

Race, Nation, and Empire in Early America

Purpose: to introduce students to the major themes and peoples of early American history via an examination of primary source materials. More generally, to improve the ability of students to read, to write, to think, and to speak.

TAs:

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Required Texts:

Who Built America? Working People and the Nation's History, volume 1, 3rd edition, by Clark, et al
History Matters: A Student Guide to U.S. History on the Internet, 2nd edition by Alan Gevinson, Kelly Shrum, and Roy Rosenzweig

Grading: Your grade will be composed of four components:

- Mid-term in-class exam: 20%
- Final in-class exam: 20%
- Weekly Primary Source Responses: 30%
- Primary Source term paper: 30%

Attendance: regular attendance both in class and in section is required in order to receive credit for the course. More than two unexcused absences from section will result in a full grade penalty; more than three unexcused absences can lead to a failing grade for the course.

Classroom decorum: Please refrain from chatting, sleeping, eating, doing work from other classes, or anything not directly related to our class. Leaving during class (except for restroom emergencies) without notifying me in advance is highly disruptive and therefore prohibited. Electronic devices of any sort (phones, laptops, ipods, etc.) must be turned off for the duration of the class.

Plagiarism: Please see the following link regarding the definition of and punishments for plagiarism:

<http://libraries.ucsd.edu#172B9E>

Proposed Method: Students will engage extensively in the primary sources relating to American History. By the end of the term, each student should be fully competent at gathering, interpreting, and contextualizing primary sources in History.

Underlying Assumption on which Everything Else is Based: That human beings can, by diligent study, make tentative sense of the sum total of human experience (known as History) and understand its relationship to the present and future, at least enough to make the whole thing worth doing. This is the secular faith of the Historian.

Weekly Assignments: There are two types of assignments: site assignments and reading assignments. **Primary Source Assignments** require that you survey all the assigned sites for that week. Then gather 3-4 specific primary sources oriented around a common theme (either from one site or multiple sites) and describe, interpret, and contextualize them (approximately 750+ words, total). By "contextualize" I mean to relate them to the major themes from the lecture and textbook. **Reading Assignments** require you to read the assigned material and highlight at least three specific items that interest, perplex, provoke or otherwise engage you.

Primary Source Assignments: Primary source assignments are to be posted to the discussion board on TED by no later than 12:00 noon on the day before your section meets each week.

Reading Assignments: are to be completed by Mondays at 2.

Course syllabus (subject to modification)

Friday, September 28: Course Introduction

Week 1: The Native American Origins of American History

- a. American History in World Historical Perspective/Using Primary Sources in History
- b. The Pervasiveness and Persistence of Native America
- c. The Iroquois: Blueprint for the American Union?

Reading Assignment: *HM*, 1-35; WBA 1-13 (bring both texts to class).

Site assignment:

114: American Indians of the Pacific Northwest

126: Indian Peoples of the Northern Great Plains

152: Edward S. Curtis' 'The North American Indian'

Images of Native Americans (access via HM homepage)

Week 2: 1492: Birth of the Modern World

- a. Columbus: The Last Discoverer of America
- b. France and Holland Take a Piece
- c. Father Serra and the California Indians: A Question of Historical Memory

Reading: WBA? 13-60

Site assignment:

13: Digital History (on Columbus, discovery, and conquest)

1492: An Ongoing Voyage

Exploring the Americas

Web De Anza

Week 3: Slavery, Servitude, and the Rise of a Global Economy

- a. The Slave Trade and the Global Economy
- b. Indentured Servitude and the Invention of Racism
- c. Jefferson's Blood?

Reading: WBA? chapter 2

Site assignment:

1: Africans in America

37: The Atlantic Slave Trade

41: Geography of Slavery in America

55: Jefferson's Blood

Week 4 Family, Labor, and Religion in the Northern Colonies

- a. The First Colonies Roanoke and Jamestown
- b. The New England Mind
- c. The Awakeners

Reading: WBA? chapter 3

Sites:

44: Plymouth Colony Archive Project

46: Virtual Jamestown

The Story of Virginia

Religion and the Founding of the Early Republic

Week 5: The Role of Women in Colonial America

- a. Mid-term Exam
- b. Witchcraft in Salem
- c. A Midwife's Tale

No Reading Assignment

Sites:

45: Salem Witch Trials

Salem Witchcraft Hysteria: A National Geographic Historical Site

17th Century Colonial New England

50: Martha Ballard's Diary

80: Liberty Rhetoric

Week 6: The American Revolution

- a. Join or Die: The Expansionist Origins of the American Nation and Empire
- b. Declaring Independence
- c. The American Revolution as a Civil War

Reading: WBA? chapter 4; Paine, "Common Sense"

Site assignment:

51: Drafting the Declaration of Independence

The First American West: The Ohio River Valley, 1750-1820

Spy Letters of the American Revolution (site)

Black Loyalists: Our History, Our People

Week 7: The Meanings of the Constitution

1. The Constitution as Political Coup: The Anti-Federalist Perspective
2. "Original Intent" and the Meaning of the Constitution
3. The Bill of Rights: Bulwark of American Liberty

Reading: WBA? 210-244;

Sites:

7: Avalon Project site: U.S. Constitution

7: Avalon Project site: selections from *The Federalist Papers*

48: Century of Lawmaking for a New Nation

49: Documents from the Continental Congress and the Constitutional Convention

Week 8: Thanksgiving Week

- a. TBA
- b. TBA
- c. Thanksgiving

Readings: None. Work on primary source term project.

Sites: none. Work on primary source term project.

Week 9: Dimensions of the New American Empire

- a. The Age of Federalism
- b. The Conquest of Native America
- c. Dimensions of the New American Empire

Readings: WBA? 244-263

Sites:

**Legacy: Spain and the United States in the Age of Independence, 1763-1848
France in America**

Completed term projects due in section

Week 10: Freedom and Slavery in the Early Republic: The Seeds of a Crisis

- a. Expansionist Vistas: The Purchase of Louisiana
- b. Rise of the Cotton Kingdom
- c. Review and Reconsideration

Readings: WBA? 264-304

Sites:

**Rivers, Edens, and Empires: Lewis and Clark and the Revealing of North America
Lewis and Clark: Maps of Exploration**

Final Exam during Exam Week