

History 151
United States History to Reconstruction

Framingham State University
Spring 2015
Section 003 MWThF 10:30-11:20
Section 004 MWThF 12:30-1:20
May Hall 111B

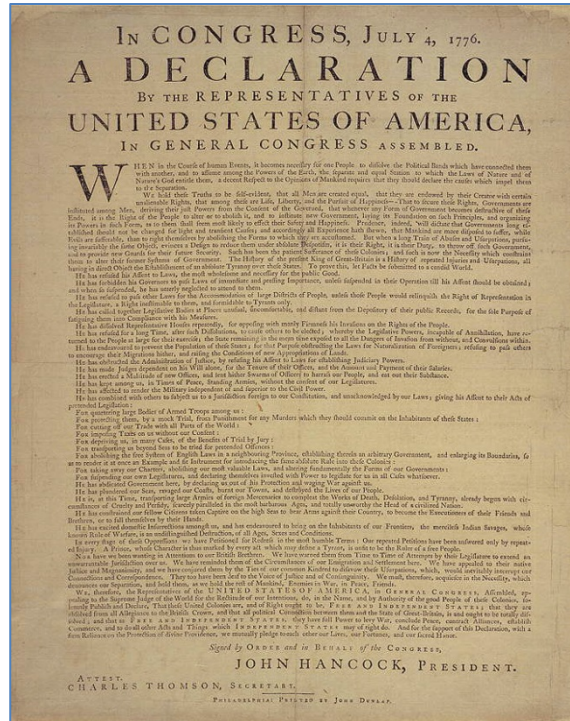
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This course surveys American history from the pre-Columbian era to the end of Reconstruction. It will cover a broad range of topics in the political, social, and cultural development of the North American colonies and the United States, including: 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

NOTE: All dates and assignments are subject to change. Please be aware of any announcements made in class or via email.

Week 1

Weds., Jan. 21 Introduction to the Course

Thurs., Jan. 22 What Do Historians Do?

Reading: *Voices of Freedom*, documents 2, 3, 5; begin Foner, *Give Me Liberty!*, 1-44

Unit I: Empires on the Atlantic Shores

Fri., Jan. 23 The Atlantic World in 1491

Reading: Foner, *Give Me Liberty!*, 1-44

Week 2

Mon., Jan. 26 Virginia and the Plantation Economy

Reading: Foner, *Give Me Liberty!*, 45-64

Weds., Jan. 28 A Permanent Settlement?

Reading: Thomas Hariot, *A Briefe and True Report of the New Found Land of Virginia*, excerpt (Blackboard); *Voices of Freedom*, documents 7, 8

Thurs., Jan. 29 Slavery in Virginia

Reading: Foner, *Give Me Liberty!*, 96-105, 129-45

Fri., Jan. 30 New England: The "City upon a Hill?"

Reading: Foner, *Give Me Liberty!*, 64-86

Week 3

- Mon., Feb. 2 The Meaning of Religious Freedom
Reading: *Voices of Freedom*, documents 10, 11, 12; begin Rowlandson, *Sovereignty and Goodness of God*, 61-112
- Weds., Feb. 4 A World of Magic and Wonder
Reading: John Demos, "Entertaining Satan," *American Heritage* (1978),
<http://www.americanheritage.com/content/entertaining-satan>; begin
Rowlandson, *Sovereignty and Goodness of God*, 61-112
- Thurs., Feb. 5 The Clash of Cultures: Defining "English" and "Indian"
Reading: Rowlandson, *The Sovereignty and Goodness of God*, 61-112
- Fri., Feb. 6 The Clash of Cultures: Defining "English" and "Indian" (II)
Reading: Selected documents from *Sovereignty and Goodness of God*, Part III

Unit II: Creating an American Identity

Week Four

- Mon., Feb. 9 The Maturing Colonies, 1700-1750
Reading: Foner, *Give Me Liberty!*, 110-27, 145-63
- Weds., Feb. 11 **In-Class Examination**
- Thurs., Feb. 12 The Great Awakening
Reading: Samson Occom, "A Short Narrative of My Life" (Blackboard); *Voices of Freedom*, document 25
- Fri., Feb. 13 The Household Economy
Reading: *Voices of Freedom*, documents 16, 17, 19, 20

Week Five

- Mon., Feb. 16 NO CLASS - Presidents' Day
- Weds., Feb 18 Life and Letters in the Eighteenth Century
Reading: Catherine La Courreya Blecki and Karin A. Wulf, eds., *Milcah Martha Moore's Book: A Commonplace Book from Revolutionary America* (University Park, Pa.: Pennsylvania State University Press, 1997), 172-94
- Thurs., Feb. 19 The Seven Years' War
Reading: Foner, *Give Me Liberty!*, 165-83
- Fri., Feb. 20 The Imperial Crisis: The Stamp Act
Reading: Young, *Shoemaker and the Tea Party*, vii-xvii, 3-19

