

HISTORY 135
U.S. HISTORY TO 1877

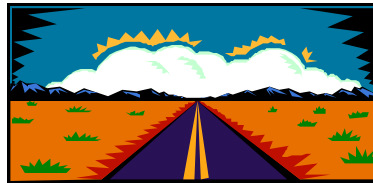
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Fall, 2002
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*A lack of courage allows us to remain blinded to our history and
deaf to the cries of our past.*

-Maya Angelou



WELCOME!

COURSE OBJECTIVES

History 135 provides a general introduction and overview of American History through the Civil War and Reconstruction. Though broad in scope, this course will explore in-depth various facets of U.S. History and will cover such developments as the colonization of North America, the Atlantic system, race and slavery, the shaping of colonial society, the American Revolution and its aftermath, life in the early Republic, expansionism and westward movement, industrialization, the growth of sectionalism, and the impact of the Civil War and Reconstruction. We will also examine the historical foundations of today's most pressing social issues: classism, racism, sexism, anti-semitism, homophobia, the abuse of power, the environment, the marginalization of various groups and individuals, abortion, the position of the U.S. in global

affairs--all of these issues have connections to colonial and 19th century America!! This course will explore these developments through the eyes and voices of a multitude of participants who built and shaped American society. America has a diverse history-- this course endeavors to reflect this. Furthermore, this course will encourage students to challenge the traditional, fixed concepts of who we are as a society and a nation as well as critically examine our collective and individual identities. Throughout the semester we will also explore larger questions and issues: What is the meaning of history? Is there one objective history? What are the politics of history? What does history mean to you and where do you fit in? Finally, this course will encourage students to understand present day events that have been shaped by the past. Overall, the objective of this course is not necessarily that you memorize a bunch of dates and facts that will float out of your mind at the end of the semester, but rather to help you understand **how** we developed as a nation, what are our collective and individual identities, to foster critical thinking skills, to make it meaningful for you, and to have some fun along the way!

CLASS FORMAT

This course is a combination of lecture and discussion. In other words, there will be days when there will only be lecture, there will be days when there will only be discussion, and on most days, there will be a combination of both with an emphasis on discussion. This class is open to impromptu discussion and questions even during the lecture portions. Wandering off the syllabus will happen! A give-and-take atmosphere where asking questions (no question is ever dumb), voicing your ideas, helping one another to learn, and fostering critical thinking is one of our goals.

DISCUSSION AND LEARNING GROUPS

Learning takes different shapes and forms. Sometimes it comes through collaborating with one another and working collectively, and sometimes it is an individual effort. The expression of ideas is not exclusively conveyed through the written word. Sometimes ideas can be more effectively expressed through art, music, or the spoken word. This course values all of these forms of learning and expression. Discussion gives you the opportunity in a smaller setting to formulate arguments, voice

your own opinions, and engage with your fellow classmates with regard to the concepts and topics covered in lectures, our conversations, and the readings. Each student's participation and effort will be evaluated every class. At the beginning of the semester, students will also form learning groups in which they will discuss, produce projects, and evaluate each other. Since you will be working together, you have a responsibility to your fellow group members to complete readings on time and to participate.

READINGS

Reading assignments will be based on our main text, The American Promise, Zinn, a collection of articles in Cornell, and primary sources in the collection of documents. Since we will be engaged in discussion a good portion of the course, it is essential that readings are completed on time so that we may have the most fruitful and dynamic discussion possible. Texts to be purchased:

James Roark and Michael Johnson, et al. The American Promise: A History of the United States, Volume I: To 1877, Compact ed. (2000)

Saul Cornell, ed. Whose Right to Bear Arms Did the Second Second Amendment Protect? (2000)

Robert D. Marcus and David Burner, eds. America Firsthand: Readings from Settlement to Reconstruction, Volume I, 5th ed. (2001)

Howard Zinn, A People's History of the United States (1999)

ASSIGNMENTS: PAPERS, PROJECTS, ESSAYS

There will be one paper, one major project, and other various essays and projects due over the course of the semester. Some of the projects and essays will be in-class and some may be impromptu. More detailed explanations with regard to paper and project requirements will be distributed at the appropriate time. Papers and projects will be due at the time of class on the specified date. Late assignments will be noted and taken into consideration during the evaluation of the assignment.

EXAMS

There are no traditional blue book exams in this course. There will be impromptu in-class essays and a planned in-class essay on October 3. There will be no final exam, but a final essay will be due on the last day of class, December 3. Students who do not complete the final essay will not pass the course. Students who miss the in-class essay on October 3 and who have a legitimate excuse, may make this essay up. There are no make-ups for other missed in-class essays.

