History 170A: U.S. History to 1877

Professor Jessica Stern, PhD
jessicastern@fullerton.edu
(657) 278-3385
Humanities Building, 825-C

Office Hours: Wednesdays, 2:00-3:00; Tuesdays, 1:30-3:30; and by appointment
During office hours I will also be accessible through IM to answer your questions at jesrstern@mac.com

Course Description

This course offers an introduction to the political, social, religious, and intellectual history and historiography of American through 1877. We will examine the foundational goals and resulting characteristics of individual British colonies. Then we will ask how these diverse colonies were able to unify during the American Revolution and in the Early Republic, and whether the Revolution grew predictably out of the colonial histories or was a revolutionary break with the past. The forging of the Early Republic and its implications for slavery and regional differentiation and autonomy will guide our discussion to the Civil War and its aftermath.

In addition, this course will provide an introduction to the historiographical themes that have shaped the study of American history: the relationships between religion, law, and gender; ideologies and systems of labor; slavery and racism; and English and American interactions with American Indian populations.

This course will also teach you how to read primary sources written by men and women in Early Modern Europe and in America. Secondary historical literature will be assigned to expose you to the ways in which historians construct arguments and use primary sources. Since primary sources are often difficult to decipher, we will spend class discussion exploring various textual interpretations of the individual sources.

Goals and Objectives

1) Recognize the significance of cultural, intellectual, ethical, economic, and political struggles that have shaped American society over time.
2) Understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
3) Recognize the significance of the interaction of ethnic and other social groups to the historical development of American society, institutions, and values within contexts of accommodation and resistance.
4) Understand critically how government under the Constitution of the United States has shaped American society.
5) Critically situate changes in American society within the context of global events.
6) Analyze primary source materials, engage in critical and constructive discussions, and communicate effectively in writing.

General Education Requirements: This course is part of GEPlan IIB1.
**Required books available for sale at the Little Professor Book Center:**


NOTE: If purchasing this book online, please be certain you are purchasing the complete fifth edition, as earlier editions do not contain all of the required readings. Please purchase a hard-copy version of the text, and not an e-copy.

**Additional Reading:**
Any additional reading assignments are available on Titanium.

**Week 1: Introduction and Ancient America, Before 1492**
- **Tuesday, January 21:** Introduction to the Course
  
  **ASSIGNMENT:** Complete a Primary Source Worksheet for “A Taino Origin Story.” Must be uploaded by the start of class.

**Week 2: Europeans Encounter the New World, 1492-1600**
- **Tuesday, January 28:** *American Promise*, Chapter 2
- **Thursday, January 30:** *Reading the American Past*:
  
  “Columbus Describes His First Encounter with 'Indians,'” 20-23
  
  “A Conquistador Arrives in Mexico,” 23-27
  

  **ASSIGNMENT:** Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

**Week 3: The Southern Colonies in the Seventeenth Century**
- **Tuesday, February 4:** *American Promise*, Chapter 3
- **Thursday, February 6:** *Reading the American Past*:
  
  “Richard Frethorne Describes Indentured Servitude in Virginia,” 37-41
  
  “Openchancanough’s 1622 Uprising in Virginia,” 41-45
  
  “Sex and Race Relations,” 45-48
ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 4: The Northern Colonies in the Seventeenth Century

Tuesday, February 11: *American Promise*, Chapter 4
Thursday, February 13: *Reading the American Past*:
  “The Arbella Sermon,” 56-61
  “Wampanoag Grievances,” 66-69
  “Words of the Bewitched,” 73-75

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 5: The British Empire and the Colonial Crisis, 1754-1775

Tuesday, February 18: *American Promise*, Chapter 6
Thursday, February 20: *Reading the American Past*, Chapter 5, 81-85; Chapter 6, 103-118
  “Poor Richard’s Advice,” 81-85
  “Oration on the Second Anniversary of the Boston Massacre,” 103-106
  “A Boston Shoemaker Recalls British Arrogance,” 107-110
  “Daniel Leonard Argues for Loyalty to the British Empire,” 110-114

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Paper Due February 23rd by noon via Titanium link

Week 6: The War for America, 1775-1783

Tuesday, February 25: *American Promise*, Chapter 7
Thursday, February 27: *Reading the American Past*, Chapter 7
  “Thomas Paine Makes the Case for Independence,” 119-123
  “Letters of John and Abigail Adams,” 123-131
  “Distress of a Frontier Man,” 131-134
  “Joseph Brant Appeals to British Allies,” 138-141

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 7: Review and Midterm
Tuesday, March 4: Review

Thursday, March 6: Midterm

Week 8: Building a Republic and The New Nation Takes Form, 1775-1800

Tuesday, March 11: American Promise, Chapter 8; Reading the American Past, “Mercy Otis Warren Opposes the Constitution,” 160-164

ASSIGNMENT: Complete a Primary Source Worksheet for Warren source. Must upload all worksheet to Titanium by the start of class.

