Columbus’s voyages to the land he thought were the Indies were the result of the medieval and early modern expansion of Europe. Since at least the year 1000, Europe had been steadily expanding its political influence and commerce. Recent advances in science and geography had made the times ripe for Columbus’s effort . . .

Nelson Klose and Robert F. Jones, United States History: To 1877

They . . . brought us parrots and balls of cotton and spears and many other things, which they exchanged for the glass beads and hawks’ bells. They willingly traded everything they owned. . . . They were well-built, with good bodies and handsome features. . . . They do not bear arms, and do not know them, for I showed them a sword, they took it by the edge and cut themselves out of ignorance. They have no iron. Their spears are made of cane. . . . They would make fine servants. . . . With fifty men we could subjugate them all and make them do whatever we want.

Christopher Columbus, “Ship’s Log”

We hold these truths to be self-evident: That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness; that, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed . . .

Thomas Jefferson, Declaration of Independence

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure.

Abraham Lincoln, Gettysburg Address
COURSE DESCRIPTION, GOALS AND OBJECTIVES:

CATALOGUE DESCRIPTION AND GENERAL EDUCATION CATEGORIES
Basic historical survey of the rise of American civilization from colonial beginnings through the rebuilding of the union during Reconstruction. Note: Fulfills state graduation requirement for U.S. History; fulfills state graduation requirement for Race and Ethnicity; fulfills three units of General Education requirement: D3.

COURSE DESCRIPTION:
Oriented around lectures, discussions, and readings, this course is designed to introduce students to major themes in United States history, from its beginnings to 1877. A fascinating mix of political, economic, technological, religious and cultural factors marks the origins of the history of the United States. The Colonial period in America was defined by the complex intersection of three diverse groups: the Europeans who explored and settled America; the Native peoples who already populated America; and the peoples of Africa who were brought here as slaves. During the course of the 150-year Colonial period, the Europeans who settled the New World built upon the well-established ideas that they had carried with them across the sea to America, ultimately creating the context for the newly emerging Republic. By the time of the American Revolution, they no longer thought of themselves as merely colonists, but now began to conceive of themselves as “citizens” of a unique society predicated on “life, liberty and the pursuit of happiness.” This idea of the individual as “citizen” became a foundational element of the American Revolution. Victorious over England, the representatives of the new Republic produced and ratified their Constitution and began to fulfill their “Manifest Destiny.” From the very first, however, the Republic would be stained by dissent and discord. As the new “citizens” began to expand westward, they would confront “constitutional” issues concerning class, gender, and race. Too often in addressing these issues, the ruling members of the new Republic would arrive at the conclusion that women would have fewer rights instead of more, that Natives must be “removed,” that Mexicans and their territories should be annexed, that new Asians immigrants should be forced to labor without rights, and that Blacks should continued to be enslaved. All of this would ultimately force the newly formed “United States” of America toward their own, great Civil War and the need to “Reconstruct” the Republic. In this course, then, we will seek to understand the complex narrative that describes our movement from colonization to Civil War and Reconstruction.

COURSE GOALS:
The course has two main goals: 1) To provide students with a foundational understanding of the chronology of the history of the United States from its beginnings to 1877; 2) To allow students to understand that the “facts and figures” of history have a richness that is not only extremely interesting but profoundly significant in relation to present-day America. In order to accomplish the first goal, we will examine the historical evolution of America. In other words, we will learn when and where the major events in U.S. history took place, as the chronology is vastly important. But history is so much more than just “facts and figures”; and thus, in order to accomplish the second goal, we will use our historical chronology as a context within which to explore the ideas, values, mythologies, and prejudices of U.S. history through the period of the Civil War and Reconstruction. In this way, we will come to understand that our own experience of America is shaped by a legacy that is both visionary and at times disturbingly shortsighted.
LEARNING OBJECTIVES:
With the above goals in mind:
- Students will develop a better understanding of the chronology and pivotal issues and themes of U.S. history from its beginnings to 1877.
- Students will develop a better understanding of the relationship among colonization, the birth of the Republic, western expansion, and the issues surrounding the Civil War.
- Students will develop an understanding of and appreciation for the significance of region and geography in shaping the nation’s history.
- Students will develop an understanding and appreciation of the contributions, perspectives and agency of ethnic, racial and cultural populations, including Native American, African and African American, Latinos, and Asians in U.S. history.
- Students will develop an understanding of and appreciation for the contributions, diverse perspectives, and agency of women in U.S. history.
- Students will become acquainted with the use of primary sources.
- Students will become acquainted with historical analysis and sharpen their critical thinking skills.

