HISTORY 1A
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Required Reading:
Dorsey, Bruce and Register, Woody, Crosscurrents in American Culture:
Volume 1: To 1877 (2009)

Requirements and Grade Breakdown:
Open-Note Quiz (3/18) 5%
Midterm Examination (4/8) 15%
Oral Presentation 10%
Class Activities and Chapter Quizzes 15%
Paper on Family Immigration (5/6) and
Analytical Essay (5/27) 25%
Closed-Note Quiz (6/3) 5%
Final Examination (6/10) 25%

This course is a general overview of United States history from the beginnings of the New World to 1877. Special emphasis will be placed on the following themes: 1) the impact of religion; 2) the decreasing power of Native Americans; 3) the gradual enslavement and then emancipation of African Americans; 4) the rights and roles of women and the Cult of Redemptive Womanhood; 5) the development of the philosophy of Manifest Destiny; 6) the increasing participation of the United States government in the lives of its citizens; 7) the development of a unique culture influenced by a population of many races; and 8) the growing contrast between the North and the South which eventually led to Civil War.

After completing this class, students will be able to: 1) gather and synthesize information; 2) analyze evidence; 3) build an argument; 4) construct a comparative analysis; 5) evaluate perspective and prejudice.

COURSE OBJECTIVES
1. Compare and contrast the cultural traditions, values and life styles of Europeans and Native Americans that clashed in the early colonial period.
2. Assess the American colonial experience under English domination through the political, social, economic and cultural forces that shaped its development.
3. Analyze the major events that gave rise to the American Revolution against English rule.
4. Explain the struggle for national unity and identity within the context of cultural diversity in the nineteenth century.
5. Compare and contrast the political philosophies of Alexander Hamilton, Thomas Jefferson, and Andrew Jackson.
6. Differentiate and analyze the strengths and weaknesses of the Articles of Confederation and the United States Constitution of 1787.
7. Define the basic principles of American foreign policy from 1787 through the Civil War era.
8. Evaluate the evolution of liberty and authority within institutions of family, school, workplace, and community from the colonial era through the Civil War period.
9. Identify and describe the impact of early nineteenth century European immigration on American culture and society.
10. Analyze the forces that gave rise to sectionalism in the nineteenth century.
11. Define the concept of Manifest Destiny and evaluate the consequences of westward expansion in international, national, and regional terms.
12. Analyze nineteenth century social reforms in American society that influenced the nation’s democratic creed in racial, social, and gender relations.
13. Identify and explain the nineteenth century reform movements aimed at the eradication of social ills in American society.
14. Analyze the causes, course, and outcome of the Civil War.
15. Compare and contrast the Presidential and Radical Reconstruction plans of the post-civil war era.
16. Describe and assess the impact of African slavery on American economic, political and social development.

STUDENT LEARNING OUTCOMES
Upon completion of History 1A, students will identify and explain major social, economic, political and cultural patterns in United States history to 1877 in a written or oral assignment.

Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural patterns in United States history prior to 1877, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

Schedule of Topics and Readings:
Subjects: Introduction and Native Americans (2/18)
Read Chapter 1, New Worlds and Old Words: 1490-1640, pages 8-17, 22-28, and 35-38.
Study questions:
1. Regarding "John Tradescant's Collection (1638)" on pages 10-11, please answer question 1 on page 11.
2. Regarding "America (c. 1664-1666)" on pages 11-12, please answer question 2 on page 12.
3. Regarding "Cordiform (Heart-Shaped) Map of the World (1530) on pages 13-14 and considering that the heart was associated with the seat of emotions, please answer question 1 on page 14.
4. Regarding "Fool's Cap (c. 1590)" on page 15, please give your opinion about question 2 on page 14.
5. Regarding "Catawba Deerskin Map (c. 1721) on pages 15-17, please answer question 2 on page 16.
Subjects: Introduction and Native Americans (2/18)
6. Regarding "Mundus Novus (Letter from the New World) (1503)" on pages 22-26 and "The People of the Islands Recently Discovered (c. 1505)" on page 25, please answer questions 1 and 2 on page 24.
8. Regarding "Hopi Creation Story (Spanish America)" on pages 35-38, what do we learn about cultural values and attitudes about men and women in Hopi society from this story?

