

History 151-002  
**United States to Reconstruction**

Framingham State University  
Fall 2012  
MWRF 10:30-11:20  
Hemenway Hall 321

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Office hours: M 2:30-4:20, Th 9:00-10:20,  
and by appointment

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.

## 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 two absences, except in documented cases for extended family or medical emergencies, religious observances, or school events.

### 2. Short Assignments (10%)

Through the semester there will be a number of brief assignments involving one page or less of writing. Each assignment will give you the opportunity to practice a skill that historians use regularly. Some exercises will be conducted during class time, and others will be given as homework. No make-ups will be allowed for in-class exercises. If you miss a class, you are responsible for understanding any take-home assignments explained that day. Each homework assignment will be due at the beginning of a specified class period and no late assignments will be accepted. Students may drop the lowest grade from among these short exercises.

### 3. Primary Source Analyses (35%) (due October 10 (15%) and November 16 (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.

### 4. Midterm (15%) (October 24):

The midterm examination will cover material from the first seven weeks of the course. It will consist of brief identifications and one brief essay from a set of choices that will be distributed two weeks prior to the exam. No makeup exams will be given except under extreme and documented extenuating circumstances.

### 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 consist of identifications, short answer questions, and one essay. 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 available [here](#).

## **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 and is noted in the schedule of course meetings. On the day of a workshop, please report to the Dwight Performing Arts Center rather than our usual classroom.

### 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 records 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](#).

### **SCHEDULE OF COURSE MEETINGS**

#### Week One

Weds., Sept. 5 Introduction to the Course

Thurs., Sept. 6 North America before Columbus  
**Reading:** Foner, *Give Me Liberty!*, 1-24

Fri., Sept. 7 Reading a Secondary Source: The Ecology of the Early Modern Atlantic  
**Reading:** Alfred Crosby, "Ecological Imperialism" (Blackboard)

### Week Two

Mon., Sept. 10 European Exploration of the Atlantic World

**Reading:** Foner, *Give Me Liberty!*, 24-44; *Voices of Freedom*, 4-20

Weds., Sept. 12 DISCUSSION: Reading a Primary Source

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

Thurs., Sept. 13 Virginia and the Plantation Economy

**Reading:** Foner, *Give Me Liberty!*, 45-65; *Voices of Freedom*, 21-28

Fri., Sept. 14 Creating a Slave Society

**Reading:** Foner, *Give Me Liberty!*, 97-104, 130-45; *Voices of Freedom*, 61-68

### Week Three

Mon., Sept. 17 **CASA Workshop** – Meet in Dwight Performing Arts Center (DPAC)

Weds., Sept. 19 New England: The “City on the Hill,” Settlers, and Natives

**Reading:** Foner, *Give Me Liberty!*, 65-87; *Voices of Freedom*, 28-44

Thurs., Sept. 20 Imperial Growing Pains

**Reading:** Foner, *Give Me Liberty!*, 88-97, 105-10; *Voices of Freedom*, 45-60

Fri., Sept. 21 A World of Magic and Wonder

**Reading:** John Demos, [“Entertaining Satan.”](#) *American Heritage* (1978)

### Week Four

Mon., Sept. 24 The Clash of Cultures: Defining “English” and “Indian,” I

**Reading:** Mary Rowlandson, *The Sovereignty and Goodness of God*

Weds., Sept. 26 The Clash of Cultures: Defining “English” and “Indian,” II

**Reading:** Bring Rowlandson volume to class

Thurs., Sept. 27 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., Sept. 28 The Maturing Colonies, II: Native America

**Reading:** Samson Occom, “A Short Narrative of My Life” (Blackboard)

### Week Five

Mon. Oct. 1 The Maturing Colonies, III: Benjamin Franklin’s Philadelphia

**Reading:** Franklin, *Autobiography*, excerpts (Blackboard)

Weds., Oct. 3 The Seven Years’ War

**Reading:** Foner, *Give Me Liberty!*, 165-85; *Voices of Freedom*, 78-81

Thurs., Oct. 4 The Imperial Crisis

**Reading:** Foner, *Give Me Liberty!*, 165-85; *Voices of Freedom*, 82-92

Fri., Oct. 5 **CASA Workshop** – Meet in Dwight Performing Arts Center (DPAC)

#### Week Six

Mon., Oct. 8 NO CLASS – Columbus Day

Weds., Oct. 10 Independence

**FIRST PRIMARY SOURCE ANALYSIS DUE AT BEGINNING OF CLASS**

**Reading:** *Voices of Freedom*, 92-100; [Declaration of Independence](#) (Blackboard)

Thurs., Oct. 11 The Revolutionary War

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

Fri., Oct. 12 The Experience of War

**Reading:** Foner, *Give Me Liberty!*, 226-46; *Voices of Freedom*, 101-16

#### Week Seven

Mon., Oct. 15 The Confederation Period

**Reading:** Foner, *Give Me Liberty!*, 211-26, 247-57; *Voices of Freedom*, 116-33

Weds., Oct. 17 Writing the State Constitutions

**Reading:** Massachusetts Constitution, excerpt (Blackboard)

Thurs., Oct. 18 Drafting and Ratifying the U.S. Constitution

**Reading:** Foner, *Give Me Liberty!*, 257-80; [U.S. Constitution and Bill of Rights](#) (Blackboard)

Fri., Oct. 19 **CASA Workshop** – Meet in Dwight Performing Arts Center (DPAC)

