



History 120  
*United States to 1877*  
Fall 2009

Prof. Eva Sheppard Wolf

**Office Location:** SCI 267

**Office Hours:** M/W 3:15-4:00; F 1:10-2:00, and by appointment

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**Course Description:** This course provides an introduction to American history from the colonial period through Reconstruction. In lectures and discussions we will focus on major themes in early America, including the development of American politics, society and culture; the struggles for power among the various peoples—Native Americans, Europeans, and Africans—who lived in North America; and the ways gender and race shaped the American experience. The textbook, *Inventing America*, 2<sup>nd</sup> ed., focuses particularly on technological, political, and cultural innovation and its accompanying websites include many helpful additional materials.

**Learning Objectives:**

- Identify main periods in the development of early America and describe the differences between them.
- Make arguments about the development of American society, culture, and politics using material from lectures, primary sources, and the textbook.
- Interpret primary sources in the context of the historical periods from which they came.
- Identify and state the significance of key events and actors.

**Required Texts**, available for purchase at the SFSU Bookstore and on reserve at the library:

- **Textbook:** Maier, et al, *Inventing America*, 2<sup>nd</sup> edition, vol. 1. The Study Space website is: <http://www.wwnorton.com/college/history/inventing2/index.htm>
- **Digital History:**  
[http://www.wwnorton.com/college/history/inventing/interface/digital\\_history.htm](http://www.wwnorton.com/college/history/inventing/interface/digital_history.htm)
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- May Beth Norton, *Liberty's Daughters*
- John Mack Faragher, *Sugar Creek*

**Email:** Please make sure you have set up your SFSU email account to forward email to your most frequently used account, since I frequently make announcements by email.

Course Requirements	Weight	Due
<ul style="list-style-type: none"> <li>▪ Online quizzes of up to 10 questions each, at the iLearn website. Go to <a href="https://ilearn.sfsu.edu/">https://ilearn.sfsu.edu/</a>.                             <ul style="list-style-type: none"> <li>○ Except during the first week, quizzes always cover the week’s reading and all lectures given since the previous quiz.</li> </ul> </li> </ul>	15%	Weekly between 3 p.m. Wed. and 2 p.m. Friday.
<ul style="list-style-type: none"> <li>▪ Midterm 1—multiple choice and short answer</li> </ul>	20%	10/5
<ul style="list-style-type: none"> <li>▪ Midterm 2—multiple choice and short answer</li> </ul>	20%	11/9
<ul style="list-style-type: none"> <li>▪ Paper on slavery at Mt. Vernon OR on the textile mills at Lowell, 1000-1300 words</li> </ul>	20%	12/4
<ul style="list-style-type: none"> <li>▪ Cumulative final exam</li> </ul>	25%	12/16
<ul style="list-style-type: none"> <li>▪ Extra credit: participation in iLearn discussions</li> </ul>	up to 3%	weekly

**Course Calendar**

Week	Assignment	Topics (Lecture outlines are online at iLearn.)
8/26-28	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 1</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction and overview</li> <li>• Indian Cultures</li> </ul>
8/31-9/2	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 2</li> <li>• QUIZ</li> <li>• <b>NO CLASS FRIDAY 9/4; CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Powhatan Culture</li> <li>• Interactions in the Chesapeake: Europeans and Native Americans</li> </ul>
9/9-9/11 (Labor Day 9/7)	<ul style="list-style-type: none"> <li>• <i>Inventing America</i> chap. 3</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• Settling New England</li> <li>• The 17<sup>th</sup>-century British American colonies</li> </ul>
9/14-9/18	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 4.</li> <li>• <i>Liberty’s Daughters</i>, chaps. 1-3</li> <li>• QUIZ (including on <i>Liberty’s Daughters</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• The Origins of American Slavery</li> <li>• European and African American Cultures in the 18th Century</li> <li>• Social Change and the Great Awakening</li> </ul>
9/21-9/25	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 5.</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• The French and Indian War and the Imperial Relationship</li> <li>• Resistance to English Acts</li> <li>• Toward 1776</li> <li>• Handout for midterm.</li> </ul>