Subjects: Southern or Virginian Colonies: Pocahontas and the beginnings of indentured servitude and slavery (2/25, 3/4)
Quiz #1 (class activity on 2/25)
Quiz #2 (3/4)
Study questions:
2. Please read "Captain John Smith's Narrative of His Captivity and Rescue (1624)" on pages 42-47 and answer question 1 on page 44 or read "Pocahontas's Kidnapping (1615)" on pages 47-49 and answer question 1 on page 47 or read "John Rolfe's Letter on Marrying Pocahontas (1614)" on pages 49-51 and answer questions 1 and 2 on page 50 or read "Pocahontas's Last Conversation with John Smith (1624)" on pages 53-54 and answer questions 1 and 2 on page 53.
4. Regarding "The Interesting Narrative of the Life of Olaudah Equiano (1791)" on pages 76-78, please answer question 1 on page 76.
5. Regarding "Virginia Slave Codes (1660-1705)" on pages 83-85, please answer questions 1 and 2 on page 84.

Subjects: New England and Middle colonies; witchcraft, First Great Awakening (3/11, 3/18)
Quiz #3 (3/11)
Open-note quiz (3/18)
Study questions:
1. Regarding "Robert Cushman" on page 31, please answer question 2 on page 30.
2. Regarding "Roger Williams versus John Cotton (Massachusetts) (1647)" on pages 32-33, please answer question 2 on page 32.
Subjects: New England and Middle colonies; witchcraft, First Great Awakening (3/11, 3/18)
3. Regarding "A Micmac Chief (New France) (1691)" on pages 33-35, please answer questions 1 and 2 on page 34.
4. Regarding "A Model of Christian Charity (1630) on page 56-58, please answer questions 1 and 2 on page 56.
5. Please read the introduction to "Of the Vanity of All Worldly Creatures (1650)" on pages 58-59. Other poems by Anne Bradstreet will be provided in class.
6. Regarding "The Soveraignty and Goodness of God (1682)" (sic – meaning that "Soveraignty was misspelled by the original writer) on pages 60-65, please read three "removes," one from the beginning, one from the middle, and one from the end of her narrative. Please answer questions 1 and 2 on page 61.
7. Please read either "Examination of Tituba, Salem Witch Trials (1692)" on pages 87-89 and answer questions 1 and 2 on page 88, or read "Neighbors' Testimony About a Witch: Rachel Clinton, Ipswich, Massachusetts (1687-1693)" on pages 90-91 and answer questions 1 and 2 on page 90.
8. Please read "Horse Racing in Virginia: Court Records and Newspaper Accounts (1674-1739)" on pages 97-98 and answer either question 1 or 2 on page 97 or read "Cockfighting (1752)" on pages 99-100 and answer either question 1 or 2 on page 99 or read "Dancing (1738-1747)" on pages 100-102 and answer question 1 on page 100.
9. Please read "Spiritual Travels of Nathan Cole (c. 1771)" on pages 102-104 and answer either question 1 or 2 on page 102 or read "The Danger of an Unconverted Ministry (1741)" on pages 104-105 and answer either question 1 on page 104 or the question, how is this an appeal for freedom of conscience? or read "The Life of the Rev. James Ireland (1819)" on pages 105-107 and answer either question 1 or 2 on page 106.

Subject: American Revolution (3/25)
Quiz #4 (3/25)
Read Chapter 4, Creating a Nation: 1760-1800, pages 108-110, 112-126.
Study questions:
2. Regarding "Common Sense" on pages 114-116, please answer questions 1 and 2 on page 115.
3. Regarding "Celebrating the Repeal of the Stamp Act (1766)" on pages 117-119, "A View of the Obelisk Erected..." on page 119, and "The Able Doctor, or America Swallowing the Bitter Draught (1774)" on page 120, please answer questions 1 and 2 on page 118.
4. Regarding "The Female Patriots (1768)" on pages 120-121 and "The Female Patriot, No. 1 Addressed" on page 122, please answer questions 1 and 2 on page 121.
Subject: American Revolution (3/25)
5. Regarding "Freedom Petitions by African Americans in Massachusetts (1773 and 1777)" on pages 123-125 and "Essay on Slavery (1774)" on pages 125-126, please answer questions 1 and 2 on page 124.

Subjects: Constitution; federalists versus anti-federalists; first six presidents (4/1)
Briefly look at Chapter 4, Creating a Nation: 1760-1800, pages 126-140. We will go over these pages in class.
No quiz on this section!
Study questions:
1. Regarding "Salutary Oration at the Young Ladies' Academy" on pages 126-128, please answer questions 1 and 2 on page 127.
2. Regarding "The Key of Liberty" on pages 128-131, do you think the author's position in life affects his perspective (i.e., would a rich man argue the same)? Give two examples.
3. Regarding "A Poem on the Rising Glory of America (1772)" on page 132-133, please answer question 1 on page 132.
4. Regarding "The Contrast (1787)" on pages 134-137, please answer the second half of question 2 on page 134.
5. Regarding "Dissertations on the English Language" on pages 137-139, please answer questions 1 and 2 on page 138.
6. Regarding "Federalist and Democratic-Republican Toasts (1790s)" on pages 139-140, what do you learn about each party's principles and priorities from these toasts?