REQUIRED READINGS:
Eric Foner: 
- Give Me Liberty!: An American History, Volume I
- Voices of Freedom: A Documentary History, Volume I

REQUIREMENTS:
1) You are required to do all readings and come to class prepared to discuss the material assigned for that session.
2) You will be given twelve (12) quizzes during the semester. These quizzes will cover the material in Give Me Liberty and Voices of Freedom and be worth ten points each for a total of 120 points. There will be no make-up quizzes! In order to get credit for a quiz, you must remain for the entire class session.
3) There will be two in-class essay exams that will cover the material from both Give Me Liberty and Voices of Freedom. These exams will be worth 50 points for the first exam and 80 points for the second, for a total of 130 points. I will hand out study sheets for these exams at least one week prior to the exam date.
4) Although I do not have a formal participation grade, I am a big fan of discussion, and your questions and comments may convince me that you deserve a higher grade.

GRADING:
<table>
<thead>
<tr>
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<th>Exam Dates</th>
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<tbody>
<tr>
<td>Quizzes:</td>
<td>120 points</td>
<td>First Exam: Friday, October 12</td>
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<tr>
<td>Exams:</td>
<td>130 points</td>
<td>Second Exam: Wednesday, December 19</td>
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<td>Total:</td>
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Grade Breakdown:
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<tr>
<td>250-237:</td>
<td>A</td>
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<tr>
<td>236-225:</td>
<td>A-</td>
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<tr>
<td>224-220:</td>
<td>B+</td>
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<tr>
<td>219-212:</td>
<td>B</td>
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Quiz Dates:
- Quiz 1: Friday, September 14
- Quiz 2: Friday, September 21
- Quiz 3: Friday, September 28
- Quiz 4: Friday, October 5
- Quiz 5: Friday, October 19
- Quiz 6: Friday, October 26
(Grading and Calendar, cont.)

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<tr>
<td>211-200</td>
<td>B- Quiz 7: Friday, November 2</td>
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<td>199-195</td>
<td>C+ Quiz 8: Friday, November 9</td>
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<td>194-187</td>
<td>C Quiz 9: Friday, November 16</td>
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<td>186-175</td>
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<tr>
<td>161-150</td>
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<td>149-0</td>
<td>F</td>
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ELECTRONIC DEVICES POLICIES:

Cell Phones are not permitted for use in classroom during class sessions unless there is an emergency. This includes listening to messages, texting, e-mailing, etc. Turn phones to vibrate when you enter the room. If you are using a Cell Phone in the classroom during a class session you will be asked to leave the room for the rest of the session. You may use a computer in class to take notes or to check relevant course material. If you have other work to do on your computer or simply want to play games or watch videos, do those things somewhere else!

ACADEMIC HONESTY:

The Sac State Catalogue says the following about Academic Honesty:

   The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that faculty, staff, and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. Students are expected to know and abide by university policy about cheating, including plagiarism. The entire document, Policies and Procedures Regarding Academic Honesty, may be found on the university’s web site.

Cheating will not be tolerated in this course. If you cheat by using disallowed sources, copying from someone else’s paper, or plagiarizing, you will receive a failing grade for the course. You are also subject to being expelled from the university.