Week	Assignment	Topics
9/28-10/2	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 6</li> <li>• <i>Liberty's Daughters</i> chaps. 6-9</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• Liberty! (film)</li> <li>• Slaves and Slavery in the Revolution</li> <li>• Discussion of <i>Liberty's Daughters</i> (Fri.)</li> </ul>
10/5-10/9	<ul style="list-style-type: none"> <li>• <b>MIDTERM 1, Monday 10/5</b></li> <li>• <i>Inventing America</i>, chap. 7</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• How to write an essay for this class and discussion of "Life Without Liberty" Digital Feature</li> <li>• The Articles of Confederation and Constitutional Convention</li> </ul>
10/12-10/16	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chaps. 8-9</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• The Constitution</li> <li>• Parties and Politics in the 1790s</li> <li>• Politics, 1800-1824</li> </ul>
10/19-10/21	<ul style="list-style-type: none"> <li>• <i>Sugar Creek</i>, chaps. 1-8</li> <li>• QUIZ</li> <li>• <b>NO CLASS FRIDAY 10/23; CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS</b></li> </ul>	<ul style="list-style-type: none"> <li>• Early National Indian Relations</li> <li>• Discussion of <i>Sugar Creek</i>, chaps. 1-8 (Wed.)</li> </ul>
10/28-10/30	<ul style="list-style-type: none"> <li>• <b>NO CLASS MONDAY 10/26; CAMPUS-WIDE FURLOUGH DAY DUE TO STATE BUDGET CUTS</b></li> <li>• <i>Inventing America</i>, chap.10; chap. 11, 312-19</li> <li>• <i>Sugar Creek</i>, chaps. 9-12</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• The Missouri Crisis</li> <li>• Jacksonian Democracy and the 2<sup>nd</sup> party system</li> <li>• Midterm handout</li> </ul>
11/2-11/6	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 11, pp. 319-339, chap. 12</li> <li>• <i>Sugar Creek</i>, chaps. 13-16</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• Indian Removal</li> <li>• The Transportation and Market Revolutions</li> <li>• "City of Spindles"</li> </ul>
11/9, 11/13	<ul style="list-style-type: none"> <li>• <b>NO CLASS</b> on Veteran's Day, 11/11</li> <li>• <b>Midterm 2, Friday 11/13</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussion of <i>Sugar Creek</i>, chaps. 9-16 (Mon.)</li> </ul>
11/16-11/20	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 13</li> <li>• <i>Narrative of the Life of Frederick Douglass</i> (pp. 3-80, and pp. 104-11 in Norton Critical Edition)</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• The Expansion of Slavery and the Domestic Slave Trade</li> <li>• Abolitionism and Women's Rights</li> <li>• Discussion of Douglass's <i>Narrative</i> (Fri.)</li> </ul>

Week	Assignment	Topics
11/23-27	<ul style="list-style-type: none"> <li>• <b>THANKSGIVING BREAK</b></li> </ul>	
11/30-12/4	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 14-15</li> <li>• QUIZ</li> <li>• <b>PAPER DUE, 12/4</b></li> </ul>	<ul style="list-style-type: none"> <li>• Westward Expansion and Sectionalism</li> <li>• The Compromise of 1850 and Political Realignment</li> <li>• The Civil War: Military and Emancipation</li> </ul>
12/7-12/11	<ul style="list-style-type: none"> <li>• <i>Sugar Creek</i>, chaps. 17-20, conclusion</li> <li>• <i>Inventing America</i>, chap. 16</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• The Civil War: Changes in Government and Society</li> <li>• Discussion of Sugar Creek (Wed.)</li> <li>• Reconstruction and the Freedman's Bureau</li> </ul>
12/14	<ul style="list-style-type: none"> <li>• <i>Inventing America</i>, chap. 17</li> <li>• QUIZ</li> </ul>	<ul style="list-style-type: none"> <li>• Review for Final</li> </ul>
12/16	<p><b>FINAL EXAM, 1:30-4:00</b> No make-ups! See note below.</p>	

