History 16
The Forging of the United States, 1607-1877

Fall 2011 – UC Merced
MW 4:30-5:45 p.m. – Classroom Building 120

“I am not primarily interested in persuading you that I am right. The object is to help you make your own sense out of our history.”

– William Appleman Williams, U.S. historian

Instructor:  Professor Sean L. Malloy (smalloy@ucmerced.edu)
Teaching Assistants:  Donell Williams (dwilliams7@ucmerced.edu); Roselia Ekhouse (rekhause@ucmerced.edu); Mark Kile (mkile@ucmerced.edu)
Malloy Office Hours:  MW 3:30-4:20 p.m. and by appointment in COB 311
Course Website:  Available via UCMCROPS

Course Description and Goals

The goal of History 16 is to introduce students to the history of the United States prior to 1877. For almost three centuries prior to the formal establishment of the Republic, the North American continent was the scene of a dramatic cultural, environmental, and economic exchange that reshaped both the land and the peoples who lived on it. Even after the birth of the U.S., there remained festering controversies about the meaning of American citizenship and the place of African Americans, Native Americans, and other groups within the new nation. Understanding American history in this period entails grappling with the interactions between these diverse groups of people and their environments across space and time. Important themes of the class include:

• Frontiers and middle grounds. What happened when previously separated peoples, plants, animals, and microbes met for the first time on the North American continent starting in the late 15th century? How did these interactions change both the lands and peoples of North America?

• Slavery and freedom. We will pay particular attention to the relationship between the institution of African slavery, the ideology of white supremacy, and the development of American society, economics, culture, and government.

• Riot and rebellion. From Bacon’s Rebellion of 1676 to the American Revolution, the Whiskey Rebellion, and the great strike wave of 1877, popular unrest periodically gripped American society. We will study how populist violence shaped the early history of the United States.

• The United States and the world. We will examine how Americans conceived of their place on the world stage and consider what factors shaped U.S. foreign policy in the early Republic.

• The role of government in American life. We will pay particular attention to evolving ideas about the role of the federal government and its relation to the American people.
In addition to learning about specific historical events and themes, this course is also designed to introduce students to the study of history as a discipline and a way of thinking. You will work with primary source documents that provide firsthand accounts of the people and events that we are studying. You will also read, discuss, and write about works produced by professional historians. By the end of this course, you will have learned not only about the early history of the United States, but also about how to construct and analyze an historical argument.

**Course Materials**

Please complete all assigned readings **before** your assigned discussion section meeting for that week.

**Required books:**

- Cabeza de Vaca, *Cabeza De Vaca's Adventures in the Unknown Interior of America*
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*
- Paul E. Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th Century America*
- Rebecca Harding Davis, *Life in the Iron Mills*
- James M. McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*

**Online reader:** Some readings have been placed online and are available at our UCMCROPS website. Readings designated by a number (e.g., Reading 2.1: Excerpts from Alexander Exquemelin, *The Buccaneers of America*, 1678) indicate materials available on UCMCROPS in the “Resources” folder grouped by the date of the discussion section meeting.

**Course Requirements and Grading**

**Grading breakdown:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Short paper (2-4 pages)</td>
<td>10%</td>
<td>Due in class Monday, September 19</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>25%</td>
<td>In class Monday, October 17</td>
</tr>
<tr>
<td>Paper (5-7 pages)</td>
<td>25%</td>
<td>Due in class Monday, November 14</td>
</tr>
<tr>
<td>Cumulative final exam</td>
<td>30%</td>
<td>In class Friday, December 16, 3:00-6:00 p.m.</td>
</tr>
<tr>
<td>Section grade</td>
<td>10%</td>
<td>To be formulated by your TA</td>
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Written assignments turned in up to 24 hours late will receive a 1/3 grade reduction (e.g., an A would become an A-). Work turned in between 24-72 hours late will be lowered a full grade except in documented cases of serious illness or emergency. Any work turned in after 72 hours late will not be accepted and will count as an F. Exams **must** be taken at the scheduled times.
Accommodations for Students with Disabilities

The University of California is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design, and diversity. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the instructor and their TA privately to discuss his or her specific needs. Also contact Disability Services at (209) 228-7884 as soon as possible to become registered and thereby ensure that such accommodations are implemented in a timely fashion.

Writing Tutors

Students who would like help with their writing are encouraged to visit the Student Advising and Learning Center (SALC) in Kolligian 172. Please check their website (learning.ucmerced.edu) for details on tutoring and other academic assistance.

Academic Honesty

Students and professors are governed by the Academic Honesty Policy, which is available at the Students First Center at Kolligian Library and at http://studentlife.ucmerced.edu. Cheating and plagiarism are serious offenses which may be grounds for suspension or dismissal from the university. Basic guidelines to avoid these problems are outlined below, but if you are in any doubt, please consult the instructor or your Teaching Assistant.

The in-class midterm and final exam are closed book. No notes, papers, or books should be open and all electronic devices should be turned off and placed under your chair. Study guides will be distributed before the in-class midterm and final exams. Questions on the midterm and final will be drawn directly from those on the guide (though not all questions on the guide will appear on the exam). You should not prepare collaborative answers or outlines for the questions on the study guide. If you have questions about the study guide, please consult the instructor or your Teaching Assistant.