Week Six

- Mon., Feb. 23 The Imperial Crisis: Taxes and Boycotts
Reading: Young, *Shoemaker and the Tea Party*, 20-45

- Weds., Feb. 25 The Imperial Crisis: In the Streets
Reading: Young, *Shoemaker and the Tea Party*, 46-66
- Thurs., Feb. 26 Discussion: *The Shoemaker and the Tea Party*
Reading: Young, *Shoemaker and the Tea Party*, 67-84
- Fri., Feb. 27 A War for Independence
Reading: Foner, *Give Me Liberty!*, 199-208, 225-44; *Voices of Freedom*, document 31

Week Seven

- Mon., Mar. 2 Declaring Independence
Reading: The Declaration of Independence,
http://www.archives.gov/exhibits/charters/declaration_transcript.html
- Weds., Mar. 4 The Confederation Period
Reading: Foner, *Give Me Liberty!*, 210-25, 247-57; *Voices of Freedom*, document 44
- Thurs., Mar. 5 Writing the State Constitutions
Reading: Massachusetts Constitution, excerpt (Blackboard)
- Fri., Mar. 6 Drafting and Ratifying the U.S. Constitution
Reading: Foner, *Give Me Liberty!*, 257-79; U.S. Constitution and Bill of Rights
(Blackboard)

Unit III: The Early American Republic

Week Eight

- Mon., Mar. 9 A Republic of Citizens
Paper draft 1 due at beginning of class.
Reading: Foner, *Give Me Liberty!*, 282-302; *Voices of Freedom*, documents 38, 47
- Weds., Mar. 11 Remembering the Revolution
Reading: Young, *Shoemaker and the Tea Party*, 86-107
- Thurs., Mar. 12 Making an American Hero
Reading: Young, *Shoemaker and the Tea Party*, 108-20; Mason Locke Weems, *Life of Washington*, chs. 2 and 12 (Blackboard); *Voices of Freedom*, document 52
- Fri., Mar. 13 History Laboratory: Constitutions
Reading: Bring copies of Massachusetts and US Constitutions

Week Nine

Mar. 16-20 NO CLASS – Spring Break

Week Ten

- Mon., Mar. 23 The United States in the World
Reading: Foner, *Give Me Liberty!*, 302-16, 364-79

- Weds., Mar. 25 New Politics for a New Nation
Reading: Jeffrey L. Pasley, "The Cheese and the Words" (Blackboard)
- Thurs., Mar. 26 The Age of Jackson, I
Reading: Foner, *Give Me Liberty!*, 355-64, 379-93
- Fri., Mar. 27 The Age of Jackson, II
Reading: *Voices of Freedom*, documents 62, 63; John Augustus Stone, *Metamora; or, the Last of the Wampanoags* (1829), excerpt (Blackboard)

Week Eleven

- Mon., Mar. 30 The American Revolution in Jacksonian Perspective, I
Reading: Young, *Shoemaker and the Tea Party*, 121-42
- Weds., Apr. 1 The American Revolution in Jacksonian Perspective, II
Reading: Young, *Shoemaker and the Tea Party*, 143-79
- Thurs., Apr. 2 Revolutions: Markets, Communication, Transportation
Reading: Foner, *Give Me Liberty!*, 318-38; *Voices of Freedom*, document 53
- Fri., Apr. 3 Religion and Reform, I
Reading: Foner, *Give Me Liberty!*, 338-47, 427-39; *Voices of Freedom*, documents 54, 58

Week Twelve

- Mon., Apr. 6 Religion and Reform: Women's Rights
Reading: Foner, *Give Me Liberty!*, 455-64; *Voices of Freedom*, documents 76, 77, 78
- Weds., Apr. 8 Religion and Reform: Abolition
Reading: Foner, *Give Me Liberty!*, 443-55; *Voices of Freedom*, documents 74, 75
- Thurs., Apr. 9 **In-Class Examination**
- Fri., Apr. 10 History Laboratory: Nat Turner's Rebellion
Reading: *Voices of Freedom*, document 71

Unit IV: The Civil War Era

Week Thirteen

- Mon., Apr. 13 Slavery in the South, I
Reading: Foner, *Give Me Liberty!*, 395-429
- Weds., Apr. 15 Slavery in the South, II
Paper draft 2 due at beginning of class.
Reading: *Voices of Freedom*, documents 68, 69
- Thurs., Apr. 16 The Coming of the Civil War
Reading: Harriet Beecher Stowe, *Uncle Tom's Cabin*, Ch. 12 (Blackboard)