Midterm Examination (4/8)

Spring Break (4/15)

Subjects: The West: Sex, culture, and gender in old California (4/22)
Quiz #5 (4/22)
Read Chapter 8, The Culture of Democracy: 1820-1870, pages 232-242 and 244-251 (lots of pictures!)
Study questions:
1. Regarding "The Notch of the White Mountains (1839)" on pages 233-235 and "Lecture on American Scenery (1841)" on pages 234-236, please answer questions 1 and 2 on page 234.
2. Regarding "Wi-jun-jon, The Pigeon's Egg Head Going to and Returning from Washington (1832)" on pages 237-238 and "Letters and Notes on the Manners, Customs, and Condition of the North American Indians (1842)" on pages 239-240, please answer questions 1 and 2 on page 237.
4. Regarding "Relations Between Texas, The United States of America, and the Mexican Republic (1837)" on pages 244-246, please answer questions 1 and 2 on page 245.
Subjects: The West: Sex, culture, and gender in old California (4/22)
5. Regarding "The Emigrants' Guide to Oregon and California (1845)" on pages 246-248, please answer the first part of question 1 on page 247.
6. Regarding "Legends of Mexico (1847)" on pages 248-250 and "Manifest Destiny 1855)" on pages 250-251, with whom do you agree and why?

Subjects: Jacksonian democracy; mobs; Trail of Tears; Second Great Awakening; nineteenth century alternative philosophies and religions; reform movements (4/29)
Quiz #6 – This quiz will cover the following Chapter 7 and Chapter 8 readings. (4/29)
Study questions:
2. Regarding "A Card Explaining the Dispute (1848)" on pages 254-256 and "Diary of William Macready (1846-1849) on pages 256-258, please answer question 1 or 2 on page 255.
3. Regarding "Placards and Broadsides (May 10, 1849)" on pages 258-259, please answer question 1 on page 258.

Read Chapter 7, Reforming America: 1820-1860, pages 200-222.
1. Please read "The Life and Religious Experience of Jarena Lee (1836)" on pages 201-205 and answer question 2 on page 203 or read "A History of the Methodist Episcopal Church (1839)" on pages 205-208 and answer question 1 on page 206.
2. Regarding "Fall River: An Authentic Narrative (1833)" on pages 208-212, please read any two pages. What is American about camp meetings?
3. Please read "Ten Nights in a Bar-Room (1854)" on pages 212-217, and answer question 2 on page 213 or read "A Lecture to Young Men, on Chastity (1837)" on pages 217-220 and answer either question 1 or 2 on page 218.
4. Regarding "The Bible Argument for Complex Marriage ("Free Love") (1849)" on pages 221-222, please answer question 2 on page 221.

Subjects: Market revolution, cult of redemptive womanhood and women's rights (5/6)
Paper on Family Immigration (due 5/6)
Quiz #7 (5/6)
1. Please read "Advertisements and Trade Cards from a Philadelphia Newspaper (1798) on pages 142-144 or read "The Clockmaker; or The Sayings and Doings of Sam Slick, of Slickville (1839)" on pages 145-147. What sort of market is necessary for this type of selling technique? What is probably new about the economy and the strategy?
2. Regarding "Laboring Classes (1840)" on pages 151-153 and "Factory Girls (1840)" on pages 153-154, are ideas about independence and femininity at odds or growing together? How?
Subjects: Market revolution, cult of domesticity and women’s rights (5/6)

3. Please read "Journal (1818-1824)" on pages 154-158 and answer the first two parts of question 2 on page 155 or read "Dr. Stramonium (1830)" on pages 158-159 and answer either question 1 or 2 on page 158 or read "Charlotte Temple: A Tale of Truth (1791)" on pages 160-164 and answer either question 1 or 2 on page 161.

4. Regarding "Novel Reading, A Cause of Female Depravity (1802)" on pages 165-166, please answer question 1 on page 165.

5. Regarding "Godey's Lady's Book (1836-1837)" on pages 167-168, please answer question 1 on page 167.

6. Please read "Rights and Wrongs of Women (1829)" on pages 169-170 and answer question 1 on page 169 or read "Letters on the Equality of the Sexes (1838)" on pages 226-229 and answer question 1 on page 227 or read "Declaration of Sentiments" on pages 229-231 and answer question 1 on page 227.

