

Themes in American History to 1865
LaGuardia Community College, CUNY
Social Science Department
Spring 1 2020
T 9:15am-11:30am & Th 9:15am-10:15am
Room C411

Instructor: Juneisy Q. Hawkins
Email

Office Hours: C459
Th. 10:30-11:30AM

This syllabus is your guide to the course. Please review it each week and begin here with any questions you have about the course.

Course Description, Objectives, Goals

This course is an introductory exploration of American history from the period prior to European colonization through the end of the Civil War. We will take a global history approach to this exploration, which means studying areas that although may not be physically or politically part of the modern United States, were nevertheless instrumental to its history and development. We will cover key historical events, figures, and themes paying attention to the lives and experiences of ordinary people of all walks of life (women, indigenous people, enslaved people, free people of color, etc.) as well as eminent and elite figures in American history.

The overall purpose of this course is, of course, for you to learn Early American history and what historians have said about it, but history is not really about memorization and facts. Far from it. Learning to think critically about historical processes and sources, and the ability to craft evidence-based arguments are far more important aspects of studying history, and more in line with what professional historians do. These skills, although you will develop them in the context of a history class, are applicable to other areas of life and learning.

Requirement Designations

Flexible Core-US Experiences in its Diversity.

Resources

If you are experiencing issues that prevent you from attending or succeeding in class, please come to me as soon as possible so we can discuss your options. If you need further help, the following campus resources are here for your benefit:

Academic Advising: Room B-102
LaGuardia CARES: Room C-107
Women's/LGBTQIA Center: Room MB-10

Writing Center: Room B-200
Health Services Center: Room MB-40
The Wellness Center: Room C-249

Class Policies

Classroom Environment, Etiquette, and Behaviors

Students are expected to be active participants in this class and to do so in a respectful manner. Discrimination, harassment, bullying and hate speech will not be tolerated in any way, shape, or form.

Due to the nature of this course, we will discuss sensitive or controversial issues; this is a learning environment and learning sometimes means challenging our worldviews in ways that may make us uncomfortable. As adults, I expect everyone to behave with maturity in these circumstances. That said, I understand that encountering themes like violence, racism, death, etc. may be painful or distressing to some based on their individual experiences and past. If you find yourself in this situation, you may excuse yourself from the lecture, but please follow up with me. Moreover, if you have specific concerns, let me know as soon as possible so that I can alert you when those discussions might come up in lectures or readings.

I expect all cell phones to be silenced and put away for the entirety of the class period. If you must take notes on a laptop or tablet, refrain from engaging in non-class related activities like checking email, social media, shopping, gaming, etc. These activities are distracting not just for the individual but for others around as well. Studies show that students who take handwritten notes instead of typing them retain and understand the lecture's information better. As such, you are encouraged, although not required, to take notes by hand.

Academic Integrity Policy:

This class is conducted in compliance with LaGuardia's academic dishonesty policy (refer to the College Catalog). Plagiarism and other forms of academic dishonesty are serious offenses. We will discuss in class what plagiarism entails and how to ensure that you are properly acknowledging the work of others. That said, **you are responsible for understanding the standards of academic honesty and submitting work that is completely your own.** All cases of cheating or plagiarism will be penalized and may result in disciplinary action.

These are some examples of academic dishonesty other than plagiarism, taken from the "Student Handbook"

- "Unauthorized collaboration on a take home assignment or examination."
- "Taking an examination for another student or asking or allowing another student [or any person] to take an examination for you."
- "Allowing others to research and write assigned papers or do assigned projects [for you], including using commercial term paper services."

Email and Office Hours

I hold weekly office hours and you would be best served by coming to see me to discuss the course, your performance, concerns, etc. Outside office hours, you may contact me via email. I usually respond within 48 hours during the week. I do not respond to emails over the weekend. If you have a question about an assignment that is due, keep that timeframe in mind and plan accordingly.

I do not discuss grades over emails.

Please, remember that emails to your professors are considered professional communication and should be treated as such. Begin with the proper greeting (Prof. Hawkins will do for me), write in

complete sentences, and be clear and to the point. Make sure you sign off with your full name.

