

B.A. Program in Liberal Studies
HIS 101A: United States History to 1840
2 Semester Units
Fall Semester 2012 (Summer & Fall Quarters 2012)

Instructor: Steve Anderson, M.A.

Class Meeting Times & Place: Week of August 20, 2012-Week of December 16, 2012
(2.5 hours per week, 16 weeks); DaVinci Science: Room 105

Office Hours: Mon & Wed 8:00-9:00 AM and by appointment

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Course Description: History 101A is a chronological survey of American History to 1840, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare student with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History

Antioch University B.A. Program Learning Objectives:

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social awareness, community engagement, global citizenship;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Description and Learning Objectives:

Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History. Students successfully completing History 101A will become conversant with the basic outline of the history of the U.S. from its pre-colonial beginnings to 1840. Students will also gain understanding of how contemporary American culture, society and politics developed from events that took place during this period and from the interactions between various ethnic and socioeconomic groups. Students will learn how historians critically interpret and examine evidence from physical artifacts to primary documents to better understand and construct written accounts of how people lived in the past.

Specifically, students successfully completing the course will be able to:

- identify and summarize the outline of the history of the U.S. from its pre-colonial beginnings to 1840.

- compare and contrast the cultural traditions, values and lifestyles of various European and Native American groups that clashed in the pre-colonial and colonial periods.
- analyze the major events giving rise to the American Revolution against English rule.
- differentiate and analyze the strengths and weaknesses of the Articles of Confederation and U.S. Constitution of 1787.
- evaluate and analyze the impact of early-19th century immigration from various parts of Europe on American society.
- describe and assess the impact of African slavery on American economic, political and social development.
- identify and explain the 19th century reform movements in American society influencing the nation's changing attitudes about democracy, race, social structure and gender.

Evaluation Criteria

The final evaluation will address the extent to which students have met the learning objectives listed above, as demonstrated in:

- Active contributions to classroom discussion demonstrating constructive dialogue with peers
- Depth and critical perspective in papers and exams
- Development of understanding of the selected texts and analytical skill over the course of the term.

Additionally, the specific components of the course grade are constructed as follows:

- **Section Quizzes** (Open-Note & Closed Note)— **25%**: five quizzes total, each representing 5% of overall course grade
- **Midterm Exam—25%**
- **Reaction Papers—15%**: three papers total, each representing 5% of overall course grade
- **Cumulative Final Exam 25%**—Written Final Exam representing 15% of overall course grade & Oral Defense representing 10% of overall course grade
- **Participation—10%**: discussion of class readings and during class activities and class attendance

Attendance Policy

Students are expected to attend all class sessions and participate as required in the syllabus. Students missing more than 4 class sessions must make up the missed time by completing assignments per instructor's direction, students missing more than 10 class sessions will not receive credit for the course. Three tardies will constitute an absence. See AULA General Catalog, 2010-2012 (p. 59) for university policy.

Incomplete Policy

Per University policy, students must complete all course work by the deadlines stated in the syllabus. If a student anticipates not being able to complete required work by the end of the term, the student may request an Incomplete from the instructor. Incompletes are awarded at the discretion of the instructor. See *AULA General Catalog, 2010-2012*, (p.63) for university policy.

Plagiarism Policy

Plagiarism – that is, the intentional or unintentional borrowing of another person's ideas, images, research, or data without citation -- is a serious breach of academic integrity that results in sanctions,

including dismissal from the University. Please consult Diana Hacker's *A Writer's Reference*, 6th ed., pp. 344-347 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. Students committing plagiarism will be also be subject to disciplinary action from DaVinci Schools as well as from the University.

Student Conduct Policy

Respectful conduct is expected of students on the campus at all times, both inside and outside the classroom. See *AULA General Catalog, 2010-2012*, (p.59 &71) for further details re: Antioch University Los Angeles policy.

Students with Disabilities

Any student with a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (310-578-1080, ext. 441) as early in the semester as possible. All discussions will remain confidential.

