

**Syllabus**  
**History 162: Social History of the United States**  
**Democratic Citizenship**

**Instructor:** Dr. Lee Simpson  
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**Office Hours:** M,W 9:00-11:00 and by appointment

**Catalog Description:** A survey of topics in American social history from the colonial period to the middle of the twentieth century. Subjects may include reform movements, immigration, racial problems, religion, medicine, and the role of women. **Note:** Fulfills state graduation requirement for U.S. History. 3 units.

**Course Purpose:** American social history is intimately intertwined with notions of democracy and citizenship. Thus, the materials in this course are designed to raise and explore some of the ideas, values, and competing interests that characterize the American democratic experiment and have influenced social relations in this country. Beginning with the Declaration of Independence, the course seeks to examine the extent to which, the American Revolution, based as it was on inherently mutable values and ideas, is unfinished. Succeeding generations reinterpret, and seek to extend (or in some cases, diminish) the application and practice of the rights asserted in the original Declaration. We will inquire into the economic, social, intellectual, and cultural forces leading to the invention of an American identity based on the concept of democratic citizenship. We will examine how American society has struggled to express and to preserve a complex cultural fabric through political theory, legal deliberations, and government regulation, as well as through literature, music, art, public oratory, and private reflections. Throughout we will be guided by Alexis de Tocqueville's observation that democracy is an irresistible force of history that shapes and is shaped by the unique circumstances of American life. The course ends with a question rather than an answer: what is the nature of the American identity today?

**Learning Objectives:** Upon successful completion of History 162 students will be able to:

- Describe the major cultural, economic, social, and political events that shaped the invention of an American identity.
- Recognize the differing ramifications of historical events for people of varying ethnic, socio-economic, cultural and gender backgrounds
- Identify, explain, and discuss multiple causes and effects in U.S. History
- Recognize the impact of global events on the social history of the U.S. and of U.S. ideas on other nations.

**Course Requirements:** Just as citizenship in a democracy has numerous rewards, so too, will your active participation in this course. Likewise, in a democracy, citizenship requires diligence and hard work. Same here. But, that work will be done in conjunction with your fellow and sister citizens, and, as in a democracy, you will have some say in the development of the course. Your grade will be based on class participation (10%), two critical essays (60%), and a final examination (30%). **I do not permit turning in late work or make-up examinations without written documentation.**

**Required Texts:**

Alexis de Tocqueville. *Democracy in America*, vol. 1. New York: Vintage Books, 1990.

Henry Louis Gates. *The Classic Slave Narratives*. New York: Mentor, 1987.

Lee Simpson and Betsy Glade. *Democratic Citizenship: Documents in the History of Democracy and Citizenship in America*. New York: Forbes, 1999.

Eric Foner. *The Story of American Freedom*. New York: Norton, 1998.

**Assignments: (Readings assigned for a specific day should be read by that day.)**

**Week 1: The Practice of Democracy**

Mon. Jan. 24 Course Introduction

Wed. Jan. 26 Inalienable rights?  
Readings: Declaration of Independence (Simpson, pp. 1-3)

Fri. Jan. 28 Inalienable rights revisited  
Readings: Eugene McCarthy Speeches (Simpson, pp. 4-9)

**Week 2: European Roots of Democracy**

Mon. Jan. 31 European Roots: Thomas Hobbes  
Readings: Leviathan (Simpson, pp. 10-17)

Wed. Feb. 2 European Roots: John Locke  
Readings: Second Treatise of Government (Simpson, pp. 18-28)

Fri. Feb. 4 Video: The Enlightenment

**Week 3: Religion and Revolution**

Mon. Feb. 7 Puritan Antecedents  
Readings: Mayflower Compact (Simpson, p. 29)  
John Winthrop (Simpson, pp. 30-35)  
Increase Mather (Simpson, pp. 36-40)  
Foner (pp. Xii-xxii)

Wed. Feb. 9 Native Americans and European concepts of property  
Readings: Benjamin Franklin (Simpson, pp. 50-52)  
Powhatan (Simpson, p. 53)  
Mittark (Simpson, p. 54)  
Canastego (Simpson, pp. 55-57)  
Thomas Jefferson (Simpson, pp. 58-64)

Fri. Feb. 11 The Enlightenment in America: An Understanding of Society  
Readings: Benjamin Franklin (Simpson, pp. 41-50)  
Foner (pp. 1-45)

**Week 4: From Revolution to a New Republic**

Mon. Feb. 14 African-Americans and Slavery  
Readings: Olaudah Equiano (Slave Narratives, preface-ch. 3)  
Thomas Jefferson (Simpson, pp. 64-70)  
Prince Hall (Simpson, pp. 71-72)