Thursday, March 13: Reading the American Past, pp. 143-151, 178-182, 196-202

“Thomas Jefferson on Slavery and Race,” 147-151
“French Sugar Planter Describes the French and San Domingue Revolutions,” 178-182
“A Slave Demands that Thomas Jefferson Abolish Slavery,” 196-199
“Letter from a Man of Color,” 200-202

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 9: The Expanding Republic, 1815-1840

Tuesday, March 18: American Promise, Chapter 11

Thursday, March 20: Reading the American Past, Chapter 10, pp. 188-196; Chapter 11, pp. 207-219

“Thomas Jefferson’s Private and Public Indian Policy,” 188-191
“President Andrew Jackson’s Parting Words to the Nation,” 207-211
“Cherokees Debate Removal,” 211-216

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 10: The New West and the Free North, 1840-1860

Tuesday, March 25: American Promise, Chapter 12

Thursday, March 27: Reading the American Past:

“Sarah Grimke on the Status of Women,” 223-226
“The Anxiety of Gain,” 231-234
“Gold Fever,” 235-239

Spring Break: No Class April 1 & 3
Week 11: The House Divided, 1846-1861

Tuesday, April 8: American Promise, Chapter 14

Thursday, April 10: Reading the American Past:
   "Plantation Rules," 250-253
   "Nat Turner Explains why he Became an Insurrectionist," 257-261
   "Lincoln, Speech in Peoria, IL," 266-269
   "Proslavery Constitution," 272-273

ASSIGNMENT: Complete a Primary Source Worksheet for each source. Must upload all worksheets to Titanium by the start of class.

Week 12: Lincoln and Slavery

Tuesday, April 15: Foner, Fiery Trial, xv-62

ASSIGNMENT: Foner worksheet for each assigned chapter. Must upload by start of class.

Thursday, April 17: Foner, Fiery Trial, 63-131

ASSIGNMENT: Foner worksheet for each assigned chapter. Must upload by start of class.

Week 13: Lincoln and Slavery

Tuesday, April 22: Foner, Fiery Trial, 132-205

ASSIGNMENT: Foner worksheet for each assigned chapter. Must upload by start of class.

Thursday, April 24: Foner, Fiery Trial, 206-289

ASSIGNMENT: Foner worksheet for each assigned chapter. Must upload by start of class.

Week 14: Lincoln and Slavery

Tuesday, April 29: Foner, Fiery Trial, 290-336.

ASSIGNMENT: Foner worksheet each assigned chapter. Must upload by start of class.

Thursday, May 1: Lincoln movie and discussion

Week 15: Lincoln, Slavery, and Reconstruction

Tuesday, May 6: Lincoln movie and discussion

Thursday, May 8: American Promise, Chapter 16

Week 16: Final Exam
Assignments and Percent of Final Grade:

20 percent: Class Attendance and Participation.

Attendance will be taken every class session at the beginning of class. Students who must miss class for religious holidays or school activities must notify me two-weeks prior to the event. Students absent due to illness or family emergency must email me on the day of class. All other absences will result in a 1% final-grade reduction each. Arriving late, or leaving early, will result in a half-percentage deduction each. Students may make up the grade detraction for an unexcused absence by providing a two-page reaction paper which discusses the readings for the class session missed within a week of the absence. More than four unexcused absences will automatically result in a failing grade in the course.

Participation is assessed based on your thoughtful contributions to our conversations that engage with the documents, articles, my questions, and the questions and comments of your classmates. Failure to demonstrate engagement with lecture and discussion will detract from your participation grade. Any disrespectful behavior, such as eye-rolling or giggling during another classmate’s contribution, will severely hurt your participation grade. As a rule of thumb, making one comment during class discussion days would earn you a C+/B-, depending on the quality of that comment. Being completely disengaged would earn you an F. And thoughtfully contributing each class session, multiple times, would earn you an A. If you have difficulty expressing your ideas orally in a classroom setting, please come see me ASAP and we will work out a different way for you to share your ideas about the readings, i.e. individual meetings with me, response papers, etc.

10 percent: Quizzes. Every week in class, on the day we discuss the textbook material (usually Tuesdays), you will be given a quiz to ascertain your comprehension of the textbook chapter. I will randomly collect and grade these quizzes. If you have an unexcused absence on a quiz day you will receive a zero. If you have an excused absence, I will allow you to make up the quiz by handing in your answers to a quiz I do not collect.

15 percent: Primary Source Worksheets. You are required to complete a primary source worksheet for every primary source that is assigned from Reading the American Past. This means that you will need to complete a total of 34 primary source worksheets. You are required to upload to Titanium the primary source worksheets that pertain to the readings of the day by the start of class on the day that the readings are assigned. If you have an excused absence you have a week to make up the worksheets. I will randomly choose several to grade throughout the term, but missing worksheets automatically receive a zero. You are required to come to class with printed out copies of your worksheets to refer to during discussion. You are allowed to use your completed worksheets during the midterm and final exam.

15 percent: Paper. Due Sunday, February 23, by noon via the Titanium link.
Prompt: Evaluate one or more of the major arguments made in the textbook and/or during lecture using the relevant primary sources.