Subjects: Immigration: German, Irish, Chinese and Jewish experience (5/13)

Quiz #8 (5/13)
Read Chapter 10, A Second American Revolution: 1865-1877, pages 322-335.

1. Regarding "Humors of Railroad travel (1873)" on pages 322-324, please answer question 2 on page 323.

2. Regarding "The Chinese in California (1869)" on pages 325-327, please answer either question 1 or 2 on page 325.

3. Regarding "Chinese Immigrants Challenge Nativist Discrimination: California State Senate Investigation (1876)" on pages 327-330, what are the questioners trying to prove? Please cite examples from the text.

4. Regarding "Every Dog (No Distinction of Color) Has His Day (1879)" on pages 330-331, please answer question 1 on page 330.

5. Regarding "Fair Wages (1877)" on pages 332-333 and "The Recent Strikes (1877)" on pages 334-335, what does each man feel would benefit the worker?

Subject: Slavery (5/20, 5/27)

Quiz #9 (5/20)
Analytical Essay (due 5/27)

1. Please read two of the following: a) "De Rabbit, de Wolf, an' deTar Baby" on pages 172-175 and answer questions 1 and 2 on page 174, b) "Mr. Deer's My Riding Horse" on pages 175-176 and answer questions 1 and 2 on page 174, c) "Malitis" on pages 176-177 and answer question 1 on page 177, d) "How the Boss-Man Found Out John Was Taking His Chickens" and answer question 1 on page 177.

2. Please read "Twelve Years a Slave (1853)" on pages 178-182 and answer questions 1 and 2 on page 179 or read "Incidents in the Life of a Slave Girl (1861)" on pages 183-185 and answer questions 1 and 2 on page 183.
Subject: Slavery (5/20, 5/27)
4. Please read "Types of Mankind (1854)" on pages 193-196 and answer question 1 on page 194 or read "Cannibals All! (1857)" on pages 197-199 and answer question 2 on page 197.
5. Regarding "A Man of Sense (1839)" on pages 223-225, please answer question 1 on page 224.
6. Regarding "The Autobiography of Mark Twain (1917)" on pages 260-263, please answer question 2 on page 261. (My apologies for the use of the "n" word.)
7. Regarding "Opposition to Blackfaced Entertainment (1848-1849)" on pages 265-266, please answer question 1 on page 265.

Subjects: Events leading toward Civil War; Civil War; Reconstruction, and review (6/3)
Closed-note quiz (6/3)
Quiz #10 (6/3)
Read Chapter 9, Sectional Conflict and Civil War: 1850-1865, pages 272-281, 286-288, and 291-299
Study questions:
1. Regarding "Uncle Tom's Cabin (1852)" on pages 272-277, please answer question 1 on page 274.
2. Regarding "North and South; or, Slavery and Its' Contrasts (1852)" on pages 277-279 and "Ellen; or, the Fanatic's Daughter (1860)" on pages 279-281 and answer question 2 on page 278. Why?
5. Regarding "Gideon's Water-Lappers (1864)" on pages 295-297, please answer question 2 on page 295. ("Gideon's Water-Lappers" refers to a story in the Bible where God instructs Gideon to only let those men who lap water like a dog fight. When the battle was won with just a few fighters, the message was that God had won for them. This author is perhaps alluding to the Southerners as especially chosen by God.)

Final Examination (6/10)
Open-Note Quiz (3/18): Students will write on one out of four possible major topics for fifteen minutes using both their notes and textbook. Students should define the topic, describe it in as much detail as possible, use evidence from a primary source which relates, and tie the topic into a theme of the class.

Midterm Examination (4/8): Students will receive a preparation sheet one week prior to the midterm examination. Preparation sheets will include at least six essay questions and twenty items to be covered in a multiple-choice section. During the examination, students will answer one of a possible six essay questions and twenty multiple-choice questions. Essays will be graded on 1) the use of a thesis, 2) the referencing of primary sources or original historical documents to argue that thesis, and 3) the incorporation of lecture and text. Students missing the midterm examination must return to class the next week with a doctor's note verifying a medical emergency.

Oral Presentation: Students will present a topic agreed upon by the instructor. To receive an "A," students should show preparation, use visual aids, not read their notes, maintain some eye contact with the class, and stick to a three-minute timeframe. Students will present their topic in accordance with the lecture schedule. For example, an oral presentation on Abraham Lincoln should be ready on the day of the lecture on Abraham Lincoln.

Class Participation and Chapter Quizzes: Attendance: Lecture is an integral and foundational element of this course. Therefore, students missing four class meetings may receive a one letter grade penalty; students missing five class meetings may receive a two letter grade penalty; and students missing six class meetings may not receive credit for the course.

