

History 143  
Prof. D. Herman  
Fall 2009  
M-F 10:00-10:50

Office Hours: M-F 2:00-3:00 p.m.  
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### *HIST 143: AMERICAN HISTORY TO 1865*

**COURSE DESCRIPTION:** American history prior to 1865 is a history of migrations: the voluntary migration of Europeans to the New World, the involuntary migration of Africans to the New World, and the forced migration of Indians to new territories within the New World. American history prior to 1865 is also a history of revolutions: the American Revolution, the transportation revolution, the communication revolution, and the market revolution. Finally, American history is a story of polarization and conflict as Americans confronted the nation's two great challenges, the rise of industrial capitalism and the abolition of slavery. In this course, we will address those themes and others, too.

**LEARNING OUTCOME:** Facts and dates are history's body; interpretation is its mind. In this course, students will:

1. Distinguish primary from secondary literature
2. Develop and defend a thesis
3. Differentiate short-term from long-term historical forces
4. Demonstrate the ability to interpret history, not just recite facts and dates
5. Differentiate between individuals as products of history and individuals as agents of history
6. Explain how the past shapes the present

**REQUIREMENTS:** In addition to regular attendance, students will be required to take midterm and final exams, compose short, in-class papers, take quizzes on readings, and write one formal paper. Final grades will be based on the following formula:

Paper	25%
Quizzes	25%
Midterm	25%
Final	25%

### **READINGS**

**Textbook:** Eric Foner, et al., *Give Me Liberty!* vol. 1  
Benjamin Franklin, *The Autobiography of Benjamin Franklin*  
Frederick Douglass, *Narrative of the Life*  
Madaras and SoRelle (eds.), *Taking Sides: Clashing Views in United States History*, vol. 1

**TEXTBOOK:** I have chosen Eric Foner's *Give Me Liberty!* as our textbook for the very good reasons that it is well written and inexpensive. I do not assign textbook chapters, nor do I quiz you on them. I suggest, however, that you read the textbook as we proceed. The appropriate chapters to read for each week appear on the syllabus. Take notes on each chapter or make light pencil marks next to important themes or facts in order to facilitate reviewing the book for exams. Please realize, however, that not everything I cover in lecture will appear in textbook, nor will everything in the textbook be covered in lecture.

OTHER BOOKS: As you read these books (Franklin and Douglass), think about the questions that appear in the syllabus for each. These questions will be the basis for discussion of the readings.

**NOTE: Reading and writing assignments (other than those in Foner) are due on the date each is listed in the syllabus.**

FORMAL PAPER: Compare Frederick Douglass's *Narrative* with Benjamin Franklin's *Autobiography*. For whom, and why, was Franklin writing? For whom, and why, was Douglass writing? In what way was Douglass's life, as he describes it in his *Narrative*, similar to Franklin's life, as he describes it in the *Autobiography*? In what ways was it different? Organize your essay around a thesis (a brief statement/assertion at the outset of the paper—usually at the end of a one-paragraph introduction—that explains the salient differences and/or similarities between the two individuals and evaluates the reasons for those differences and similarities). PAPERS MUST BE 7-8 PAGES, TYPED, DOUBLE-SPACED, PROOFREAD, & SPELL-CHECKED. Font must be 12 point and margins must be one inch on top, bottom, left, and right. Your grade will suffer if you make the grammatical mistakes discussed in the style sheet that accompanies this syllabus.

NOTE: Students who have special needs or disabilities that may affect their ability to access information or material presented in this course are encouraged to contact me or the office of Disability Support Services at (509) 963-2171 for additional disability-related educational accommodations.

