

U.S. History to 1877
HIS 010A—Summer 2015

Instructor:

Noel E. Smyth

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Office: 439 Humanities I

Office Hours: Mondays 1-3pm and by appointment

Course Description:

This course provides a chronological introduction to major events and themes in early U.S. history and introduces students to the discipline of history. The course is set in an Atlantic World context, in which students will be required to think about U.S. history not in isolation, but as part of a larger Atlantic World system that includes diverse interactions of people from Africa, Europe, and the Americas. Furthermore, the development of a U.S. nation had different meanings for different people, thus there is an emphasis in the course to understand early American history from multiple perspectives of race, ethnicity, class, and gender.

Required Texts:

- 1) Gary B. Nash, *Red, White, and Black: The Peoples of Early North America (7th Edition)* (Upper Saddle River, NJ: Prentice Hall, 2015).
- 2) Davidson, James West and Mark Lytle, *After the Fact: The Art of Historical Detection, Volume 1 (6th Edition)* (New York: Mc-Graw Hill, 2010).
- 3) Frederick Douglass, *Narrative of the Life of Frederick Douglass* **or** Sojourner Truth, *Narrative of Sojourner Truth*

Course Requirements:

Attendance: Since this is a compact five-week class that will cover a lot of material during each scheduled class time, attendance at every class is mandatory. More than one absence will result in a failing grade.

Reading, Discussion, and Participation: Students are expected to attend lecture, do the required weekly readings, and come to each class prepared to discuss the assigned readings for that particular day. In many class periods, we will break into discussion sections with your Teaching Assistants in which you will have time to discuss the assigned readings for that day.

Historical Analysis Essay: Each student is required to write one 4-5 page essay either on Frederick Douglass's *Narrative of the Life of Frederick Douglass* or Sojourner Truth's *Narrative of Sojourner Truth*. Prompts for this essay will be provided in Week 3.

Midterm Exam: The exam will be held in class on Wednesday July 8th. The test will review course material up to the American Revolution. Students will receive a list of possible ID's and essay questions before the exam.

Final Exam: The final is a take-home, open book exam that will require students to write 1 or 2 essays concerning the cumulative course material. Exam prompts will be distributed on the last day of class. Exams are due in a folder outside my office by Thursday, July 23rd at 5pm.

Grade Breakdown:

Attendance	5%
Class Participation	15%
Historical Analysis Essay (4-5 pages)	25%
Midterm Exam	25%
Final Exam	30%

Accommodation for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization Letter from the Disability Resource Center (DRC) to me during my office hours or by appointment, preferably within the first week of the Summer Session. Contact DRC by phone at [831-459-2089](tel:831-459-2089) or drc@ucsc.edu for more information.

Week 1: Introduction to the Atlantic World

Day 1, 6/22: Introduction to American History in Atlantic World Context: Africa, Europe and the Americas
Native American History Before Europeans

In-class: Watch *The Mystery of Chaco Canyon*

Day 2, 6/24: Native Americans Confront Europeans
Spanish, French, Dutch and Swedish Colonization in North America

Reading: Nash, *Red, White and Black*, pages 1-42, and *After the Fact*, Ch. 1

In-class: Introduction to discussion sections
-Distribute chronology of early contact (handout)

Week 2: English Colonies and Slavery

Day 3, 6/29: 17th Century British Colonization in North America

Reading: Nash, *Red, White and Black*, pages 43-112, and *After the Fact*, Ch. 2

In-class: Discuss assigned readings

Day 4, 7/1: The Transatlantic Slave Trade and Slavery in the British Colonies

Reading: Nash, *Red, White and Black*, pages 113-127, 137-180, and *After the Fact*, Ch. 3

In-class: Discuss assigned readings

Week 3: Wars of Empire and the American Revolution

Day 5, 7/6: British Colonies in the 18th Century to the American Revolution

Reading: Nash, *Red, White and Black*, pages 181-242, 258-264 and *After the Fact*, Ch. 4

In-class: 1) Discuss assigned readings

2) Distribute midterm sample ID's and essay prompts

Day 6, 7/8: MIDTERM EXAM

Reading: None assigned

-Distribute and Discuss Historical Analysis Essay prompt after exam

Week 4: The Early Nineteenth Century

NOTE: The assigned reading is lighter for week 4 which will allow you time to finish either Douglass's *Narrative of the Life of Frederick Douglass* or Truth's, *Narrative of Sojourner Truth*

Day 7, 7/13: Independence and the Early Republic, 1789-1820
Slavery, Politics and US Society, 1790-1824

Reading: *After the Fact*, Ch. 5

In-class: Discuss Assigned Readings

Day 8, 7/15: Western Expansion and Native American Removal

Reading: Finish the narrative by Douglass or Truth

In-class: Discuss slave narratives

-Distribute Thesis handout

-Watch *We Shall Remain*, episode 3.

Week 5: Social Reforms, the Politics of Slavery, the Civil War and Reconstruction

Day 9, 7/20: Jacksonian Democracy, 1820-1840
Manifest Destiny and the West, 1836-1848
Social Reform Movements, 1830s and 1840s

Reading: *After the Fact*, ch. 6 (recommended, not required)

DUE: Document Analysis Paper (4-5 pages)

Day 10, 7/22: Abolitionism, Slavery and Civil War
Reconstruction

Reading: *After the Fact*, Ch. 7 and 8

In-class: Discussion of assigned readings

-Distribute take-home final exam prompt

Thursday, 7/23: Final Exam due by 5pm (Drop off exam in the folder outside my office)