

History 16
The Forging of the United States

Fall 2016 – UC Merced
TuThur 1:30-2:45 p.m. – COB2 130

“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 Malloy (smalloy@ucmerced.edu)

Teaching Assistants: Leslie D. Anderson (landerson6@ucmerced.edu)

Laura Gomez (lgomez23@ucmerced.edu)

Malloy Office Hours: TuThur 4:20-5:30 and by appointment in COB2 273

Course Website: Available via CatCourses

Final Exam: Friday, December 16, 11:30-2:30

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 dramatic cultural, environmental, military, and economic conflict and exchange that reshaped both the land and the peoples who lived on it. Even after the birth of the U.S., there remained controversies about the meaning of American citizenship and the place of African Americans, Native Americans, women, 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:

- Conquest, settler colonialism, 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 the lands and peoples of North America? We will pay particular attention to the varying strategies of colonization employed by the European powers in the Americas as well as the genocide of native peoples that followed in their wake.
- Slavery and freedom. We will explore 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 through the Mexican-American war and the conquest of the Southwest.
- 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. The following books (in the order in which we will read them) are required:

Cabeza de Vaca, *Cabeza De Vaca's Adventures in the Unknown Interior of America*
 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*
 Harriet Jacobs, *Incidents in the Life of a Slave Girl*

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

Course Requirements and Grading

Grading breakdown:

Short paper (2-4 pages)	10%	Due in class Tuesday, September 13
Midterm exam	25%	In class Thursday, October 13
Paper (5-7 pages)	25%	Due in class Thursday, November 10
Cumulative final exam	30%	Friday, December 16, 11:30-2:30
Section grade	10%	To be formulated by your TA

Written assignments turned in up to 24 hours late will receive a 1/3 grade reduction (e.g. an A would become an A-). After that, your work will be penalized an additional full grade per day of lateness. We will always accept late written work as I would rather you give me something than nothing. However, due to the size of the class, make-up exams for the mid-term and final are not possible except in case of dire and documented medical issues.

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 Teaching Assistant 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 Calvin E. Bright Success Center in Kolligian 222. 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 copy of any online materials to your discussion section each week. You do not need to bring these materials to lecture.

Week 1: The Lost Vikings of Cahokia

August 25: Myths and Mound Builders

Section Reading:

No section meeting this week; Start reading Cabeza de Vaca, *Adventures*.

Week 2: New Worlds for All

August 30: Europe and America, 1491

September 1: Spanish Colonization and the Columbian Exchange

Section Reading:

Cabeza de Vaca, *Adventures* (finish).

Week 3: The Scramble for the Americas

September 6: Empires in the Americas

September 8: Planters and Puritans

Section Reading:

Documents on Native responses to European colonization (CatCourses)

Week 4: Towards a Slave Society

September 13: Slavery and the Atlantic World

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

September 15: Slave Society in British North America

Section Reading:

Reading 1.1: The Diary of William Byrd II of Westover, Virginia, 1709-1712.

Reading 1.2: Barbara J. Fields, "Slavery, Race, and Ideology in the United States."

Week 5: Pirate Skulls and Bones

September 20: Piratical Imperialism

September 22: 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

September 27: The American Revolution(s), Part I

September 29: The American Revolution(s), Part II

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 4: Roads to Philadelphia

October 6: Setting the Boundaries of the New Republic

Section Reading:

Reading 4.1: James Madison, "Deficiencies of the Confederation," 1787.

Reading 4.2: The Constitution of the United States, 1787.

Reading 4.3: Patrick Henry, "Virginia Should Reject the Constitution," 1788.

Reading 4.4: The Bill of Rights, 1789.

Week 8: The Early Republic

October 11: Scoundrels, Bastards, Puppies, and Murderers: Politics in the Early Republic

October 13: MIDTERM EXAM

Section Reading: No reading or sections this week. Study for your midterm exam.

Week 9: The Age of Jackson

October 18: The Market Revolution and the Democratic Revolution

October 20: *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 25: The Making of the American Working Class

October 27: I Wanna Riot: A Night at the Astor Place

Section Reading:

Davis, *Life in the Iron Mills*, pages 9-66.

Week 11: Slavery and the Antebellum South

November 1: *Unchained Memories: Readings From the Slave Narratives* (film)

November 3: The Antebellum South, 1789-1860

Section Reading:

Jacobs, *Incidents in the Life of a Slave Girl*.

Week 12: U.S. Foreign Policy

November 8: Origins of U.S. Foreign Policy

November 10: An Empire for Liberty?

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

Section Reading: No reading, no section meetings; work on your paper.

Week 13: Nosotros Llegamos Primero

November 15: *The U.S.-Mexican War* (film)

November 17: 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 14: The Impending Crisis

November 22: *The Cause – 1861* (film)

November 24: THANKSGIVING HOLIDAY; NO CLASS OR SECTIONS

Week 15: The Civil War and Emancipation

November 29: Origins and Conduct of the Civil War

December 1: Emancipation and Reconstruction

Section Reading:

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

Reading 6.2: Frederick Douglass, "What the Black Man Wants," 1865.

Reading 6.3: Excepts from Eric Foner, *Forever Free*.

Week 16: The Failed Promise of Reconstruction

December 6: The End of Reconstruction and the Triumph of White Supremacy

December 8: Summary Lecture In Which I Explain Absolutely Everything; Evaluations

Section Reading:

Reading 7.1: *Atlanta News*, "White People Must Regain Control of the Their States," 1870.

Reading 7.2: "Organization and Principles of the Ku Klux Klan," 1868.

Reading 7.3: Excepts from Eric Foner, *Forever Free*.