#### Week Eight

Mon., Oct. 22 Midterm Review

Weds., Oct. 24 **Midterm Examination**

Thurs., Oct. 25 The Creation of Partisanship in the 1790s

**Reading:** Foner, *Give Me Liberty!*, 281-301; *Voices of Freedom*, 134-39, 144-49

Fri., Oct. 26 An Educated and Active Republic

**Reading:** Jeffrey L. Pasley, “The Cheese and the Words” (Blackboard); *Voices of Freedom*, 139-44

#### Week Nine

Mon., Oct. 29 Remembering the Revolution: Making American Heroes

**Reading:** Mason Locke Weems, *Life of Washington*, chs. 2 and 12 (Blackboard)

Weds., Oct. 31 Remembering the Revolution: Common Men and Women  
**Reading:** Alfred Young, *The Shoemaker and the Tea Party*, 87-120 (Blackboard)

Thurs., Nov. 1 The War of 1812: Second War for Independence  
**Reading:** Foner, *Give Me Liberty!*, 301-16; *Voices of Freedom*, 152-56

Fri., Nov. 2 The Era of Good Feelings and the United States in the World  
**Reading:** Foner, *Give Me Liberty!*, 361-75; *Voices of Freedom*, 178-85

#### Week Ten

Mon. Nov. 5 The Market Revolution  
**Reading:** Foner, *Give Me Liberty!*, 317-37; *Voices of Freedom*, 157-73

Weds., Nov. 7 Antebellum America: City and Country  
**Reading:** Karen Halttunen, *Confidence Men and Painted Women*, 1-32 (Blackboard)

Thurs., Nov. 8 Antebellum America: Religion and Reform  
**Reading:** Foner, *Give Me Liberty!*, 337-44, 427-39, 450-60; *Voices of Freedom*, 173-78

SPECIAL LECTURE: *Benjamin Franklin, Printer: Artisan Origins of an American Icon*. Dr. Robert Martello, Olin College. 7pm at the Framingham Public Library. For more information, see <http://www.framinghamlibrary.org>.

Fri., Nov. 9 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., Nov. 12 NO CLASS - Veterans' Day

Weds., Nov. 14 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

Thurs., Nov. 15 Slavery in the South, I  
**Reading:** Foner, *Give Me Liberty!*, 391-405; *Voices of Freedom*, 149-52

Fri., Nov. 16 Nat Turner's Rebellion  
**SECOND PRIMARY SOURCE ANALYSIS PAPER DUE AT BEGINNING OF CLASS**

#### Week Twelve

Mon., Nov. 19 Slavery in the South, II  
**Reading:** Foner, *Give Me Liberty!*, 405-26; *Voices of Freedom*, 197-216

Weds., Nov. 21 The Abolition Movement  
**Reading:** Foner, *Give Me Liberty!*, 439-50; *Voices of Freedom*, 224-44

Thurs., Nov. 22 and Fri., Nov. 23 NO CLASS - Thanksgiving

### Week Thirteen

Mon., Nov. 26 The Life of a Slave

**Reading:** Frederick Douglass, *Narrative of the Life of Frederick Douglass*

Weds., Nov. 28 Family and Politics in the South

**Reading:** Stephanie McCurry, "Two Faces of Republicanism" (Blackboard)

Thurs., Nov. 29 Manifest Destiny

**Reading:** Foner, *Give Me Liberty!*, 461-83; *Voices of Freedom*, 245-54

Fri., Nov. 30 The Coming of the Civil War

**Reading:** Roger B. Taney, Dred Scott decision (1857) (Blackboard); Harriet Beecher Stowe, *Uncle Tom's Cabin*, Ch. 12 (Blackboard)

### Week Fourteen

Mon., Dec. 3 The Final Crisis and the Election of 1860

**Reading:** Foner, *Give Me Liberty!*, 483-502; *Voices of Freedom*, 254-68

Weds., Dec. 5 The Blue and the Gray

**Reading:** Foner, *Give Me Liberty!*, 503-32; *Voices of Freedom*, 274-79

Thurs., Dec. 6 Life in the Confederacy

**Reading:** *Voices of Freedom*, 269-74

Fri., Dec. 7 Emancipation and the End of the Civil War

**Reading:** Foner, *Give Me Liberty!*, 533-45; *Voices of Freedom*, 279-92

### Week Fifteen

Mon., Dec. 10 Remembering the Civil War

Students will bring in an image of a memorial or commemoration of the Civil War.

Weds., Dec. 12 Reconstruction, I

**Reading:** Foner, *Give Me Liberty!*, 546-60; *Voices of Freedom*, 293-306; Amendments [XIII](#), [XIV](#), and [XV](#) (Blackboard)

Thurs., Dec. 13 Reconstruction, II

**Reading:** Foner, *Give Me Liberty!*, 561-83; *Voices of Freedom*, 306-20

Fri., Dec. 14 America in 1877

**Dec. 19, 11:30 a.m. - 2:30 p.m.: FINAL EXAM in Hemenway Hall 321**