Required Texts:

Kennedy, David M., Lizabeth Cohen & Thomas A. Bailey. *The American Pageant: A History of the American People*, 14th edition. Boston: Wadsworth (2010). ISBN 0-547-16662-1

Zinn, Howard *A People's History of the United States: 1492-present*. New York: Harper Perennial Modern Classics (2005).. ISBN 0-06-083865-5. Full text also available online at www.historyisaweapon.com

Tentative Schedule, Outline of Class Discussions, Readings, Assessments & Assignments:

Week 1

Readings:

Kennedy: Chapter 1 ("New World Beginnings"), pp. 11, 14-18 & Chapter 2 ("The Planting of English America")

Other: James W. Loewen, "Something Has Gone Very Wrong"; Alan Taylor *excerpts from* "American Colonies: Introduction"

Topics:

Course Introduction & Historiography: The History of History

Brave New World: Pre-Colonial & Colonial America (Beginnings-1763): Native Americans before Columbus; Europeans and Africans; the Columbus' "discovery" and the consequences of the Colombian exchange; the earliest European settlements in North America; the Spanish empire in the "New World"; the beginnings of an English empire in the "New World"; the social and economic life of the Chesapeake and New England regions.

Week 2

Readings:

Kennedy: Chapter 3 ("Settling the Northern Colonies") & Chapter 4 ("American Life in the Seventeenth Century")

Zinn: Chapter 2 ("Drawing the Color Line")

Other: Page Smith, "From These Beginnings"; James Loewen, "The Truth About the First Thanksgiving"

Topics:

Brave New World: Pre-Colonial & Colonial America (Beginnings-1763) continued: the social and economic life of the Chesapeake and New England regions; 17th century Puritanism; the background of the Protestant Reformation; Puritan theology and society; colonial experiments & enterprises: Rhode Island, Connecticut, New Hampshire, Maryland, New York, Pennsylvania, etc.; life & labor in the Chesapeake tobacco region; indentured servants & Bacon's Rebellion; the origins of the slave labor system in the colonies and the everyday life of the slave; declining Puritan piety and the "halfway covenant"; the Salem witchcraft trials.

Week 3

Readings:

Kennedy: Chapter 4 ("American Life in the Seventeenth Century")

Other: Ronald Takaki, "The 'Giddy Multitude': The Hidden Origins of Slavery"

Topics:

Brave New World: Pre-Colonial & Colonial America (Beginnings-1763) continued: colonial culture & society in the 18th century; the Great Awakening and the role of religion in the British North American colonies.

Week 4

Assignments:

"Lies My Teacher Told Me: James W. Loewen vs. David M. Kennedy" Reaction Paper #1 due

Readings:

Kennedy: Chapter 5 ("Colonial Society on the Eve of the Revolution") & Chapter 6 ("The Duel for North America")

Topics:

Anglo-French rivalries and the French & Indian War; Pontiac's Rebellion; the Proclamation of 1763.

Week 5

Assessments:

Quiz I [Open-Note] (Beginnings-1763)

Readings:

Kennedy: Chapter 7 ("The Road to Revolution")

Topics:

So You Say You Want a Revolution?: A Quarter Century of American Revolution (1763-1801): the roots of the American Revolution in colonial culture & society; mercantilism; Imperial reorganization and conflict between Great Britain & the colonies: Stamp Act crisis, Townshend Acts, Boston Tea Party.

Week 6

Readings:

Kennedy: Chapter 8 ("America Secedes from the Empire")

Zinn: Chapter 4 ("Tyranny is Tyranny")

Other: Carl Degler, "A New Kind of Revolution"

Topics:

So You Say You Want a Revolution?: A Quarter Century of American Revolution (1763-1801)

continued: Intolerable Acts & the Continental Congress, Lexington & Concord; the evolution of American revolutionary thought; the Declaration of Independence; Patriots & Loyalists

Week 7

Assessments:

Quiz II [Open-Note] (1763-1789)

Readings:

Kennedy: Chapter 9 (“The Confederation & the Constitution)

Zinn: Chapter 5 (“A Kind of Revolution”)

Topics:

So You Say You Want a Revolution?: A Quarter Century of American Revolution (1763-1801)

continued: post-war social & cultural changes: state constitutions, “republican motherhood”, egalitarianism, slavery; the Revolution as the first American civil war; Franco-American alliance; Yorktown & the Peace of Paris, 1783; the Articles of Confederation; Shays’ Rebellion; the Constitution and the fight over ratification