COURSE OUTLINE:

Week One: September 3-7 (note: no meeting on Monday, September 3, Labor Day)

Introduction to Course

Topic for discussion: Arriving in America

- How western Europeans Imagined the “New World”
- Pre-Columbian “Americans”; customs; traditions; mythologies
- West African cultures and kingdoms; customs; traditions; mythologies

Read:  
  * Give Me Liberty  
    Chapter 1: A New World  
  * Voices of Freedom  
    Chapter 1: A New World (all chapters in Voices of Freedom have the same titles as their companion chapters in Give Me Liberty)
**Week Two: September 10-14**

**Topic for discussion: Old Worlds and New Worlds**
- Western European societies: internal transformations; agriculture and commerce; rise of nation-states; Renaissance and Reformation; Portuguese and Spanish exploration; the “metaphor” of Columbus
- The beginnings of the “racialization of savagery”

**Read:** *Give Me Liberty*
  - Chapter 2: American Beginnings
  - *Voices of Freedom*
    - Chapter 2

**Quiz 1: Friday, September 14**

**Week Three: September 17-21**

**Topic for discussion: Struggles for Domination and the Formation of the Colonies**
- Major Players in the New World: Spain, France, the Netherlands and England
- Economic visions among the new nation-states: From Spain’s feudal/mercantilism to England’s mercantile/capitalism; the rise of indentured servitude among the western European poor and dispossessed
- Puritanism and the “City Upon a Hill”
- The Atlantic System
- The Glorious Revolution as a “watershed” moment in U.S. history: how “glorious” was it?
- The British Civil War; Oliver Cromwell and his Navigational Acts; James II and Charles II

**Read:** *Give Me Liberty*
  - Chapter 3: Crisis and Expansion
  - *Voices of Freedom*
    - Chapter 3

**Quiz 2: Friday, September 21**

**Week Four: September 24-28**

**Topic for discussion: Colonial Maturation and Conflict**
- Growth in the colonies and geographical differences between the north and south
- The decline and fall of indentured servitude in the colonies
- The Atlantic slave trade; the stain of “slavery for life”
- The seduction of the “free market”
- England’s need for revenue after the wars of King William, Queen Anne, and King George
- The “War for Empire”: French and Indian/Seven Years

**Read:** *Give Me Liberty*
  - Chapter 4: Slavery and Freedom
  - *Voices of Freedom*
    - Chapter 4

**Quiz 3: Friday, September 28**
Week Five: October 1-5
Topic for discussion: The Beginnings of the “American Experiment”
- More on England’s need for revenue after the wars of King William, Queen Anne, and King George
- More on The “War for Empire”: French and Indian/Seven Years
- Rethinking the relationship between England and the colonies; markets and goods; attempting to “legislate” obedience
- The Stamp Act Crisis; Townsend Duty Crisis; the Boston Tea Massacre and problems with tea
- The first Continental Congress; Lexington and Concord
- George Washington, Valley Forge, and the descent of the “exuberance of war” into despair: hunger, taxes, desertion
- The French Alliance
- The difficulty of becoming a “united states” of America; the Articles of Confederation and “states rights”

Read: Give Me Liberty
Chapter 5: The American Revolution
Voices of Freedom
Chapter 5

Quiz 4: Friday, October 5

Week Six: October 8-12
Topic for discussion: Reluctantly Winning Independence
- Constitutional Congress
- Independence

Read: Give Me Liberty
Chapter 6: The Revolution Within
Voices of Liberty
Chapter 6

First Exam: Friday, October 12

Week Seven: October 15-19
Topic for discussion: The Creation of an Egalitarian Constitution?
- What to do about the “problem” of Natives and the Slaves; Constitutional provisions concerning Indians and slavery
- “Republican womanhood”: will there be a place for women within this patriarchal framework?
- The Constitutional Convention; the politics of the new nation; the first congress
- The dominance of Federalism; remnants of the old monarchical structure?