**General Guidelines for the Paper:**

- Form:
  - Length: 1000-1300 words. Include a word count at the end of your essay.
  - Use 1-inch margins and 12-point font.
  - Use parenthetical references to sources. Use the title of the source as it is listed in the Digital History feature.
  - Check your spelling and grammar. Errors will affect your grade.
  - Use *at least* 5 discrete primary sources in your paper, unless you have received permission otherwise from the instructor.
  - Do NOT consult additional sources beyond the textbook and Digital History.
  - **Late papers:** Late papers will be marked down one-third of a letter grade, or 3.3% for every school day (M-F) they are late. Papers turned in more than a week late will receive ½ credit. No papers will be accepted more than two weeks late, and you will get a zero on the assignment.
  
- Structure:
  - Your paper should have a clear introduction, body, and conclusion.
  - The introduction should introduce the subject and may (but is not required to) outline the thesis. Make clear in your introduction which questions/topics your paper addresses.
  - Your paper should make an argument—something that someone else could argue against.

- In the body of the paper, each paragraph should express a single idea and have a clear topic sentence.
- Each paragraph should logically follow the previous paragraph, and should advance the argument toward the succeeding paragraph.
- Every important claim or idea must be supported with *specific* evidence—facts, quotations, images. Vague or general assertions do not convince your reader! Make sure your reader knows what evidence you base your conclusions on.
- The conclusion should effectively summarize the paper, state or restate the thesis, and may also include suppositions, reflections, or general comments.

**Paper option 1, “Life Without Liberty.”**

- Based on your textbook and the sources contained in the Digital History segment “Life Without Liberty” online at [http://www.wwnorton.com/inventing/interface/ch06/ch6\\_features.htm](http://www.wwnorton.com/inventing/interface/ch06/ch6_features.htm), answer one or more of the questions below.
  - You may wish to focus on some primary documents more than others. Look everything over first, and then decide what to focus most closely on.
1. How would you assess the material conditions of life for the slaves at Mt. Vernon? What can you tell about their living conditions, work regime, day-to-day life, etc.?
  2. In what ways were the slaves at Mt. Vernon able to exercise some degree of control over their lives? How were they able to shape the terms of their lives? Use specific examples in your response.
  3. How would you evaluate Washington’s beliefs and actions as a slaveholder? How much credit do you give him for freeing his slaves in his will?

**Paper option 2, “City of Spindles.”**

- Based on your textbook and the sources contained in the Digital History segment “City of Spindles” online at [http://www.wwnorton.com/inventing/interface/ch12/ch12\\_features.htm](http://www.wwnorton.com/inventing/interface/ch12/ch12_features.htm) answer one or more of the following questions.
  - You may wish to focus on some primary documents more than others. Look everything over first, and then decide what to focus most closely on.
1. What were the attractions and drawbacks of life in Lowell for the New England women who worked there? Why might farm girls have preferred factory work at Lowell? What might they have missed about farm life? How would you evaluate their lives at Lowell?
  2. What were the goals of the Lowell mills founders, and how successfully did they implement their economic and social experiment? Did things turn out as they planned? Why or why not?
  3. How did the Lowell mills use the natural environment around the mills and how did the existence of the factories reshape the environment?

**Policies and Procedures:**

**Plagiarism and Cheating:** Since our goal is to seek truth, academic honesty is absolutely essential. Plagiarism and cheating, which strike at the core of the university's mission, will not be tolerated. Cases of suspected academic dishonesty, including plagiarism and cheating, will be referred to the judicial affairs officer of the university, and offenders will be punished according to university guidelines. If you have any questions about what constitutes plagiarism or cheating, *please ask*.

**Accommodation:** If you need accommodation for a documented disability, please let me know.

**Final Exam:** If you will not be able to attend the final exam, you must drop the course. In accordance with university policy, the final examination will be offered **ONLY** at the time designated.

**Grading scale:**

93-96 A  
90-92 A-  
87-89 B+  
etc.