Week 8

Assessments:

MIDTERM EXAM (Beginnings-1789)

Week 9

Assignments:

“What Kind of Revolution?: Howard Zinn vs. David M. Kennedy” Reaction Paper #2 due

Readings:

Kennedy: Chapter 10 (“Launching the New Ship of State”)

Topics:

So You Say You Want a Revolution?: A Quarter Century of American Revolution (1763-1801)

continued: politics & conflict in the new republic: the Bill of Rights, Hamilton’s financial plan, Federalists & Republicans, the French Revolution, Jay’s Treaty, the XYZ Affair, the Alien & Sedition Acts; the election of Thomas Jefferson and the “Revolution of 1800”.

Week 10

Readings:

Kennedy: Chapter 11 (“The Triumphs and Travails of the Jeffersonian Republic”)

Topics:

American Sphinx: The Jeffersonian Republic (1800-1824) & American Nationalism (1812-1824): The Jefferson presidency; John Marshall and the U.S. Supreme Court; the strange case of Aaron Burr; Barbary pirates; The Louisiana Purchase.

Week 11

Assessments:

Quiz III [Closed-Note] (1790-1820) [Week 11]

Readings:

Kennedy: Chapter 12 (“The Second War for Independence & the Upsurge of Nationalism”)

Other: Jack Larkin, “The Personal Side of a Developing People”

Topics:

American conflict with Great Britain, France and Native Americans; the War of 1812; post-war nationalism; the Monroe Doctrine

Weeks 12 & 13

Assessments:

Quiz IV [Closed-Note] (1790-1820) [Week 13]

Readings:

Kennedy: Chapter 13 (“The Rise of a Mass Democracy”)

Zinn: Chapter 7 (“As Long As Grass Grows or Water Runs”)

Other: Robert V. Remini, “The Jacksonian Revolution”

Topics:

The “Era of the Common Man”?: American Democracy (1824-1840): American Democracy: political, social and cultural changes in the early-19th century; John Quincy Adams, Andrew Jackson & the elections of 1824 & 1828; the Jackson presidency; the “Tariff of Abominations” & the nullification crisis; Indian removal & the “Trail of Tears”; mass-based and “log cabin” politics and the re-emergence of a two-party system; Revolution in Texas

Week 14

Readings:

Kennedy: Chapter 14 (“Forging the National Economy”) & Chapter 15 (“The Ferment of Reform & Culture”)

Other: Ronald Takaki, “Emigrants from Erin: Ethnicity and Class within White America”

Topics:

A Nation Transformed: Revolutions in American Economics, Culture & Society (1790-1840): Westward migration: European immigration & nativism; the beginnings of American industrialization & the factory system; changes for American workers & women; technological & transportation revolutions and their effects on the American economy, culture and society; religious revivals; the Mormons; educational advances; utopian communities; reform efforts: temperance, women, abolitionism.

Week 15

Assignments:

“What Kind of Paradise?: Reactions to Change” Reaction Paper #3 due

Assessment:

Quiz V [Closed-Note] (1820-1840)

Readings:

Kennedy: Chapter 16 ("The South & the Slavery Controversy"), pp. 384, 386-390, 392-393.

Zinn: Chapter 6 ("The Intimately Oppressed")

Topics:

A Nation Transformed: Revolutions in American Economics, Culture & Society (1790-1840) continued:

Slavery, antislavery & abolition movement; sectionalism

Week 16

Assignment:

Course Evaluation

Assessment:

FINAL EXAM (Beginnings-1840)

Bibliography for Further Study

Brave New World: Pre-Colonial & Colonial America

Axtell, James, *Beyond 1492: Encounters in Colonial North America* (1992)

Berkin, Carol, *First Generations: Women of Colonial America* (1996)

Boyer, Paul and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (1974)

Calloway, Colin G., *New Worlds for All: Indians, Europeans and the Remaking of Early America* (1997)

Joseph, Alvin M., Jr., ed. *America in 1492: The World of the Indian Peoples Before the Arrival of Columbus* (1992)

Morgan, Edmund S., *American Slavery, American Freedom: The Ordeal of Colonial Virginia* (1975)