Read: Give Me Liberty
Chapter 7: Founding a Nation
Voices of Freedom
Chapter 7

Quiz 5: Friday, October 19
Week Eight: October 22-26
Topic for discussion: A Shift in Political Vision
- The impact of the Louisiana Purchase; fulfilling our “manifest destiny”; sowing the seeds of “civil” war
- The War of 1812: Is America finally a “Nation”?
- Indian resistance to continual incursions
- The Panic of 1819 and the movement toward true “party politics”
- The Monroe Doctrine: no foreign involvement, please
- Democratic-Republicans in power: Jeffersonian politics
- Jefferson’s ideas concerning an “agrarian” society

Read: Give Me Liberty
Chapter 8: Securing the Republic
Voices of Freedom
Chapter 8

Quiz 6: Friday, October 26

Week Nine: October 29-November 2
Topic for discussion: An Emerging Capitalist Nation
- Building the infrastructure; who pays, who benefits?
- Samuel Slater and the “family” mills
- King Cotton emerges; more “seeds” of war
- Industrial beginnings; immigration; urbanization
- The end of the slave trade but not of slavery
- The Voice of the Other: women’s rights; abolitionism

Read: Give Me Liberty
Chapter 9: The Market Revolution
Voices of Freedom
Chapter 9

Quiz 7: Friday, November 2

Week Ten: November 5-9
Topic for discussion: Popular Politics
- Extending the right to vote
- The importance of the Missouri Compromise
- The “everyman”: Andrew Jackson
- Continued Indian removal
- The “Panic of 1837” and the election of 1840

Read: Give Me Liberty
Chapter 10: Democracy in America
Voices of Freedom
Chapter 10

Quiz 8: Friday, November 9

Week Eleven: November 12-16
Topic for discussion: Industry and Reform in the North
- The creation of class differences; further movements west; urbanization; northern labor
- The varieties of social reform in the face of constitutional freedoms: temperance; asylums and prisons; family roles and education
- The possibility of the “public” empowerment of women
(Week Eleven, cont.)
Read: *Give Me Liberty*
   Chapter 11: The Peculiar Institution
*Voices of Freedom*
   Chapter 11
Quiz 9: Friday, November 16

Week Twelve: November 19-23 (note: no class on November 23, Thanksgiving Break)
Topic for discussion: Slavery and Plantation Culture on the Eve of the Civil War
- Abolition and antislavery begin to arise as serious forces in American society
- The arguments for the need for “gradual emancipation”; the arguments for the need for “immediate emancipation”
- Woman and their fight for emancipation
Read: *Give Me Liberty*
   Chapter 12: An Age of Reform
*Voices of Freedom*
   Chapter 12

Week Thirteen: November 26-30
Topic for discussion: Further Movements West
- Manifest Destiny: bringing together the religious with the nationalistic
- The encounter with the Mexican “other”
- Making slavery illegal in Texas; Americans as “illegal aliens” in Mexico
- The myth of the Alamo
- Political ambiguities; what kind of nation will we become?
- The Dred Scott decision: how will we resolve the problem of slavery?
- The rise of Abraham Lincoln to political power; deconstructing the myths of Lincoln
Read: *Give Me Liberty*
   Chapter 13: A House Divided
*Voices of Freedom*
   Chapter 13
Quiz 10: Friday, November 30

Week Fourteen: December 3-7
Topic for discussion: The Sectional Challenge Between North and South
- The Election of 1860; how did Lincoln understand slavery?
- Death, despair, hopelessness: Stalemate on the Battlefield
- Financing the War and economic consequences of the War
- 1863: Emancipation transforms the War, although it does not end it
Read: *Give Me Liberty*
   Chapter 14: A New Birth of Freedom
*Voices of Freedom*
   Chapter 14
Quiz 11: Friday, December 7
Week Fifteen: December 10-14

Topic for Discussion: War

- Lincoln’s First Inaugural Address
- Fighting the Union Blockade
- The Emancipation Proclamation
- The Battle of Gettysburg

Read: *Give Me Liberty*
  Chapter 14: A New Birth of Freedom (cont.)
*Voices of Freedom*
  Chapter 14

Quiz 12: Friday, December 14

Week Sixteen: Finals Week, December 17-21

Second Exam: Wednesday, December 19, 10:15-12:15