

## HIS 10A: United States History to 1877

Summer 2017, Session II

Tuesdays & Thursdays 1:00-4:30pm

Natural Sciences Annex Room 101



**Instructor:** Jaclyn Schultz

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**Office Hours:** Mondays 4-5pm & Thursdays 5-6pm, or by appointment

**Office:** Humanities I, Room 440

**Course Description:** This course examines the history of the United States beginning with the North American continent prior to European contact and ending with Reconstruction. Major conflicts will be considered including the American Revolution, the U.S. War with Mexico, and the Civil War as well as other important political, social, and cultural events and phenomena. We will pay close attention to race, gender, and class in order to consider who has been included in and excluded from the rights of subject and citizen. We will also emphasize the transnational nature of history and the ways in which interactions across borders helped to shape the United States. Finally, the nature of the historical profession will be considered and students will engage with primary and secondary sources in efforts to interpret the past.

### Teaching Assistants

#### Last Name A-L

TA: Nicole VanderMeer

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Office Hours: By Appointment

#### Last Name M-Z

TA: Donald Hickey

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Office Hours: By Appointment

### Learning Objectives

By the end of the course students should be able to competently:

1. Discuss cause and effect in the development of the United States.
2. Think critically about what citizenship has meant in the context of the United States.
3. Consider the history of the United States from multiple perspectives of race, gender, and class.
4. Reflect critically and appropriately on both primary and secondary sources.
5. Convey one's own analysis of history through thoughtful and coherent written work.

## Required Texts

- Theda Perdue, *The Cherokee Removal*, 3<sup>rd</sup> Edition (Boston: Bedford/St. Martin's, 2016).
- Ernesto Chávez, *The U.S. War with Mexico* (Boston: Bedford/St. Martin's, 2008).
- All other readings will be provided on Canvas.

## Course Grading

10%	Attendance
10%	Participation
20%	One-Page Reading Reflections
40%	Online Quizzes
20%	3-4 Page Final Paper

## Assignments and Expectations

This course covers a lot of material very quickly and it will be possible to get behind if you miss even one lecture. As such, *attendance* will be taken in lecture at the beginning AND end of class in order to incentivize your presence and punctuality. If you miss 8+ roll calls you will not pass the course. Please contact the instructor directly ([janschul@ucsc.edu](mailto:janschul@ucsc.edu)) to discuss the possibility of making-up absences.

You will receive a blue book during the first class session. Discussion questions based on primary source analysis will be presented to the class at least once during each class session; students will be expected to write their responses in their blue book. These blue books will be kept by the instructor throughout the quarter. *Participation* grades will be earned through thoughtful responses to discussion questions, both written in the blue book and verbalized in subsequent class discussions.

At the beginning of class on Tuesdays, you will be required to submit a *one-page reading reflection* in hard copy form.\* These papers will respond to a prompt published on the syllabus that is based on course readings. Your essays must be formatted with 12-point Times New Roman font, be double-spaced, and have 1" margins on all four sides. They should be one full page long. Reading reflections will receive either a check plus, check, check minus, or zero and evaluations will be based on content.

By the end of the day on Saturdays, you will be required to take an *online quiz* that covers the week's course content (readings and lectures).\*\* Quizzes will be available for you to access through Canvas immediately after Thursday's lecture through Saturday (until 11:59pm). However, once the quiz is opened you will only have 45 minutes to complete it. Each quiz will consist of 11 questions (multiple choice or true/false) and one question can be answered incorrectly without penalty. These quizzes are in lieu of an in-class midterm and final.

On the last day of class (Thursday 8/31), your *final paper* will be due in hard-copy form at the start of class.\* These essays must be formatted in the same way as your weekly one-page reading reflections and be 3-4 pages in length (at least three full pages). This paper will require you to watch and reflect on one of five historical fiction films depicting U.S. history before 1877. These films are listed on the syllabus on the weeks with which their content corresponds. More details for the final paper will be explained in a separate handout.

\*Late papers will be accepted for only one week after the due date. Each day that the paper is late will result in the earned grade being reduced by 1/3 of a letter grade (eg. a B paper submitted a week late will earn a D-). After one week, the assignment score will be zero. (This course has assignments due every week. As such, turning in even one late paper could make it difficult for you to get back on track. It is advised that you turn in all assignments on time unless circumstances require otherwise.)