Nash, Gary B., *Red, White and Black: The Peoples of Early North America*, 5th ed.(2005)

Polk, William R., *The Birth of America: From Here to Columbus to the Revolution* (2006)

Taylor, Alan, *American Colonies: The Settling of North America* (2001)

So You Say You Want a Revolution?: A Quarter Century of American Revolution

Appleby, Joyce, *Inheriting the Revolution: The First Generation of Americans* (2000)

Bailyn, Bernard, *The Ideological Origins of the American Revolution* (1992)

Berkin, Carol, *A Brilliant Solution: Inventing the American Constitution* (2001)

Berkin, Carol, *Revolutionary Mothers: Women in the Struggle for America's Independence* (2004)

Ellis, Joseph, *After the Revolution: Profiles of Early American Culture* (1979)

Ellis Joseph, *American Creation: Triumphs and Tragedies at the Founding of the Republic* (2007)

Ellis, Joseph, *First Family: Abigail and John Adams* (2010)

Ellis, Joseph, *Founding Brothers: The Revolutionary Generation* (2000)

Ellis, Joseph, *His Excellency: George Washington* (2004)

Ellis Joseph, *Passionate Sage: The Character and Legacy of John Adams* (1993)

Maier, Pauline, *American Scripture: Making the Declaration of Independence* (1997)

Maier, Pauline, *From Resistance to Revolution: Colonial Radicals and the Development of American Opposition to Britain, 1765-1776* (1972)

Morris, Richard B., *The Forging of the Union, 1781-1789* (1987)

McCulloch, David, *1776* (2005)
McCulloch, David, *John Adams* (2001)
Slaughter, Thomas P., *The Whiskey Rebellion: Frontier Epilogue to the American Revolution* (1986)
Szatmary, David P., *Shays's Rebellion: The Making of an Agrarian Insurrection* (1980)
Wood, Gordon S., *The Radicalism of the American Revolution* (1991)

American Sphinx: The Jeffersonian Republic & American Nationalism

Borneman, Walter R., *1812: The War That Forged a Nation* (2004)
Dangerfield, George, *The Awakening of American Nationalism, 1815-1828* (1965)
Ellis, Joseph: *American Sphinx: The Character of Thomas Jefferson* (1996)
Latimer, Jon, *1812: War With America* (2007)
Smelser, Marshall, *The Democratic Republic, 1801-1815* (1968)

The "Era of the Common Man"?: American Democracy

Burstein, Andrew, *The Passions of Andrew Jackson* (2003)
Feller, Daniel, *The Jacksonian Promise: America, 1814-1840* (1995)
Freehling, William W., *Prelude to Civil War: The Nullification Controversy in South Carolina, 1816-1836* (1965)
Remini, Robert Vincent, *The Election of Andrew Jackson* (1963)
Reynolds, David S., *Waking Giant: America in the Age of Jackson* (2008)
Satz, Ronald N., *American Indian Policy in the Jacksonian Era* (1974)

A Nation Transformed: Revolutions in American Economics, Culture & Society

Boller, Paul F., *American Transcendentalism, 1830-1860: An Intellectual Inquiry* (1974)
Coffey, Michael, ed., *The Irish in America* (1997)
Cremin, Lawrence A., *American Education the National Experience, 1783-1876* (1980)
Dublin, Thomas, *Women at Work: The Transformation of Work and Community in Lowell, Massachusetts, 1826-1860* (1979)
Fellman, Michael, *The Unbounded Frame: Freedom and Community in Nineteenth-Century American Utopianism* (1973)
Genovese, Eugene D., *Roll, Jordan, Roll: The World the Slaves Made* (1974)
Glaab, Charles N. and A. Theodore Brown, *A History of Urban America* (1967)
Howe, Daniel Walker, *What Hath God Wrought: The Transformation of America, 1815-1848* (2007)
Johnson, Paul E., *A Shopkeeper's Millennium: Society and Revivals in Rochester, New York, 1815-1837* (1978)
Nye, Russel Blain, *Society and Culture in America, 1830-1860* (1974)
Walter, Ronald G., *American Reformers, 1815-1860*, rev. ed. (1997)