Tardies: Tardiness affects learning; therefore, four tardies in the beginning of class equal one absence.

Cell phones and text messaging: University standards are clear. Students engaging in activities other than classroom discussion (specifically but not exclusively text messaging or other cell phone usage) will be first warned. A second offense warrants exclusion from the class for the remainder of the period and possibly the next class meeting. A third infraction may lead to expulsion from the class.

Weekly Quizzes: Students will be required to respond to short answer, multiple-choice or true/false questions about the reading for that week. These quizzes should encourage intelligent reading in that students must be able to determine the most important point in a source. Mastery of quiz material will carry over into mastery of examinations as an excellent essay requires the utilization of primary source or original historical material. The quiz with the lowest score will be dropped. Students who wish
to make up a missed quiz or a lower grade may do the study questions in the syllabus and turn them in by the final examination date.

**Paper on Family Immigration (5/6):** Students will describe their family’s immigration story relying on relatives as their primary source. If students are of African-American or of Native-American descent or if no relatives are able to relay this story, the student should interview their family about their experiences in this century. If no family is available, the student may use close friends to discuss their experiences. Students should decide upon a thesis explaining their reason for immigration and discuss that reason in depth. For example, “The land of opportunity drew many here who were only free to watch the oldest son inherit in the Old Country.” Sources should be cited as footnotes or as endnotes in the following format:


**Analytical Essay (5/27):** Students will have two choices: 1) Summarize the arguments of two of the essays found in the back of each chapter of the textbook, Major Problems in American History (found in the reserved book room of the library). Students will then assess the strengths and weaknesses of each argument and explain why they agree with one or the other argument. 2) Create an argument using five or more of the primary sources from one chapter of the textbook, Crosscurrents in American Culture. Theses must be approved by the instructor.

**Closed-Note Quiz (6/3):** The quiz will cover material from the oral presentations.

**Final Examination (6/10):** The final examination is three parts. The first part will consist of twenty multiple-choice questions from the second half of the course. The second part will be an essay from the second half of the course. The final part will be an essay covering the entirety of the course. A preparation sheet given to students one week prior to the exam will cover all possible multiple-choice topics and essays.

**Paper Requirements**

Papers should adhere to the following:

1. The paper should be typed, double-spaced, with 1" margins with its pages numbered. It should include a cover sheet which contains the following information:
   a. the title of your paper
   b. your name
   c. the date

2. The family immigration paper and the analytical essay should be at least two pages long (500 words) and no more than three pages long. (I am stricter on the minimum than on the maximum page requirement.)
3. Please proofread your paper several times, and perhaps have a friend proofread it as well. Typographical, spelling, and grammatical errors are distracting and, if excessive, could hurt your grade.

4. Since these papers are short, please do not include quotations that are longer than two to three lines. Be sure to give credit to the source of the quotation or idea by including a footnote or an endnote.

5. To encourage timeliness, papers received at the end of the class period may receive a grade penalty. Papers received after the due date will be penalized a full letter grade for the first class period late and two letter grades for the second class period late.

6. When writing your essay, organize it by including the following three parts: the introduction, the body, and the conclusion.
   a. The introduction should include a thesis statement which tells the reader exactly what you intend to discuss and which outlines the general argument you will make in your paper. This is the most important part of the essay. A well-defined thesis statement which is then explained in the body of your essay equals a good paper.
   b. The body is a presentation of evidence completed in an organized fashion. You must prove your point through evidence. Don't just include quotations. Take the time to explain why you chose this particular piece of evidence and how it ties into the bigger picture. To present an organized argument, be sure to include topic sentences for each paragraph which tie into your thesis statement.
   c. The conclusion is where you summarize your argument.

7. One possible way to organize your essay comparing two historical arguments follows:
   Paragraph #1
   Overall statement about essays
   Thesis #1
   Thesis #2
   Your thesis about which you believe* to be the stronger essay (who argues their point best)
   *There is no right or wrong, just how well you argue your point.

   Paragraph #2
   Thesis #1
   Several sentences supporting what you believe to be the first essay's thesis

   Paragraph #3
   Thesis #2
   Several sentences supporting what you believe to be the second essay's thesis
Paragraph #4
Compare the two essays

Paragraph #5
Summarize and conclude

8. One possible way to organize your analytical essay based on primary sources follows:
   Paragraph #1
   Your thesis which considers all five primary sources.

   Paragraph #2-#6
   Each paragraph will analyze one primary source and its contribution to your argument.

   Paragraph #7
   Summarize and conclude