\*\*Late quizzes will not be accepted. You must complete your quiz by 11:59pm on Saturday night to receive credit. However, your lowest quiz score will be dropped.

\*\*\*Laptops are allowed in class at the instructor's discretion only.

Students should expect to devote up to 12 hours each week to this course outside of time spent in class (remember, summer session runs on double time!). Budgeting your time can be a useful exercise. Here is a sample schedule:

Saturday	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday
		10am-noon Reading			10am-noon Reading	10-11:30am Online Quiz
	8:30-10pm Reading	1-3pm Write Reading Response	1-4:30pm Class	7-10pm Reading	1-4:30pm Class	

If you finish your work with time to spare, why not start working on your final paper?

### Academic Integrity

“The cornerstone of intellectual life at UC Santa Cruz is a commitment to integrity in all forms of teaching, learning, and research. Misconduct violates the standards of our community and is punishable by warning, suspension, dismissal, or revocation of degree” (Academic Misconduct Policy for Undergraduates, [https://www.ue.ucsc.edu/academic\\_misconduct](https://www.ue.ucsc.edu/academic_misconduct)).

Plagiarism is a serious violation of academic conduct and it will be punished. Please carefully review what plagiarism is here: <http://library.ucsc.edu/help/research/what-is-plagiarism>. Official university policy regarding all forms of academic misconduct can be found here:

<http://www.ucsc.edu/academics/academic-integrity/index.html>.

### Resources

Please take advantage of tutoring and/or writing help at Learning Support Services: <http://lss.ucsc.edu/>. Drop-in Writing Tutoring is available Monday-Thursday 3-6pm: <https://lss.ucsc.edu/programs/drop-in-tutoring.html>. Of course, your instructor and TA are often your best resources for instructional support.

### Disability/Student Accommodations

If you have a DRC accommodation please let me know at the beginning of the session. Please contact the Disability Resource Center if you do not currently have an accommodation but believe you may qualify for one: <http://drc.ucsc.edu/>.

### **Week One: Before and After Columbus**

Tuesday 8/1 (Course Introduction & The First Americans)

Thursday 8/3 (European Expansion & The English Colonies)

**Readings Due:**

Keith H. Basso, "Quoting the Ancestors," in *Wisdom Sits in Places: Landscape and Language Among the Western Apache* (Albuquerque: University of New Mexico Press, 1996), 3-35.  
Peter Manseau, "An American Jihad: 1513-1540," in *One Nation, Under Gods: A New American History* (New York: Little, Brown and Company, 2015), 29-56.

Saturday 8/5

**Assignment Due:**

Online quiz (due 11:59pm PT)

\*Film option for this week: *Pocahontas* (1995)

### **Week Two: The Shaping of a British-American Identity**

Tuesday 8/8 (The Slave Trade & British-American Colonial Expansion)

**Readings Due:**

Emerson W. Baker, "Satan's Storm" and "The City Upon a Hill," in *A Storm of Witchcraft: The Salem Trials and the American Experience* (Oxford: Oxford University Press, 2015), 14-68.  
(E-book available through the library: <http://cruzcat.ucsc.edu/record=b4635671~S5>.)

**Assignment Due:**

One-Page Reading Reflection (due at start of class in hard-copy)

Prompt: Keith Basso, Peter Manseau, and Emerson Baker all discuss worldviews that existed in North America before the United States was formed. Discuss these worldviews, giving at least one example from each of the three authors. In what ways were these worldviews similar and different?

Thursday 8/10 (The American Revolution)

**Readings Due:**

Elizabeth A. Fenn, "Variola," in *Pox Americana: The Great Smallpox Epidemic of 1775-82* (New York: Hill and Wang, 2001), 13-43.  
Gary B. Nash, "The Tricolored American Revolution," in *Red, White, & Black: The Peoples of Early North America*, 7<sup>th</sup> Edition (Boston: Pearson, 2015), 221-241.

Saturday 8/12

**Assignment Due:**

Online quiz (due 11:59pm PT)

\*Film option for this week: *The Crucible* (1996)

### **Week Three: Liberalism & The Building of a Democratic Republic**

Tuesday 8/15 (Forging a Republic, The Revolution of 1800, & Thomas Jefferson)

***Readings Due:***

Rosemarie Zagarri, “The Rights of Woman,” in *Revolutionary Backlash: Women and Politics in the Early American Republic* (Philadelphia: University of Pennsylvania Press, 2007), 11-45.