Wed. Feb. 16 The Virtues of Women  
Readings: Adams Family Correspondence (Simpson, pp. 73-81)  
Blackstone's Commentaries (Simpson, pp. 82-83)  
Judith Sargent Murray (Simpson, pp. 84-94)  
Foner (pp. 47-68)

Fri. Feb. 18 Articles of Confederation  
Readings: Articles of Confederation (Simpson, pp. 95-100)

**Week 5: Framing a Government**

Mon. Feb. 21 Constitution  
Readings: The Constitution (Simpson, pp. 101-122)  
Tocqueville, (ch. 8 - begin)

- Wed. Feb. 23            In Defense of the Constitution  
 Readings:        Federalist Papers (Simpson, pp. 123-134)  
                       Anti-Federalists (Simpson, pp. 135-149)  
                       Tocqueville, (ch. 8 - finish)
- Fri. Feb. 25            Economic and Social Interpretations of the Constitution  
 Readings:        Charles Beard, (Simpson, pp. 150-160)  
                       E.L. Doctorow, (Simpson, pp. 161-168)
- Week 6:            The Culture of Democracy in the New Republic**  
 Mon. Feb. 28            An Empire of Reason  
                               **First Essay Due**
- Wed. Mar. 2            Democracy and Equality  
 Readings:        Tocqueville (intro., chaps. 2-3)
- Fri. Mar. 4            Majority Rule or Majority Tyranny  
 Readings:        Tocqueville (chaps. 15-17)
- Week 7:            The Culture of the Frontier in the New Republic**  
 Mon. Mar. 7            Law, Custom, and Democracy  
 Readings:        Tocqueville (chaps. 4, 9, 13, 14)  
                       Ordinance of 1787 (Simpson, pp. 171-174)  
                       Foner (pp. 46-68)
- Wed. Mar. 9            Dreams of an Agrarian Empire  
 Readings:        Jefferson's Correspondence (Simpson, pp. 175-178)  
                       Tecumseh (Simpson, pp. 179-180)  
                       Johnson and Graham's Lessee v. M'Intosh (Simpson, pp. 181-185)  
                       Andrew Jackson and Indian Removal (Simpson, pp. 186-189)  
                       Foner (pp. 69-94)
- Fri. Mar. 11            Judicial Review  
 Readings:        Marbury v. Madison (Simpson, pp. 190-194)  
                       Tocqueville, (chap. 6)
- Week 8:            Race in the Emerging Democratic Order**  
 Mon. Mar. 14            Judicial Review and Black Civil Rights  
 Readings:        Dred Scott v. Sanford (Simpson, pp. 195-201)  
                       Frederick Douglass (Slave Narratives, preface-ch. 7)
- Wed. Mar. 16            A Life in Bondage  
 Readings:        Frederick Douglass (Slave Narratives, ch. 8-appendix)
- Fri. Mar. 18            Video: Amistad
- Mar. 21-25        No Class - Spring Break**
- Week 9:            Gender in the Emerging Democratic Order**  
 Mon. Mar. 28            Women's Rights Considered  
 Readings:        Tocqueville (Simpson, pp. 202-211)  
                       Declaration of Sentiments (Simpson, pp. 212-214)
- Wed. Mar. 30            Women Assert Themselves  
 Readings:        Mrs. A. J. Graves (Simpson, pp. 215-217)  
                       Stanton-Anthony Letters (Simpson, pp. 218-224)