## LECTURES AND READINGS

### WEEK ONE

Sept. 23 Introduction  
Sept. 24 The Earliest Americans  
Sept. 25 Age of Exploration

### **Foner, chapter 1**

### WEEK TWO

Sept. 28 Montezuma, Cortez, and Conquest  
Sept. 29 Spanish Colonization  
Sept. 30 English Colonization  
Oct. 1 English Colonization  
Oct. 2 *TAKING SIDES*, Issues 2, 3, 4 pp. 23-42, 43-65, 66-88

### **Foner, chapter 2**

### WEEK THREE

Oct. 5 French colonization & the Iroquois Confederacy  
Oct. 6 The Iroquois Confederacy (cont.)  
Oct. 7 Film: *Black Robe*  
Oct. 8 Film: *Black Robe*  
Oct. 9 Discussion and quiz: *Black Robe*

### **Foner, chapter 2**

### WEEK FOUR

Oct. 12 The Slave Trade

- Oct. 13 The Slave Trade (cont.)
- Oct. 14 British North America in the Eighteenth Century
- Oct. 15 British North America in the Eighteenth Century
- Oct. 16 *TAKING SIDES*, Issues 5, 6, pp. 89-111, 112-138

**Foner, chapters 3-4**

WEEK FIVE

- Oct. 19 American Revolution
- Oct. 20 American Revolution (cont.)
- Oct. 21 Film: *Liberty! The American Revolution*
- Oct. 22 The Articles of Confederation and the Constitution
- Oct. 23 *TAKING SIDES*, Issue 7, pp. 139-163

**Foner, chapters 5-6**

WEEK SIX

- Oct. 26 MIDTERM
- Oct. 27 Film: *Thomas Jefferson*, part 1
- Oct. 28 Film: *Thomas Jefferson*, part 2
- Oct. 29 Federalists and Republicans: The First Party System
- Oct. 30 Jefferson's Presidency

**Foner, chapter 7**

WEEK SEVEN

- Nov. 2 Film: *A Midwife's Tale*
- Nov. 3 Film: *A Midwife's Tale*
- Nov. 4 The Embargo and the War of 1812
- Nov. 5 The Great Reconnaissance – slide lecture
- Nov. 6 Discussion: Franklin, *Autobiography*, pp. 3-131, 193-202, 219-222 (in Penguin edition)  
 Was Franklin typical of his time? Ahead of his time?  
 Did Franklin differ from his peers? Was he unique? How?  
 For whom did Franklin write? Why did he write?  
 Would you invite Franklin out for a beer or a soda? (Why or why not?)

**Foner, chapter 8**

WEEK EIGHT

- Nov. 9 The Market Revolution
- Nov. 10 Discussion: Wheeler & Becker, chapt. 6  
 Should Jackson have removed the Cherokee to Indian Territory?
- Nov. 11 VETERANS DAY
- Nov. 12 The Age of Jackson/Indian Removal
- Nov. 13 *TAKING SIDES*, Issues 9, 10, pp. 185-208, 209-238

**Foner, chapters 9-10**

WEEK NINE

- Nov. 16 Manifest Destiny or Manifest Design?
- Nov. 17 The Benevolent Empire
- Nov. 18 Slavery and the Cotton South

- Nov. 19 Slavery and the Cotton South  
Nov. 20 Discussion: Douglass, *Narrative of the Life*  
How does Douglass's life story differ from Franklin's? How is it the same?  
For what audience was Douglass writing? For what audience was Franklin writing?  
What is the role of religion in Douglass's book? In Franklin's?

**Foner, chapters 11-12**

WEEK TEN

- Nov. 23 The 1850s: The Parties Dissolve  
Nov. 24 Film: *The Civil War* (part 1)  
Nov. 25-29 THANKSGIVING BREAK

WEEK ELEVEN

- Nov. 30 The 1850s: The Parties Dissolve (cont.)  
PAPER DUE BY 5:00 P.M.  
Dec. 1 The Civil War  
Dec. 2 The Civil War (cont.)  
Dec. 3 *TAKING SIDES*, Issues 11, 12, 13, pp. 239-266, 267-287, 288-308  
Dec. 4 *TAKING SIDES*, Issues 14, 15, pp. 309-329, 330-351

**Foner, chapters 13-14**

**FINAL EXAM – WEDNESDAY, DECEMBER 9 - 8:00-10:00 a.m. (regular place)**



## HERMAN'S STYLE SHEET

### FORMAT OF PAPER

**Title Page:** design any way you see fit, but be sure to include title, your name, course name, and date. Only research papers must have title pages; short papers do not need them.

