

2018

The United States: From Its Origins to 1877

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HIST 24000 - Section M
The United States: From Its Origins to 1877
City College — Fall 2018
Class Location:

Instructor Information:

Name:
E-mail:
Office:
Office Hours:

Course Description:

This course introduces the main events and themes of American history from the earliest meeting of Native Americans and European colonists through the end of the Civil War. Students will not be asked to memorize a string of names, dates, and definitions, but to recount America's early history in a comprehensive and convincing manner that does justice to the triumphs, tragedies, and even mundane experiences of its various peoples. Students are expected to present their ideas in well-written essays amply supported by evidence from assigned readings. This course can count for history major credits and for the Flexible Core of "U.S. Experience in its Diversity" credits.

Learning Objectives:

At the end of this course, students should be able to:

1. Identify and accurately summarize the major transformative events in American society from the sixteenth century to the nineteenth century.
2. Describe and analyze the historical factors that led to the development of the United States as a political entity and as a society of diverse peoples.
3. Demonstrate an ability to make arguments about historical developments that are sensitive to both change and continuity over time.
4. Apply sophisticated critical, analytical, and evaluative thinking in reading and writing.
5. Integrate the study of primary sources with the study of writing by historians
6. Construct sound questions and hypotheses in the form of an argument/thesis.

Textbooks (Available for Free Online):

The American Yawp - <http://www.americanyawp.com>

Frederick Douglass. Narrative of the Life of Frederick Douglass: An American Slave - https://www.ibiblio.org/ebooks/Douglass/Narrative/Douglass_Narrative.pdf

Recommended Books:

Mary Lynn Rampolla. A Pocket Guide to Writing in History, Seventh Edition
(Boston: Bedford/St. Martin's, 2012). ISBN: 9780312610418

Additional Reading Materials:

Each week you will also read scholarly articles and primary source documents. These will be available in the free Course Pack or emailed in advance of class. See the class schedule for the titles of each week's readings.

Class Policies:

It is important to come to class on time. Around half of all class sessions will begin with a brief writing assignment or quiz that will be graded and count for 20% of your overall course grade. In order to complete the quizzes and in-class writing assignments and out of respect for fellow students, please arrive before class is scheduled to begin.

I expect you to be courteous to others at all times. Disrespectful behavior toward anyone in the classroom will not be tolerated.

Attendance: Class attendance is essential for learning and is mandatory. You will be tested on information presented in lectures. The instructor reserves the right to fail any student who misses 4 class meetings without permission. Active participation through listening, note taking, and answering questions is essential for success in this class. If you have an excused absence, it is your responsibility to make up missed in-class work, including in-class writings. Contact the instructor about how to make-up the work. You are expected to attend all classes unless you have discussed a conflict with the instructor in advance.

Always bring assigned text(s), reading(s) and written assignments to class.

Submitting Work: All papers and written assignments should be submitted by e-mail and in paper. All written work must use double-spaced, 12-point font and standard 1-inch margins. Late assignments will be penalized by one grade (i.e. A to A-) for each day.

Whenever written work includes ideas or quotations that are not your own, proper citation (footnotes and work cited page) must be included. Please use Chicago Manual of Style formatting. SafeAssign will be used to monitor papers for plagiarism.

Technology in Class: Laptops must only be used for the purposes of note taking or course-related activities. Students checking e-mail, using social media, or engaging in other activities will be asked to immediately shut their computer or other device. The instructor reserves the right to revoke the privilege of laptop use for individuals or the entire class. Phones must be put away during class, and internet browsing on any device is prohibited. You may use electronic versions of readings on any device.

Major Assignments

- 1) A two-page response paper due by the start of class on September 26. Prompt: Based on the course readings up to September 26, in your opinion, what dominant theme or two themes best describe 17th century (1600-1699) America? Using only course readings and lecture notes, make an argument about why your chosen theme or

themes best describe that period of time. Make sure that the theme or themes address African, Indian, and European experiences. You must use and cite at least three sources, including the textbook. Do not use any internet sources in composing this essay. See requirements above for details about essay formatting. Poor grammar will reduce the essay grade.

2) In-class midterm exam October 17.

3) Students are required to submit two two-to-three-page response essays on assigned **secondary** readings. Papers must be submitted **before** the beginning of class the day on which we will discuss the relevant article/book chapter. In brief, one must highlight and discuss a given article/book chapter's central thesis, mention what evidence the historian used to support his or her thesis, and critically assess the argument offered. Analysis is required, do not simply summarize. Further details will be given in class.

4) Final Exam. Format to be determined.

Grading:

Types of Assignments	Percentage of Final Grade
In-class participation	5%
Two-page response paper due Sep. 26	10%
Midterm Exam Oct. 17	20%
Response Papers	20%
Final Exam	25%
In-class writing responses and quizzes	20%

University-Wide Policies and Resources:

Academic Integrity:

Plagiarism will not be tolerated. You must complete all stages of the work yourself. If you cheat on a test or plagiarize by using someone else's words or ideas, you defeat the purpose of your education. Taking the words of others, or presenting the ideas of others, as your own not only prohibits you from learning the skills of academic research and writing, it is also prohibited at CCNY and is punishable by failing grades, suspension, and/or expulsion. Academic dishonesty includes "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information."