Example: In week 3 during lecture I will introduce the argument that in early Virginia African slaves were treated similarly to white indentured servants and that racial lines did not begin to harden until after 1675, and were not fully hardened until 1705. I will also present arguments to the contrary. One could use the primary sources from Chapter 3 to evaluate that debate.

Parameters: 5-7 pages of text (excluding extraneous pages like title pages or bibliographies), double-spaced, 1-inch margins on all sides, 12-point font. This paper should have roughly five body paragraphs as well as an introduction and conclusion.

Sources: Any of the primary and secondary sources assigned during the first five weeks of class. Must receive permission from me to use sources not assigned for the course.

15 percent: Midterm Exam. Thursday, March 6, during class.

5 percent: Foner Worksheets, one for each chapter, due on the day the chapter is assigned.

20 percent: Final Exam. Administered during finals week. See official university finals schedule.

Extra Credit: Students can raise their final grades by up to 5 percent by writing a 5-page paper on one of the books mentioned during class, or meeting with me to choose a book on a topic of interest. This paper should be comprised of 2.5 pages that summarizes the text and 2.5 pages that relates the book to other readings and discussions we have had in class. The paper is due, via Titanium, by the last day of class.

Make-up and Late Policy: Assignments may be handed in past the due date, unless otherwise specified in the syllabus. But for each 12-hour period of time an assignment is late the final grade will be lowered by 5 percent. If you arrive late for the midterm or final exam you will only have the remaining period of class to complete the exam. If you miss an exam for an unexcused reason you will receive a zero on the exam. If an illness or family emergency prevents you from meeting the due date please inform me immediately so we can determine a more appropriate due date.

Plagiarism and Cheating: The discipline of history thrives from the diversity of interpretations of unique individuals. While you may have been previously assessed based on your ability to repeat facts, this course requires you to create your own unique arguments and analyses. All exams and papers you write for this class, and all classes at Cal State Fullerton must be the product of your brain. When drawing on the ideas of other scholars, you must properly cite those scholars and you may NEVER copy the words of those scholars word-for-word and present those words as your own. If you attempt to present another individual’s work as your own you will face SERIOUS repercussions, possibly suspension from the university. Scholastic dishonesty includes, but is not limited to, cheating (obtaining or attempting to obtain credit for work using dishonest, fraudulent, or unauthorized means), unauthorized collaboration (sharing your outlines, drafts, or final papers with others in this class or writing an assignment with them), plagiarism (representing someone else’s work as your own), collusion (helping someone else commit an act of academic dishonesty), falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student. Each paper you turn in will be assessed using the plagiarism-detection program Turnitin.
If you plagiarize a paper in this course, you will earn a zero on the paper and possibly in the class. I will report ALL cases of academic dishonesty to the Judicial Officer on campus.

Please see Plagiarism FAQ on Titanium for more information.

**Classroom Conduct:** Since this is a seminar course that relies on each student feeling completely free to express their thoughts and work through ideas, I place a premium on respectful behavior towards one another. Any type of intellectual bullying, such as giggling and eye rolling when another person speaks, deriding a person’s ideas in a public forum that is accessible to other members of the class, or making a person feel ashamed for any reason whatsoever will result in a “zero” in participation. If you have a legitimate concern with another person’s behavior in class, please come talk to me privately.

**Learning and Physical Disabilities:** Any student who, because of a learning or physical difference, may require some special arrangements in order to meet course requirements should contact me as soon as possible so I can work with you to create a learning environment that is conducive to your learning style. To ensure that we have the best resources to create this learning environment, I insist that all special needs students work in conjunction with the Office of Disabled Student Services.

**Use of Electronic Devises:** Students may not use laptops or other electronic devises during class. All cellphones must be switched to silent at the beginning of class. If a cellphone rings or a student is caught using their phone in any way during class he/she will lose all participation and attendance credit for that day.

**Grading:** I do not utilize a plus/minus grading system for this class. Grades are as follows:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

**Emergency Procedures:**
- Evacuations – Drills or real
  - You may not know if this is a drill or not, so take every call to evacuate seriously.
  - Take your personal belongings and immediately leave the building.
  - Know where the evacuation area is for every building you are in.
  - Leave the campus only if instructed.
- Earthquakes
  - If it is severe enough to move furniture, **DROP, COVER and HOLD ON**: Immediately seek shelter (under a desk or table, if possible) cover your head and hold on.
  - Evacuate if directed, or you feel it is safe to do so.
- Shelter in Place
  - There may be situations where it is imperative that you seek shelter and not leave the building.
  - If directed, or you feel it is best to do so, seek shelter in a room with a lock.
  - Turn off the lights and silence all cell phones.

Hide as best as possible until the all clear signal has been given by authorities.

Please be aware of CSUF’s full emergency policy: [http://prepare.fullerton.edu/campuspreparedness/ClassroomPreparedness.asp](http://prepare.fullerton.edu/campuspreparedness/ClassroomPreparedness.asp)