**Text:**

**Spacing:** Double space

**Margins:** One-inch margins on all sides

**Font:** no larger than 12 point, no smaller than 10 point (do not use weird fonts)

**Page numbers:** Please use them!

### BIBLIOGRAPHIES AND NOTES

**Bibliography.** Again, short “think” papers do not need bibliographies. Only research papers (term papers) need them. Divide into sections on primary and secondary materials. Use Turabian format or Chicago Manual of Style. If in doubt about exact format of citation, be sure that the form you choose is consistent.

**Notes.** Footnotes or endnotes are okay. Use Turabian or Chicago Manual of Style format.

### GRAMMAR AND SYNTAX

1. Avoid the first-person voice (the word “I”). “I think x is true,” or “I feel x is true,” is weak phraseology. Simply say “x is true.” No history professor cares about your feelings or your unsupported opinions; he/she cares about your argumentation. Do you make your points effectively, using historical evidence? That is what matters.
2. It's = It is (It's going to be a rainy day.)  
Its = possessive form of it (Every class has its syllabus.)
3. Semicolon v. comma: Use semicolons to divide related clauses that could stand alone as complete sentences, e.g., “Professor Herman gave me an A on the test; he said I argued my points effectively.” In that sentence, both clauses have a subject and verb, and could be separated by a period or a semicolon. This sentence, by contrast, should be punctuated with a comma: “Professor Herman gave me an A on the test, saying I had argued my points effectively.” Here, the two clauses cannot stand alone as separate sentences, hence the comma.
4. There is not the same as Their.
5. “Then” is not the same as “than.” Learn how to use each appropriately. “The Revolution accomplished more **than** granting suffrage to adult white males. First it guaranteed rights for adult white males, **then** it guaranteed rights for others.”
6. Commas and periods should appear inside quotation marks.

“John said bad things about Professor Herman”. WRONG!  
“John said bad things about Professor Herman”, according to a history student. WRONG!  
“John said bad things about Professor Herman.” RIGHT!  
“John said bad things about Professor Herman,” according to a history student. RIGHT!

7. Unlike commas and periods, semicolons and colons go outside of quotation marks.
8. Quotations:  
Quote primary sources to provide evidence.  
Quote secondary literature ONLY to showcase unusual or elegant prose (not to convey facts).  
Use short quotations when possible (i.e., edit down long quotations).  
Single-space and double-indent quotations of three lines or more.  
NOTE: use YOUR voice as much as possible; this will keep the paper fluid.
9. How to use “however”:  
  
“John said he gave Daisy flowers, however, he did not want her to see them.” WRONG!  
“John said he gave Daisy flowers; however, he did not want her to see them.” RIGHT!  
“John said he gave Daisy flowers. However, he did not want her to see them.” RIGHT!
10. Use of pronouns: A pronoun is generally assumed to refer to the proper noun that most closely precedes it. In the sentence, "when Fido and John went for a walk, he urinated on every bush," the reader will assume that "he" refers to John because "John" is the closest preceding proper noun. If that's not what the author intends to say, she/he should either rearrange the order of the proper nouns or use the proper noun instead of a pronoun. In the sample sentence, the second remedy would probably be best, i.e., “when Fido and John went for a walk, Fido urinated on every bush.”
11. Passive voice – avoid if at all possible.  
“It was decided by Congress that the nominee had insufficient experience.” WRONG!  
“Congress decided that the nominee had insufficient experience.” RIGHT!  
“Congress decided that the nominee lacked sufficient experience.” BETTER YET!
12. Spell out centuries, i.e., “nineteenth century,” not “19<sup>th</sup> century.” Use hyphen only when “century” is used as an adjective, i.e., “he was a nineteenth-century man.” This hyphenation rule applies to other two word adjectives, as well.
13. Strive for a scholarly writing style. Avoid colloquialisms, slang, and contractions. Don't refer to historic figures by their first names. You are writing a formal paper.
14. Read your paper aloud to someone to see if the sentences are logically connected to each other and to your theme. Look for grammatical errors in sentence structure. Try to read the paper from the perspective of a first-time reader to see if your ideas are presented well. Remember that, if a sentence sounds awkward or vague to you, it will sound ten times more confusing to your reader. Change what you've written until your meanings are clear.