You can find more information about Academic Integrity at:

www.ccnycuny.edu/about/integrity. We will devote class time to discussing the Chicago Manual of Style's form of citation and appropriate circumstances for citing. However, if you ever have any questions regarding issues of citation or academic integrity, please talk to the instructor.

AccessAbility Center:

In compliance with CCNY policy and equal access laws, appropriate academic accommodations are offered by the AccessAbility Center. Students who are registered with the AccessAbility office and are entitled to specific accommodations must arrange to have the office notify the professor in writing of their status at the beginning of the semester. If specific accommodations are required for a test, students must present the instructor with a form from the AccessAbility office at least one week prior to the test date in order to receive their accommodations.

For additional information please refer to: www.ccnycuny.edu/accessability/

Counseling Center at CCNY:

The Counseling Center sponsors free workshops on numerous topics (stress management, test anxiety, time management, conflict resolution, and others) and provides high quality counseling services that are accessible to all CCNY students. For more information on these workshops and services, call the center at (212) 650-8222, send them an email to counseling@ccny.cuny.edu, visit them at the Marshak Science Building room J-15, or check online at: www.ccnycuny.edu/counseling/

Writing Center at CCNY:

The CCNY Writing Center offers one-on-one assistance for students working on writing assignments and projects from any discipline. Visit them whenever you need someone to listen to your ideas, discuss your topics or assignments, or read your drafts. Writing consultants will work with you on planning, drafting, and revising, which are all important steps in your writing process. More information is available at: www.ccnycuny.edu/writing

Schedule of Lectures, Readings, Tests and Assignments:

Week One

Monday August 27 – First Class – Introduction to Course

Wednesday August 29 – Peoples of Three Continents and Age of Exploration

Reading Due: 1) John M. Murrin, "Beneficiaries of Catastrophe: The English Colonies in America," in Eric Foner, ed., *The New American History* (Philadelphia, 1997), 3-30 2) William Bradford, "Sickness Among the Indians," from *History of Plymouth Plantation*

Week Two

Monday September 3 – NO CLASS

Wednesday September 5 - Settlement

Reading Due: 1) *The American Yawp* - Chapter 1 - "The New World" 2) Rampolla, *Pocket Guide*, pages 1-11

Week Three

Monday September 10 – NO CLASS

Wednesday September 12 – Practical Realities

Reading Due: 1) Richard Frethorne's Letter to His Parents (Virginia, 1623) 2) Lois Green Carr and Lorena S. Walsh, "The Planter's Wife: The Experience of White Women in Seventeenth-Century Maryland," *William and Mary Quarterly*, Third Series, Vol. 34, No. 4 (Oct. 1977), 542-571

Week Four

Monday September 17 – The Indian Wars of Early America

Reading Due: 1) *The American Yawp* - Chapter 2 - "Colliding Cultures" 2) Rampolla, *Pocket Guide*, 16-26 and 42-48 2) "Two Views of the Pueblo Revolt in New Mexico, 1680" in *Atlantic Lives: A Comparative Approach to Early America*, Timothy Shannon 3) Rampolla, *Pocket Guide*, pages 49-76 and 112

Wednesday September 19 - NO CLASS

Week Five

Monday September 24 – Race and Slavery in the Early Colonies

Reading Due: 1) Edmund Morgan, "Slavery and Freedom: The American Paradox," *The Journal of American History* 59, no. 1 (1972): 5-29 2) Virginia's Slave and Indenture Laws 1642-1705 3) Thomas N. Ingersoll, "'Release us out of this Cruell Bondegg': An Appeal from Virginia in 1723," *William and Mary Quarterly*, Third Series, Vol. 51, No. 4 (Oct. 1994), pp. 777-782.

Wednesday September 26 - "Europe's Best Poor Man's Country" - 2-page response paper due

Reading Due: 1) *The American Yawp* - Chapter 3 - "British North America" 2) Selection from narrative of Gottlieb Mittelberger, a German Migrant to Pennsylvania (1750) 3) Olaudah Equiano, "The Middle Passage," selection from *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (London, 1789)

Week Six

Monday October 1 – Immigration

Reading Due: 1) *The American Yawp* - Chapter 4 - "Colonial Society" 2) Aaron S. Fogleman, "From Slaves, Convicts, and Servants to Free Passengers: The Transformation of Immigration in the Era of the American Revolution," *Journal of American History*, vol. 85, no. 1 (1998), 43-76

Wednesday October 3 – The Seven Years' War and the "Imperial Crisis"