PARTICIPATION

The key to successful classroom discussion will be engaged and thoughtful participation by members of our class. So that we may have this type of discussion, readings must be completed by the date they are assigned. Each member of class may also be asked to lead part of discussion on certain days. Participation is valued highly and is weighed as heavily as written work and projects when determining a student's final grade.

ATTENDANCE

Whether a student chooses to come to class is his or her choice and responsibility; however, students are expected to attend classes regularly. As noted above, participation is a vital part of this course, attendance plays a significant role not only in the dynamics of this class and learning groups, but in each individual student's grade as well. If you aren't in class, you can't participate! For example, students who contribute regularly but who have irregular attendance cannot expect to receive as positive an evaluation as students who do participate and come to class. Students are responsible for obtaining any notes or assignments from classes they may have missed.

GRADES

Grades are wonderful when we are doing well in class and we are getting A's. On the other hand, when things aren't going as well, it's a different story. When students are focused on the end product of "THE GRADE," students aren't as focused on learning, developing critical thinking skills, and thinking about the historical and contemporary issues at hand. This course attempts to foster such skills. In order to achieve this goal, students will not receive any grades on papers, projects, and essays, but will receive extensive comments on all assignments. The professor will maintain qualitative notes evaluating each piece of work a student and/or learning group submits. Each student's performance, effort, and verbal contributions and participation will also be evaluated. At the end of the course, all the qualitative assessments of each student will be evaluated from which a final grade will be determined. This method evaluates each student more holistically as all assignments, projects, and participation are valued equally and as a whole. Students may be also asked to evaluate other members of their learning group. Students will evaluate themselves at the end of the semester which will be taken into consideration when determining a student's final grade. At any time during the semester, a student may discuss her or his evaluation and progress with the professor.

MISCELLANEOUS BUT IMPORTANT

During class, please be courteous and keep noise levels to a minimum. Unless there is an emergency, silence or turn-off all cell phones and pagers. So as not to disturb others, please do not pack-up your belongings until the end of class-- this is disruptive. Class will conclude on time, thus there is no need for a disruption. On those days when class may run over, please be courteous when leaving the room.

In addition to scheduled office hours and office hours by appointment, the professor is usually available after class and around most afternoons. Voice mail and e-mail are also available to students who wish to communicate in these ways.

- ** Any student who plagiarizes material will receive an automatic 'F' for the course. If you are in such a position where you have to resort to claiming someone else's work as your own, see the professor before a small problem becomes a major one!
- ** The professor reserves the right to change the class schedule and assignments over the course of the semester.
- ** Free speech, communication of ideas (whether popular or unpopular), discussion and respectful intellectual engagement is encouraged and expected. This is called academic freedom.
- ** Comments, concerns, or suggestions about the course are welcome. If you are encountering difficulties or problems, please make an appointment, drop by the office, phone or e-mail so that this may be addressed quickly.
- ** Students who need special accommodations in order to meet any of the requirements of the course should speak to the instructor at the beginning of the semester.

WEEK 1: THE MEANING AND POLITICS OF HISTORY

8/20 Introduction and Course Overview

8/22 Memory and Meaning: What is History?

Zinn, Afterword

**WEEK 2: A NEW WORLD? THE WESTERN HEMISPHERE FROM 11th-16th CENTURY
NEW WORLD SETTLEMENT AND THE ATLANTIC SYSTEM**

**8/27 Existing Cultures and European Entrance into the New World:
Exploration and Early Settlement**

American Promise, Chapter 1 & 2
Marcus & Burner, #1 Columbus
#2 Vespucci
#5 Naranjo and Josephe
Visual Portfolio: New World Contact

8/29 The Atlantic System, Slave Trade, & Slavery in the Americas

Marcus & Burner, #3 de Las Casas
#11 Equiano
Zinn, Chapter 1

WEEK 3: COLONIAL SOCIETY: SOUTHERN, MIDDLE, & NORTHERN COLONIES

9/3 Chesapeake Society and the Carolina Worlds

Zinn, Chapter 2
American Promise, Chapter 3
Marcus & Burner, #5 Smith

9/5 The World of New England

American Promise, Chapter 4
Marcus & Burner, #10 Winthrop

WEEK 4: THE MEANING AND POLITICS OF HISTORY

9/10 Reflecting on 9/11: The Lessons and Politics of History

9/12 Historical Perspectives Film: Earth and the American Dream

WEEK 5: COLONIAL SOCIETY TAKES SHAPE, 1701-1770

9/17 The Social Landscape: Native Americans, Women, Africans, Children, African Americans, Indentured Servants

Zinn, Chapter 3
American Promise, Chapter 5
Marcus & Burner, #7 Jemison
#12 Mittelberger
#14 Bailey

9/19 Social Landscape

WEEK 6: THE ROAD TO REVOLUTION, 1754-1775

9/24 Religion and Culture

Marcus & Burner, #8 Putnam
#9 Mather

9/26 English and Colonial Relations: "The Acts" of Politics and Movements Towards Independence

Zinn, Chapter 4
American Promise, Chapter 6 & 7
Marcus & Burner, #15 Preston
#16 Hewes, *Gazette, Country Journal*
#18 Van Cortlandt
Cornell, Whose Right to Bear Arms?