Plagiarism in written work (such as the two assigned papers) is not always easy to define. As a simple guideline, if you submit your own work, you will avoid all serious types of plagiarism. If you use a direct quotation or borrow an interpretive idea from another work, you must cite it. If you paraphrase another document, you must cite it. The basic standard: If you use any idea that did not originate in our own mind, you must cite it.
Course Schedule and Reading Assignments

Note: the reading listed under each week below should be completed by the time of your discussion section meeting for that week. For books, unless page numbers are specified in the assignment, you should read the entire book. Please bring relevant books and a printed copy of any online materials to your discussion section each week. You do not need to bring these materials to lecture.

Week 1: Old Worlds

August 29: Myths and Mound Builders

August 31: Europe and America, 1491

Section Reading:

Start reading Cabeza de Vaca, Adventures. Discussion sections will meet this week primarily for the purpose of helping you get to know your TA and your fellow students.

Week 2: New Worlds for All

September 5: Labor Day; No Class

September 7: The Columbian Exchange and the Spanish Empire

Section Reading:

No sections this week (Labor Day). On your own, finish Cabeza de Vaca, Adventures and start reading Cronon, Changes in the Land, pages 3-158.

Week 3: Empires in the Americas

September 12: The Scramble for America

September 14: Puritans, Pilgrims, and Planters: British North America

Section Reading:

Discussion of Cabeza de Vaca, Adventures and Cronon, Changes in the Land, pages 3-158.
Week 4: Towards a Slave Society

September 19: Slavery and the Atlantic World

NOTE: Short paper (2-4 pages) due in class today.

September 21: The Slave Experience: Diversity, Brutality, Survival, and Resistance

Section Reading:

Reading 1.1: The Diary of William Byrd II of Westover, Virginia, 1709-1712.
Reading 1.2: Kathleen M. Brown, Good Wives, Nasty Wenches, and Anxious Patriots: Gender, Race, and Power in Colonial Virginia, 328-335, 350-361.

Week 5: Pirate Skulls and Bones

September 26: Piratical Imperialism

September 28: Pirates in the Age of Mercantile Capitalism

Section Reading:

Reading 2.1: Excerpts from Alexander Exquemelin, The Buccaneers of America (1678)
Reading 2.2: Excerpts from Daniel Defoe, A General History of the Pyrates (1724)

Week 6: The American Insurgency

October 3: Origins of the Anglo-American Rift

October 5: The American Revolution(s)

Section Reading:

Reading 3.1: Declarations of the Stamp Act Congress, 1765.
Reading 3.2: The Declaration of Independence, 1776.
Reading 3.3: Thomas Paine, Common Sense, 1776.
Reading 3.4: Abigail Adams on Women’s Rights, 1776.
Reading 3.5: Massachusetts Slave Petition, 1777.
**Week 7: Making A New Nation**

**October 10:** Roads to Philadelphia

**October 12:** Setting the Boundaries of the New Republic

**Section Reading:**

Reading 4.2: The Constitution of the United States, 1787.
Reading 4.4: The Bill of Rights, 1789.

**Week 8: The Early Republic**

**October 17:** MIDTERM EXAM

**October 19:** Scoundrels, Bastards, Puppies, and Murderers: Politics in the Early Republic

**Section Reading:** No reading, no sections this week. Study for your midterm exam.

**Week 9: The Age of Jackson**

**October 24:** The Market Revolution and the Democratic Revolution

**October 26:** *Andrew Jackson: Good, Evil, and the Presidency* (film)

**Section Reading:**

Wilentz and Johnson, *Kingdom of Matthias.*

**Week 10: Living and Working in the Industrial North**

**October 31:** The Making of the American Working Class

**November 2:** I Wanna Riot: A Night at the Astor Place

**Section Reading:**

Week 11: The Antebellum South

November 7: Slavery and King Cotton

November 9: Unchained Memories: Readings From the Slave Narratives (film)

Section Reading:

Jacobs, Incidents in the Life of a Slave Girl.

Week 12: Manifest Destiny and Westward Expansion

November 14: Antebellum Foreign Policy

NOTE: Paper (5-7 pages) is due in class today.

November 16: Manifest Destiny and the War with Mexico

Section Reading:

Reading 5.1: The Monroe Doctrine, 1834.
Reading 5.2: William Appleman Williams, “Manifesto of the U.S. Empire.”
Reading 5.3: Andrew Jackson on Indian Removal, 1830.
Reading 5.4: Thea Perdue, “The Origins of Removal.”
Reading 5.5: John L. O’Sullivan on Manifest Destiny, 1839.
Reading 5.6: Reginald Horseman, “Anglo-Saxon Racism.”

Week 13: The Civil War

November 21: The Cause – 1861 (film)

November 23: No Class; Time for Individual Meetings

Section Reading: Thanksgiving holiday; no section meetings.

Week 14: The Civil War (continued)

November 28: Origins and Conduct of the Civil War

November 30: Emancipation and Reconstruction

Section Reading:

McPherson, For Cause and Comrade.
Week 15: The Failed Promise of Reconstruction

December 5: The End of Reconstruction and the Triumph of White Supremacy

December 7: Summary Lecture In Which I Explain Absolutely Everything; Evaluations

Section Reading:

Reading 6.1: Martin Delany, “Advice to Former Slaves,” 1865.