- Fri. Apr. 1                    Black Women and Equal Rights  
Readings:        Sojourner Truth (Simpson, pp. 225-228)
- Week 10:        Freedom and Equality in Collision**
- Mon. Apr. 4                    Abraham Lincoln and the True Republic  
Readings:        Abraham Lincoln (Simpson, pp. 229-235)
- Wed. Apr. 6                    Evaluating Lincoln  
Readings:        Frederick Douglass (Simpson, pp. 236-243)  
                          Ralph Waldo Emerson (Simpson, pp. 244-246)
- Fri. Apr. 8                    The Southern Perspective  
Readings:        George Bagby (Simpson, pp. 247-252)
- Week 11:        Freedom and Equality in Law?**
- Mon. Apr. 11                    Freedom at Last?  
Readings:        13th, 14th, 15th Amendments to the Constitution (Handouts)  
                          Black Codes (Simpson, pp. 253-254)  
                          Foner (pp. 95-113)
- Wed. Apr. 13                    Freedom for Whom?  
Readings:        Susan B. Anthony (Simpson, pp. 255-262)  
                          Declaration of Rights (Simpson, pp. 263-267)
- Fri. Apr. 15                    Equal Protection Under the Law?  
Readings:        Booker T. Washington (Simpson, pp. 268-270)  
                          Plessy v. Ferguson (Simpson, pp. 271-279)  
                          Foner (pp. 114-137)
- Week 12:        Capitalism and Democracy in Industrializing America**
- Mon. Apr. 18                    Video: Ida B. Wells  
**Second Essay Due**
- Wed. Apr. 20                    Economic Liberalism and the Foundations of Capitalism  
Readings:        Adam Smith (Simpson, pp. 283-295)  
                          William Graham Sumner (Simpson, pp. 296-302)  
                          Foner (pp. 162-193)
- Fri. Apr. 22                    Critics of Capitalism in Theory  
Readings:        Karl Marx (Simpson, pp. 319-329)
- Week 13:        Capitalism in Trouble**
- Mon. Apr. 25                    Critics of Capitalism in Practice  
Readings:        Emma Goldman (Simpson, pp. 330-336)  
                          Eugene Debs (Simpson, pp. 337-341)
- Wed. Apr. 27                    The New Deal  
Readings:        Terkel and Roosevelt (Simpson, pp. 342-360)  
                          Foner (pp. 194-218)
- Fri. Apr. 29                    Invisible America  
Readings:        Ralph Ellison (Simpson, pp. 361-362)  
                          John Kouwenhoven (Simpson, pp. 363-372)  
                          Foner (pp. 219-247)
- Week 14:        The Other America**
- Mon. May 2                    A Time to Break Silence  
Readings:        Brown v. Board of Education (Simpson, pp. 373-376)

The Southern Manifesto (Simpson, pp. 377-379)  
Foner (pp. 248-273)

Wed. May 4 Blacks Here to Testify...  
Readings: Martin Luther King, Jr. (Simpson, pp. 380-389)  
Malcolm X (Simpson, pp. 390-396)  
Foner (pp. 274-305)

Fri. May 6 Other Americans - Immigrants  
Readings: Emma Lazarus (Simpson, p. 397)  
Congressional Record (Simpson, pp. 398-404)  
Toqueville (chap. 18, recommended)

**Week 15: Immigration: A Past and Present American Crucible**

Mon. May 9 Japanese Immigration and Internment  
Readings: The Internment Experience (Simpson, pp. 405-433)

Wed. May 11 New Immigrants in America  
Readings: California Proposition 187 (Simpson, pp. 434-437)  
Peter Brimelow (Simpson, pp. 438-442)  
Richard Rodriguez (Simpson, pp. 443-456)  
Foner (pp. 306-332)

Fri. May 13 **Final Essay Due**

**Assignments:**

You will have reading to do for each class period and the detailed class schedule makes those assignments very clear. There are four texts for this class; all are available at the campus bookstore. Please bring the appropriate book or books to class. We will refer to them directly as part of our class exercises.

Students will be assigned to groups in which they will meet throughout the semester to discuss the readings. These group discussions will be monitored by the professor and will produce one thoughtful and thought-provoking issue per group per day. A spokesperson from each group will share this issue with the class as a whole and this will form the basis of our class journey through the material. To insure that all students receive credit for their participation, and to facilitate discussion, each student will prepare a one page issue statement that assesses how the reading contributes to his/her personal definition of democratic citizenship. These typed essays will be turned in at the end of class. Class discussion is worth 10% of the final class grade.

To measure student performance in the class and mastery of material and ideas, students will complete two short essays (4-5 pages) on the readings assigned up to each due date (noted in the syllabus). Essays may focus on any issue raised in the readings and may be placed in the context of current events; however, they must be critical and analytical in nature. A good essay tries to help us understand the overarching question for this course – what is democratic citizenship? A specific essay question will be assigned one week before the essay due date. Essays are due at the end of class on the day they are due. They must be typed, double spaced, and in a 12 point font on a sheet of 8 1/2 x 11 white paper and follow the basic writing guidelines that accompany this syllabus. Be sure to include your name and date to receive appropriate credit. Essays make up 60% of your final grade. No late assignments will be accepted without a documented excuse from a doctor, lawyer, probation officer, etc. (your mechanic is not considered legitimate).

The final will be a cumulative and comprehensive take home essay in which you answer the question “what is democratic citizenship?” Using evidence from the readings, you should be able to develop a detailed essay on this topic of no less than 10 pages. The final is worth 30% of your grade.