Course Requirements & Grading

The grading for this course consists of 5 quizzes, 2 short writing assignments, and attendance & participation. The grade for attendance and participation include in-class activities.

Quizzes	Grade %	Due Date
Quiz 1	10	March 13 th
Quiz 2	10	March 27 th
Quiz 3	10	April 7 th
Quiz 4	10	May 8 th
Quiz 5	10	June 5 th
Writing Assignment 1	20	April 6 th
Writing Assignment 2	20	May 25 th
Attendance & Participation	10	

Breakdown of the grade percentages.

A 96-100	B- 80-83	D+ 67-69
A- 90-95	C+ 77-79	D 64-66
B+ 87-89	C 74-76	D- 60-63
B 84-86	C- 70-73	F 0-59

Attendance and Participation Policies:

As per the College's policy, I am required to take attendance. The College's policy is that the maximum number of unexcused absences is limited to 15% of the number of class hours [5.4 hours in a 3-credit course], and they count absences from the first day of class even if they are a result of late registration or change of program.

Regardless of the College's policy, attendance is a key component of doing well in this course since the majority of the quizzes and grades will be based on lectures in addition to the readings. As such, I highly recommend that you avoid missing class unless there are extenuating circumstances.

Assignment Descriptions:

Quizzes will be administered on Blackboard.

The writing assignments will be based on primary sources that will be provided to you and you may NOT use other sources or materials. You must turn them in as a Word attachment.

Writing assignments must be double spaced, in Times New Roman 12-point font, and with 1"-margins all around. More instructions will be provided with the prompt.

Readings and Course Materials

This course does not have an assigned textbook and instead you will be mainly reading primary sources to get a better understanding of the historical actors, places, events, etc. we will discuss in lecture. They will also give you the opportunity to take an active role in analyzing the past and thinking critically about the historical record.

All readings will be available on Blackboard (technology allowing) and must be completed PRIOR to the class meeting for which they are assigned. You are required to bring a copy of the assigned readings to class for the day in which they are assigned. For Thursday meetings, bring Tuesday's readings as well.

Weekly Schedule

Week 1

March 3rd: Introduction to course. "The First Americans: Settlement and Adaptation."

March 5th: "Joining the Hemispheres: Europe, Africa, and the Americas."

Readings:

- "Why We Study History," Peter N. Stearns.
- Bartolomé De las Casas "A Short Account of the Destruction of the Indies."
- Francisco Lopez de Mendoza "Memoir of the Happy Result and Prosperous Voyage of [...] Pedro Menendez de Aviles."

Week 2

"Experimentation, Resistance, and Persistence, 1585-1650."

March 10th

Readings:

- First Virginia Charter, 1606.
- Samuel De Champlain "The Founding of Quebec" 1608.
- Charter of the Dutch West India Company, 1621.

March 12th

Readings:

- Virginia, A Troubled Colony, 1622.
- The Mayflower Compact, 1620.
- "We shall be as a City upon a Hill" 1630.

Week 3
“Empires across the Atlantic World, 1650-1700.”

March 17th

Readings:

- Anthony Ashely-Cooper and John Locke “The Fundamental Constitutions of Carolina,” 1669.
- “Charter of Liberties and Privileges” (New York), 1683.

March 19th

Readings:

- Olaudah Equiano “Slave Ship” and “Slave Auction.”
- Increase Mather on Proofs of Witchcrafts, 1684.
- Testimony and Examination on Rebecca Nurse of Salem, 1692.

Week 4
“Colonial Society, and Bonds of Empire, 1700-1750.”

March 24th

Readings:

- Sarah Kemble Knight on Dutch and English in New York, 1704.
- Spanish Account of the Battle of Fort Mose, June 1740.
- English Account of the Battle of Fort Mose, June 1740.

March 26th: Writing Assignment 1 Discussion.

Readings:

- Jonathan Edwards “Sinners in the Hands of an Angry God,” 1741.
- “The Great Awakening Comes to Weathersfield, Connecticut: Nathan Cole’s Spiritual Travels.”

Week 5
“Imperial Conflicts and Revolution, 1750-1783.”