***Assignment Due:***

One-Page Reading Reflection (due at start of class in hard-copy)

Prompt: What effect did (or didn’t) the American Revolution have on the rights of women? What factors contributed to a woman’s claim to the rights of citizenship at the time? You should mainly consider Rosemarie Zagarri’s chapter in formulating your response.

Thursday 8/17 (Democracy, The Age of Jackson, & The Market Revolution)

***Readings Due:***

Carol Sheriff, “The Triumph of Art over Nature,” in *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (New York: Hill and Wang, 1996), 29-51.

Theda Perdue, “Introduction: The Cherokees and U.S. Indian Policy,” in *The Cherokee Removal: A Brief History with Documents*, 3<sup>rd</sup> Edition (Boston: Bedford/St. Martin’s, 2016), 1-22.

*{Primary Documents}*

Perdue, *The Cherokee Removal*, “Georgia and the Supreme Court (1832),” 79-82.

-----, “Andrew Jackson Applauds the Removal Act (1830),” 118-121.

-----, “The Trail of Tears,” 155-156.

-----, “Waiting to Cross the Mississippi (1839),” 163-165.

-----, “Interview with Rebecca Neugin (1932),” 177.

Saturday 8/19

***Assignment Due:***

Online quiz (due 11:59pm PT)

\*Film option for this week: *John Adams*, Part 6 (2008)

## **Week Four: Opposing Visions for the Nation**

Tuesday 8/22 (Domestic Slavery & The Age of Reform)

### **Readings Due:**

Stephanie M. H. Camp, "I Could Not Stay There: Women, Men, and Truancy," in *Closer to Freedom: Enslaved Women & Everyday Resistance in the Plantation South* (Chapel Hill: The University of North Carolina Press, 2004), 35-59.

### **Assignment Due:**

One-Page Reading Reflection (due at start of class in hard-copy)

Prompt: What form of resistance to slavery does Stephanie Camp detail in her chapter? In what ways was this form of resistance gendered? How does this form of resistance compare to the more commonly discussed "running away"?

Thursday 8/24 (Manifest Destiny & The Seeds of Civil War)

### **Readings Due:**

Barbara Freese, "A Precious Seed," in *Coal: A Human History* (New York: Penguin Books, 2003), 103-128.

Ernesto Chávez, "Introduction: Race, Manifest Destiny, and the U.S. War with Mexico," in *The U.S. War with Mexico: A Brief History with Documents* (Boston: Bedford/St. Martin's, 2008), 1-34.

### *{Primary Documents}*

Chávez, *The U.S. War with Mexico*, "General Pedro De Ampudia and General Zachary Taylor: Dispatches (1846)," 69-71.

-----, "Frederick Douglass: The War with Mexico (1848)," 78-80.

-----, "Walt Whitman: War with Mexico (1846)," 82-83.

-----, "Article VIII of the Treaty of Guadalupe Hidalgo (1848)," 121-122.

-----, "California Landowners: Petition to the Honorable Senate and House of Representatives of the United States of America (1859)," 133-136.

Saturday 8/26

### **Assignment Due:**

Online quiz (due 11:59pm PT)

\*Film option for this week: *The Alamo* (1960)

### **Week Five: Redefining Citizenship**

Tuesday 8/29 (The Civil War)

***Readings Due:***

Ira Berlin, "Who Freed the Slaves? Emancipation and its Meaning," in *Union & Emancipation: Essays on Politics and Race in the Civil War Era*, eds. David W. Blight and Brooks D. Simpson (Kent, OH: The Kent State University Press, 1997), 105-121.

Elliott West, "Reconstructing Race," *Western Historical Quarterly* 34 (Spring 2003): 7-26.

***Assignment Due:***

One-Page Reading Reflection (due at start of class in hard-copy)

Prompt: Ira Berlin outlines a debate some historians have had over who was actually responsible for Emancipation. What are the two sides of this debate? What do you believe to be the strengths and weaknesses of both sides?

Thursday 8/31 (Reconstruction)

***Readings Due:***

NONE

***Assignment Due:***

Final Paper (due at start of class in hard-copy)

Friday 9/1

***Assignment Due:***

Online quiz (due 11:59pm PT)

\*Film option for this week: *Glory* (1989)