

HISTORY 17A: U.S. HISTORY, BEGINNINGS TO 1877
FALL 2011
DR. PHILIP C. DIMARE
SECTION 6: TTH, 1:30-2:45
ALPINE HALL 218

OFFICE: Mendocino Hall 2012

OFFICE HOURS: Tuesday/Thursday, 12:15-1:15; Wednesday, 4:30-5:30; OR BY APPOINTMENT

OFFICE PHONE: 278-5040

E-MAIL: dimare@csus.edu

<http://www.csus.edu/indiv/d/dimarep/>

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 AND GOALS:

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. 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*

Eric Foner: *Voices of Freedom: A Documentary History, Volume I*

University Readers: Collection of Primary Sources for US History (at bookstore with other texts)

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 complete six (5) short assignments during the course of the semester. These assignments will ask you to discuss primary source materials (*Voices of Freedom*, and the University Readers materials). Each assignment will be worth 30 points for a total of 150 points. (Instructions posted on SacCT.) **Assignments must be submitted in class on the day they are due; assignments will not be accepted by e-mail! Do not leave assignments at department office; do slip assignments under my office door; do not leave assignments on table in front of class, wait until I ask for them in class.**
- 3) You will complete a take-home essay exam at the end of the semester. This exam will cover material from *Give Me Liberty!* and your primary source readers. The exam will be worth 100 points. (Study sheets posted on SacCT.)
- 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:

Short Assignments: 150 points
 Take Home Exam: 100 points
Total: 250 points

Take Home Essay Exam Due Date

Tuesday, December 13

Short Assignment Due Dates

Assignment 1: September 8
 Assignment 2: September 22
 Assignment 3: October 6
 Assignment 4: October 20
 Assignment 5: November 3

GRADE BREAKDOWN:

250-237: A
 236-225: A-
 224-220: B+
 219-212: B
 211-200: B-
 199-195: C+
 194-187: C
 186-175: C-
 174-170: D+
 169-162: D
 161-150: D-
 149-0: F

ELECTRONIC DEVICES POLICIES:

Computers, I-Pads, and Cell Phones are not permitted for use in classroom during class sessions, unless there is an emergency. In regard to Cell Phones, 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.

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.

REASONABLE ACCOMMODATION POLICY

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the [SSWD website](http://www.csus.edu/sswd/) (<http://www.csus.edu/sswd/>). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

SAC STATE LIBRARY

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the [Sac State Library](http://library.csus.edu/) website (<http://library.csus.edu/>).

STUDENT COMPUTING LABS

Students can use any of the IRT managed student computer labs on campus. Visit the [University Labs website](http://www.csus.edu/uccs/labs/generalinfo/about.stm) (<http://www.csus.edu/uccs/labs/generalinfo/about.stm>) for information about locations, hours, and resources available.

SOME HELPFUL WEBSITES:

- [The APA Website](http://www.apa.org/) (http://www.apa.org/)
- [Purdue University Online Writing Lab](http://owl.english.purdue.edu/) – OWL (http://owl.english.purdue.edu/)
- [Sac State Library](http://library.csus.edu/) (http://library.csus.edu/)
- [Sac State Research Guides](http://db.lib.csus.edu/guides/) (http://db.lib.csus.edu/guides/)

COURSE OUTLINE:**Week One: August 30 and September 1****Read:** *Give Me Liberty!*

Chapter 1: A New World

Voices of Freedom (note: chapter titles in *Voices of Freedom* correspond to those in *Give Me Liberty!*)

Chapter 1

Week Two: September 6 and 8**Read:** *Give Me Liberty!*

Chapter 2: Beginnings of English America

Voices of Freedom

Chapter 2

Short Assignment 1 Due: September 8**Week Three: September 13 and 15****Read:** *Give Me Liberty!*

Chapter 3: Creating Anglo-America

Voices of Freedom

Chapter 3

Week Four: September 20 and 22**Read:** *Give Me Liberty!*

Chapter 4: Slavery, Freedom, and the Struggle for Empire to 1763

Voices of Freedom

Chapter 4

Short Assignment 2 Due: September 22**Week Five: September 27 and 29****Read:** *Give Me Liberty!*

Chapter 5: The American Revolution

Voices of Freedom

Chapter 5

Week Six: October 4 and 6

Read: *Give Me Liberty!*

Chapter 6: The Revolution Within

Voices of Freedom

Chapter 6

Short Assignment 3 Due: October 6

Week Seven: October 11 and 13

Read: *Give Me Liberty!*

Chapter 7: Founding a Nation, 1783-1789

Voices of Freedom

Chapter 7

Week Eight: October 18 and 20

Read: *Give me Liberty!*

Chapter 8: Securing the Republic, 1790-1815

Voices of Freedom

Chapter 8

Short Assignment 4 Due: October 20

Week Nine: October 25 and 27

Read: *Give Me Liberty!*

Chapter 9: The Market Revolution, 1800-1840

Voices of Freedom

Chapter 9

Week Ten: November 1 and 3

Read: *Give Me Liberty!*

Chapter 10: Democracy in America, 1815-1840

Voices of Freedom

Chapter 10

Short Assignment 5 Due: November 3

Week Eleven: November 8 and 10

Read: *Give Me Liberty!*

Chapter 11: The Peculiar Institution

Voices of Freedom

Chapter 11

Week Twelve: November 15 and 17

Read: *Give Me Liberty!*

Chapter 12: An Age of Reform

Voices of Freedom

Chapter 12

Week Thirteen: November 22 and 24 (note: no classes on November 24; Thanksgiving holiday)

Read: *Give Me Liberty!*

Chapter 13: A House Divided, 1840-1861

Voices of Freedom

Chapter 13

Week Fourteen: November 29 and December 1

Read: *Give Me Liberty!*

Chapter 14: A New Birth of Freedom: The Civil War, 1861-1865

Voices of Freedom

Chapter 14

Week Fifteen: December 6 and 8

Read: *Give Me Liberty!*

Chapter 15: "What is Freedom?": Reconstruction, 1865-1877

Voices of Freedom

Chapter 16

Week Sixteen: Finals Week, December 12-16

Take Home Exam Due: Tuesday, December 13