereignty and Goodness of God* (Boston: Bedford/St. Martin's, 1997).

The above texts are all available through the Framingham State bookstore. Additional readings will be found on the course Blackboard site and library e-reserves.

COURSE REQUIREMENTS

1. Class Participation (15%)

Participation is vital to your success in this course. You are expected to attend all course meetings (including CASA workshops; see below for more) and to come to class prepared. That is, you should have completed the assigned reading, have it with you in class, and be prepared to participate actively in class discussion through comments and questions. You will lose credit for participation after four absences, except in documented cases for extended family or medical emergencies.

2. Primary Source Analyses (35%) (due March 11 (15%) and April 22 (20%))

You will complete two short papers (2-3 pages each) analyzing a single historical document to put it into its historical context. Details about the assignment will be distributed two weeks in advance.

3. Midterm Examinations (35% - February 15 (10%) and April 5 (15%)):

The midterm examinations will all be cumulative. That is, they will both cover material from the beginning of the course up to the time of the exam. Each will consist of brief identifications and one brief essay. No makeup exams will be given except under extreme and documented extenuating circumstances.

4. Final Exam (25%)

The final examination will cover material from the entire course, with a slight emphasis on the second half (i.e., material covered after the midterm). It will consist of identifications, short answer questions, and one essay. A review sheet will be distributed during the last week of classes.

5. Historic Site Visit (*Extra Credit*)

Massachusetts and New England are ideal locations to study the history of early America because of the rich tradition of preservation and commemoration at sites throughout the region. If you choose to visit such a site during the semester, you may write a brief paper about your experiences and the history you found there for up to three points of credit on your final grade.

Full details on the assignment and a map of sites are available at:

<http://josephadelman.wordpress.com/teaching/fsu/local-historic-sites/>.

COURSE POLICIES

Blackboard

Please be sure that you are properly enrolled for the course Blackboard site and be sure to check it regularly. The site will be updated regularly with PowerPoint slide shows for class, course assignments, and supplementary materials.

CASA Workshops

The history department and the Center for Academic Support and Advising (CASA) co-sponsor three mandatory workshops for students in any 100-level history course. The workshops focus on key skills for success in history courses, including reading and note-taking, writing papers, plagiarism, and preparing for exams. Each workshop will last approximately one hour; the schedule of workshops will be distributed during the first week of classes.

Communication

All students are required to maintain a Framingham State e-mail account, and course announcements will be sent to that address and posted to the course Blackboard site. Please check your FSU account and Blackboard regularly for updates.

Etiquette

Students are permitted to use electronic devices (including laptops, tablet computers, cell phones, etc.) to take notes or access readings during class. However, you are expected at all times to be engaged in the class discussion, which means that you are prohibited from texting, making or receiving phone calls, surfing the internet, sleeping, and any other activity that distracts you or your classmates. The instructor reserves the right to assign a zero for participation for the day for any student found in violation, as well as to ban electronic devices should it become a recurring problem. Please show respect and consideration for your classmates.

All lectures and course materials are copyright to the instructor and may not be reproduced or distributed without written permission. You may not record lectures without prior approval in writing.

Accommodations

Any student with a disability or other extenuating circumstances should see the instructor as soon as possible to make appropriate arrangements. It is the student's responsibility to notify the instructor of any accommodations provided through CASA, including written documentation.

Academic Honesty and Plagiarism

The academic community is built upon the free, open, and honest exchange of ideas and opinions. In order to achieve such an environment, students need to be confident that their peers are holding themselves to the same high standards. Cheating undermines the reputation of a university's degrees and violates the trust of all members of our intellectual community. Accordingly, no form of cheating will be tolerated in this course. All students are expected to conform to the university's code of conduct at all times. Any student found cheating will be referred to the Dean of Students according to university policy. Cheating on any assignment will result in an automatic failure of the assignment and other possible repercussions.

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. You must acknowledge the original author or source of all quotations and ideas through quotation marks, footnotes, etc. Examples of plagiarism include, but are not limited to the following:

- the submission of a work, either in part or in whole completed by another;
- failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another;
- failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof;
- close and lengthy paraphrasing of another's writing, without credit or originality;
- use of another's project or programs or part thereof without giving credit.

Submission of a work completed for another class either in a previous or concurrent term is academic dishonesty. In short, plagiarism is not allowed under any circumstances. If you have any questions about whether something might be considered plagiarism, *please ask*.

For more information on Framingham State's policies on academic honesty and plagiarism, please see the CASA Writing Guide at: http://www.fscmedia.com/web-external/writing-guide/plagiarism_fsc.html.