Reading Due: 1) Colin G. Calloway, "The First War of Independence," in *The Scratch of a Pen: 1763 and the Transformation of North America* (New York, 2006), 66-91 2) Mivanavana Speech to Alexander Henry (1761), Pontiac: The Master of Life Speaks to the Wolf (1763), and introductions excerpted from Colin G. Calloway, ed., *The World Turned Upside Down: Indian Voices from Early America* (Boston, 1994)

Week Seven

Monday October 8 - NO CLASS

Wednesday October 10 - Resistance

Reading Due: 1) *The American Yawp* - Chapter 5 - "The American Revolution" 2) Declaration of Independence

Week Eight

Monday October 15 - War

Reading Due: 1) Woody Holton, "'Rebel against Rebel': Enslaved Virginians and the Coming of the American Revolution," *Virginia Magazine of History and Biography*, vol. 105, no. 2 (Spring, 1997), 157-92 2) "Petition of 'A Great Number of Blackes,'" Jan. 13, 1777 3) Thomas Paine, "The Crisis, Number One" (1776)

Wednesday October 17 - In-class Midterm

Week Nine

Monday October 22 - Independence

Reading Due: 1) *The American Yawp* - Chapter 6 - "A New Nation" 2) Alexander Hamilton, "Federalist Paper Number One" (Oct. 27, 1787)

Wednesday October 24 - The American Constitution

Reading Due: 1) U.S. Constitution and Bill of Rights

Week Ten

Monday October 29 - The Federalist Era

Reading Due: 1) Gordon Wood, "The Greatness of George Washington," *Revolutionary Characters: What Made the Founders Different?* (New York, 2006), 29-64 2) Judith S. Murray, "On the Equality of the Sexes" (1790)

Wednesday October 31 - The Revolution of 1800?

Reading Due: *The American Yawp* - Chapter 7 - "The Early Republic"

Week Eleven

Monday November 5 – African-Americans in Early America

Reading Due: 1) James Oliver Horton, "Generations of Protest: Black Families and Social Reform in Ante-Bellum Boston," *The New England Quarterly*, Vol. 49, No. 2 (Jun.1976), 242-256 2) David Walker, "Preamble," from *Walker's Appeal*, in *Four Articles* (Boston, 1830)

Wednesday November 7 - Economic Change

Reading Due: 1) *The American Yawp* - Chapter 8 - "The Market Revolution"

Week Twelve

Monday November 12 – Jacksonian Politics and Indian Removal

Reading Due: 1) *The American Yawp* - Chapter 9 - "Democracy in America" 2) "Our Hearts are Sickened": Letter of Chief John Ross of the Cherokees 3) Andrew Jackson, "Veto of the Bank Bill" (1832)

Wednesday November 14 – Manifest Destiny

Reading Due: 1) Adam Rothman, "Fulfilling the Slave Country," chapter 5 of his *Slave Country: American Expansion and the Origins of the Deep South* (Cambridge, Mass., 2005), 165-216 2) Catherine Haun, "A Woman's Trip across the Plains in 1849"

Week Thirteen

Monday November 19 – The American West and the Legacy of United States Colonialism

Reading Due: 1) *The American Yawp* - Chapter 10 - "Religion and Reform" 2) Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, "Preface by William Lloyd Garrison" and "Letter from Wendell Phillips," (pages v-xviii)

Wednesday November 21 – Slavery in Antebellum America

Reading Due: 1) *The American Yawp* - Chapter 11 - "The Cotton Revolution" 2) Douglass, *Narrative of the Life of Frederick Douglass, an American Slave*, Chapters 1 through 7 (pages 1-38)

Week Fourteen

Monday November 26 – Frederick Douglass

Reading Due: 1) Douglass, *Narrative of the Life of Frederick Douglass*, Chapters 8 through "Appendix" (pages 39-108)

Wednesday November 28 – Slavery and Sectional Conflict

Reading Due: 1) Richard Hofstadter, "John C. Calhoun: The Marx of the Master Class," in *The American Political Tradition and the Men Who Made It* (Vintage, 1948), 67-91 2) *The American Yawp* - Chapter 12 - "Manifest Destiny"

Week Fifteen

Monday December 3 – The Coming of the Civil War

Reading Due: 1) *The American Yawp* - Chapter 13 - "The Sectional Crisis" 2) William Freehling, "The Civil War: Repressible or Irrepressible?" in *Interpretations of American History: Patterns and Perspectives*, Seventh edition (The Free Press, 2000), 364-380

Wednesday December 5 – The War within the War

Reading Due: 1) *The American Yawp* - Chapter 14 - "The Civil War" 2) Abraham Lincoln, "Gettysburg Address" (1863) and "Second Inaugural Address" (1865)

Week Sixteen

Monday December 10 – Reconstruction

Reading Due: 1) *The American Yawp* - Chapter 15 - "Reconstruction" 2) Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution 3) James M. McPherson, "The Second American Revolution" in *Abraham Lincoln and the Second American Revolution* (Oxford University Press, 1990), 3-22

Wednesday December 12 - Last Class - Exam Review