Fri., Apr. 17 The Final Crisis
Reading: Foner, *Give Me Liberty!*, 487-507; Roger B. Taney, Dred Scott decision (1857) (Blackboard)

Week Fourteen

Mon., Apr. 20 NO CLASS - Patriots' Day

Weds., Apr. 22 The Election of 1860
Reading: *Voices of Freedom*, documents 82, 85

Thurs., Apr. 23 The Blue and the Gray
Reading: Foner, *Give Me Liberty!*, 509-39; *Voices of Freedom*, documents 87, 93

Fri., Apr. 24 A War for Emancipation?
Reading: Foner, *Give Me Liberty!*, 539-52; *Voices of Freedom*, documents 89, 90, 91

Week Fifteen

Mon., Apr. 27 Reconstruction: The View from Washington
Reading: Foner, *Give Me Liberty!*, 554-68; *Voices of Freedom*, documents 95, 96, 97; Amendments XIII, XIV, XV (Blackboard)

Weds., Apr. 29 The End of Reconstruction
Reading: Foner, *Give Me Liberty!*, 568-90; *Voices of Freedom*, document 100

Thurs., Apr. 30 What Do We Remember and Why?
Reading: Young, *Shoemaker and the Tea Party*, 180-207

Fri., May 1 America in 1877
Reading: Bring review questions for the final exam.

Mon., May 4 Section 003 Final Examination (8:00-11:00)

Tues., May 5 Section 004 Final Examination (8:00-11:00)

REQUIRED TEXTS

Eric Foner, *Give Me Liberty! An American History*, vol. I, Fourth Seagull Edition (New York: W.W. Norton, 2014).

Eric Foner, ed., *Voices of Freedom: A Documentary History*, vol. I, Fourth Edition (New York: W.W. Norton, 2014).

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

Alfred F. Young, *The Shoemaker and the Tea Party: Memory and the American Revolution* (Boston: Beacon Press, 1999).

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

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 five absences, except in documented cases for extended family or medical emergencies. **NOTE: Absence from more than 30% of class meetings without documentation will be grounds for failure of the course.**

2. Commonplace Book (10%)

During the semester you will compile a commonplace book of quotations from course readings along with your annotations. Full details will be distributed on the first day of class. The completed book will be due on Friday, April 24.

3. Paper (20%) (first draft due March 9, second draft due April 15)

You will write a paper related to a topic about the American Revolution. Details about the assignment will be distributed two weeks in advance.

4. Midterm Examinations (15% each, on February 11 and April 9):

The in-class examinations will consist of brief questions related to course material. A study guide will be distributed at least one week in advance of each exam.

5. 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 comprise a range of question formats that ask you to use the skills developed in the course. A review sheet will be distributed during the last week of classes.

6. 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.com/teaching/fsu/local-historic-sites/>.

SUPPLEMENTAL INSTRUCTION

This course is participating in the Supplemental Instruction program run by CASA. Robyn McKinlay, a history major at FSU, will be the Supplemental Instructor for this course. She will hold regular office hours and also run SI sessions that will provide you the opportunity to enhance your learning and improve on the skills necessary to succeed in a college-level history course. Regular attendance at these sessions and Jasmine's office hours will not only help you earn a better grade in this course but will also improve your skills in many of your other courses.

Each week, Robyn will run supplemental instruction sessions and will hold regular office hours. Her schedule will be posted to the course Blackboard site.

COURSE POLICIES

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.

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 two 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, avoiding 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. All students in this course are required to attend; failure to do so will count as an unexcused absence from class.

For more information, including dates and locations, see: <http://goo.gl/lfMknZ>

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.

Electronic Devices

In order to promote active engagement with the materials, no electronic devices are permitted in class except with the prior permission of the instructor. Students should come to class with a hard copy of the readings for that day prepared to discuss them.

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.

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.

Workload

Federal regulations require that students engage in two hours of work outside of the classroom for each credit hour. For courses at Framingham State, which are four credits, that means that students are expected to work for approximately eight hours per week outside of class.

CATALOG INFORMATION

A political, economic, social, and cultural survey of American history from the Age of Discovery to Reconstruction. The course examines the development of the United States within a global context and covers the movement of the colonies toward revolution and independence, the formulation of the Constitution, and the conflict between nationalism and sectionalism culminating in the Civil War and Reconstruction. Note: This is a writing intensive course. Prior completion of ENGL 110 Expository Writing is recommended. This course fulfills the State law requiring study of the United States and Massachusetts constitutions.

Course Attributes

Goal CCC - Reasoning Skills, Goal CCC - Writing Skills, Dv1_DomainGenEd-Domain III.A, D.v1_Constitutions Requirement, Undergraduate Level Course, G3_Goal 10: Forces in the U.S., G3_Constitutions Requirement, Lrng Objective 2, Lrng Objective 5