WEEK 7: BUILDING A REPUBLIC, 1775-1789

**10/1 Africans, African Americans, Women and Native Americans in the Era of Independence
Forging a New Government: The Confederation Period**

American Promise, Chapter 8, pp. 185-199
Marcus & Burner, #13 Franklin
#19 Pinckney
Cornell, Whose Right to Bear Arms?

10/3 IN-CLASS ESSAY

WEEK 8: WE THE PEOPLE?: LAUNCHING A NEW REPUBLIC, 1789-1800

**10/8 The Constitution: A Political, Social, & Economic Document
The Federalist Era: Politics and Economics**

Zinn, Chapter 5
American Promise, Chapter 8, pp. 199-208, Chapter 9
The Constitution and Amendments
Marcus & Burner, #20 Parsons
Cornell, Whose Right to Bear Arms?

10/10 HAVE A NICE FALL BREAK!!

WEEK 9: THE AGE OF JEFFERSON: REPUBLICAN ASCENDANCY, 1800-1824

**10/15 Jefferson and Jeffersonianism
The Citizenry of the New Republic and American Identity**

American Promise, Chapter 10
Marcus & Burner, #21 Hemmings
#22 Jefferson
Cornell, Whose Right to Bear Arms?

**10/17 "Two Fire Bells in the Night": Missouri Compromise and
the Monroe Doctrine—Sectionalism and Nationalism**

WEEK 10: THE AGE OF JACKSON, 1815-1840

10/22 Jacksonian Politics, "Democracy," and Expansion

Zinn, Chapter 7
American Promise, Chapter 11
Marcus & Burner, #25 Poore and Parton
#26 Ross

**10/24 Transforming Economies and Social Landscape
Antebellum Culture and Reform**

Zinn, Chapter 6
Marcus & Burner, #27 Buffum
#28 Evans
#32 Robinson
#34 Stanton
#35 Arthur
Film: Daughters of Free Men

WEEK 11: THE SLAVE SOUTH, 1820-1860

10/29 Slavery and Slaveholding Society in the South

Zinn, Chapter 9
American Promise, Chapter 12
Marcus & Burner, #29 Turner
#30 Garrison

10/31 Worlds of the Enslaved

Marcus & Burner, #31 Jacobs
#33 Ball
Selected Slave Narratives (various websites)
Visual Portfolio: Slavery and Freedom

Film: Doing As They Can

WEEK 12: ABRAHAM LINCOLN'S AMERICA, 1840-1860

**11/5 Economic Evolution, Abolition, Immigration, Identity
The Westward Push: Race and Manifest Destiny**

Zinn, Chapter 8
American Promise, Chapter 13 **DID YOU VOTE?**
Abolition Documents (Handouts)

11/7 Film: Family Across the Sea

WEEK 13: SECTIONAL CONFLICT: THE HOUSE DIVIDED, 1846-1861

**11/12 Decade of Crisis: Sectional Conflict and the Politics
of Race and Slavery**

American Promise, Chapter 14

**11/14 The Northern and Southern Social Landscape on the Eve of
War and Secession: The Politics of Identity
What is Northern? What is Southern?**

Zinn, Chapter 10

WEEK 14: THE CRUCIBLE OF WAR, 1861-1865 AND THE AFTERMATH

11/19 The Politics, Economics, and Social Landscape of War

American Promise, Chapter 15
Marcus & Burner, #36 Nichols
#37 Heyward
#38 Leonard

**11/21 The Social Impact of the War and Emancipation
Reconstruction: Memory, Myth, Reality**

American Promise, Chapter 16
Marcus & Burner, #40 Ravenel
#41 Haywood
#42 Forshey & Sinclair
Visual Portfolio: Civil War and Reconstruction

WEEK 15: REFLECTIONS AND INTERPRETATIONS OF ANTEBELLUM LIFE

11/26 **PROJECT DUE**** Presentations and Discussion**

11/28 HAPPY THANKSGIVING!!

WEEK 16: WHERE HAVE WE BEEN, WHERE ARE WE GOING?

**12/3 Conclusion: Where Have We Been, Where Are We Going?
What is American History and Identity?**

Zinn, Chapter 24

******FINAL ESSAY DUE******