March 31st

Readings:

- Matthew Smith [Paxton Boys], “A Declaration and Remonstrance of the distressed and bleeding frontier inhabitants ...” 1764.
- John Dickinson “Resolutions of the Stamp Act Congress” 1765.

April 2nd

Readings:

- “Olive Branch Petition,” 1775.
- Thomas Paine, “Common Sense” 1776.
- The Declaration of Independence, 1776

Week 6
“American Experiments, 1776-1789.”

April 7th

Readings:

- Benjamin Rush “Thoughts upon Female Education,” 1788.
- Mercy Otis Warren “Observations on the New Constitution,” 1788.

April 9th SPRING RECESS

Week 7
SPRING RECESS

Week 8
“Inventing Republics in the Age of Revolutions, 1789-1819.”

April 21st

Readings:

- National Assembly of France “Declaration of the Rights of Man and Citizen,” 1789.
- Olympe de Gouges “Declaration of the Rights of Woman and the Female Citizen,” 1791.
- “A Sugar Planter in Saint Domingue Experiences Revolution in France and Saint Domingue,” 1791.

April 23rd

Readings:

- President Thomas Jefferson’s Private and Public Indian Policy, 1803 & 1806.
- Tecumseh’s Speech to Governor Harrison, 1810

Week 9
“Markets and Democracy, 1790-1840.”

April 28th

Readings:

- Constitution of the Lowell Factory Girls Association, 1836.
- Two Essays from the Lowell Offering, 1840. “Defense of Factory Girls” and “Pleasures of Factory Life.”
- “A Traveler Describes Life along the Erie Canal,” 1829.

April 30th

Readings:

- “Indian Removal Act,” 1830.
- “Cherokees Debate Removal,” 1836 & 1837.

Week 10

“Personal Transformations and Public Reforms: 1800-1848.”

May 5th

Readings:

- Journal of Narcissa Whitman, Letter to Her Mother, 1840.
- “Religious Excitability,” 1835; “This COUNTRY IS RUN MAD after Preaching,” 1830; “Visiting the Shakers,” 1841; “A Letter from Brook Farm,” 1841.

May 7th

Readings:

- Sarah Grimke on the Legal Disabilities of Women, 1838.
- Elizabeth Cady Stanton, “Declaration of Rights and Sentiments,” 1848.
- Female Moral Reform Society, New York City. “Licentious Men,” 1835.
- Elizabeth Emery and Mary P. Abbott, Letter to *The Liberator*, 1836.

Week 11

“A Continental Nation, 1815-1853.”

May 12th

Readings:

- Stephen Austin “Second Colony Contract with Permission to Settle 500 Catholic Families,” 1825.
- A Wisconsin Soldier Describes the Massacre at Bad Axe, 1832.
- Luzena Stanley Wilson, “Memories recalled years later for her daughter, Correnah Wilson Wright,” 1881.
- Richard R. Howard “Letter from Oregon Territory,” 1847.

May 14th Writing Assignment 2 Discussion.

Readings:

- John O’Sullivan Declares America’s Manifest Destiny, 1845.
- President Polk’s War Message to Congress, 1846.
- James K. Holland, “Diary,” 1846.
- Walter Colton, “California Gold Rush Diary,” 1849-1850.

Week 12

“Expansion, Slavery, and the Coming of the Civil War, 1848-1861.”

May 19th

Readings:

- Matthew Karp, excerpts from *This Vast Southern Empire: Slaveholders at the Helm of American Foreign Policy* (introduction and chapter 8). SECONDARY SOURCE.

May 21st

Readings:

- Frederick Douglass, “The Constitution of the United States: Is it Proslavery or Antislavery?” 1860.
- South Carolina Declaration of Secession, 1860.

Week 13

“The American Civil War, 1861-1865.”

May 26th NO CLASS. MONDAY SCHEDULE

May 28th

Readings:

- Abraham Lincoln, Emancipation Proclamation, 1860.
- Alexander Stephens on Slavery and the Confederate Constitution, 1861.

Week 14

“The American Civil War, 1861-1865.” (Cont.)

June 2nd

Readings:

- New York Draft Riots, 1863.
- Poem About Civil War Nurses, 1866.

June 4th: Recap and Wrap-up.