

# SADDLEBACK COLLEGE

## Course Syllabus

**Course Title:** History of the U.S. to 1876  
**Class Meetings:** M 4:00-6:50PM  
**Room:** BGS 134

**Course Number:** HST 16  
**Session:** Spring 2012  
**Ticket:** 16860

**Instructor Name:** Memo Fernandez  
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### History of the U.S. to 1876

This course is designed to provide a survey of the political, social, economic, and cultural development of the United States from pre-European contact through reconstruction. Specific attention will be directed to the colonial era, establishment of the new nation, sectional problems, national growth, disunion and reconstruction. Particular attention will be placed on the interaction between Europeans, Americans, and the Native Peoples of the "New World."

#### **Student Learning Objectives:**

- Upon completion of this course of study students will understand the major events preceding the founding of the nation and be able to relate their significance to the development of American constitutional democracy.
- Students will understand the political principles underlying the U. S. Constitution and compare the enumerated and implied powers of the federal government.
- Students will be able to understand the foundation of the American political system and the ways in which citizens participate in it.
- Students will analyze and understand U. S. foreign policy in the Early Republic
- Students will understand the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced in the North, South, and West.
- Students will analyze and identify the early and steady attempts to protect and to abolish slavery and realize the ideals of the Declaration of Independence.
- Students will analyze and understand the causes, key events, and complex consequences of the Civil War.
- Students will analyze and understand the character and lasting consequences of Reconstruction.

- Students will understand that concepts such as race, class, gender, freedom, and rights are historical and cultural constructs that change over time.
- Students will be able to identify, understand, and explore the connections between religious, social, economic, and political developments from the time of European contact in the New World through the Reconstruction Era.

**Required Texts: (available in the bookstore)**

- **Tindall, George.** *America: A Narrative History*, ISBN: 978-0-393-92734-4 (8<sup>th</sup> Edition)
- **Madaras, Larry.** *Taking Sides: Clashing Views in United States History*, ISBN: 978-0-07-352723-9 (14<sup>th</sup> Edition)
- **Secret, William.** *When the Great Spirit Died: The Destruction of the California Indians 1850-1860*, ISBN: 1-884995-40-3
- **Douglass, Frederick.** *Narrative of the Life of Frederick Douglass*, ISBN: 9780743487771

**Class Format and Procedures:**

The reading assignments for each week and class session are listed by date. You are expected to have completed your readings prior to class and be prepared to discuss or address specific issues raised in the readings. There will be three scheduled essay exams worth 10 points and a final (15 points). In addition, each student will be required to do two, 3-5 page book reviews (*When the Great Spirit Died*, *Narrative of the Life of Frederick Douglass*) and prepare an 8-10 page research paper addressing some particular issue in early American history. The research paper will be worth 20 points. Book reviews and research papers must be typed in the "Turabian" style. For guidelines see *A Manual for Writers*, Kate L. Turabian, fifth edition, available in the bookstore or the college library.

**Attendance:** In order to succeed in this class, attendance is mandatory. Your final grade will drop by one full letter grade after **3** unexcused absences. Anyone leaving early will be counted as absent.

**Participation:** Students are required to be prepared for daily discussions. Along with attendance, participation will count for 5 per cent of your total grade. Therefore, it is imperative that you come to class ready to participate.

**Grading Scale:**

3 Exams (10% ea.).....	30%
Research Paper.....	20%
Book Reviews.....	20%
Presentation.....	10%
Class Participation/Att.....	5%
Final Exam.....	15%
	100%

## **Schedule:**

### **Week One**

Monday, January 9  
Introduction and course overview

### **Week Two**

Monday, January 16  
\*Holiday

### **Week Three**

Monday, January 23  
Ancient America and Africa (Nash)  
Is History True? (Madaras)  
Did the Chinese Discover America? (Madaras)

### **Week Four**

Monday, January 30  
Europeans and Africans Reach the Americas (Nash)  
Was Disease a Key Factor in the Depopulation of Native Americans in the Americas? (Madaras)

### **Week Five**

Monday, February 6  
\*Exam One  
Colonizing a Continent in the Seventeenth Century (Nash)  
Was the American Revolution Largely a Product Market Driven-Driven Consumer Forces? (Madaras)

### **Week Six**

Monday, February 13  
The Maturing of Colonial Society (Nash)  
Were the Founding Fathers Democratic Reformers? (Madaras)  
Was Alexander Hamilton an Economic Genius? (Madaras)

### **Week Seven**

Monday, February 20  
\*Holiday

### **Week Eight**

Monday, February 27  
Bursting the Bonds of Empire (Nash)  
Did the Industrial Revolution Provide More Economic Opportunities for Women in the 1830s? (Madaras)

**Week Nine**

\*Exam Two

Monday, March 5

A People in Revolution (Nash)

Did Andrew Jackson's Removal Policy Benefit Native Americans? (Madaras)

**Week Ten**

Monday, March 12

**\*Spring Break**

**Week Eleven**

Monday, March 19

Creating a Nation (Nash)

-*The Inequalities of the Human Races*

(In Class Discussion)

**Week Twelve**

Monday, March 26

Currents of Change in the Northeast and the Old Northwest (Nash)

\*Book Review due

-*When the Great Spirit Died*

(In Class Discussion)

**Week Thirteen**

Monday, April 2

Slavery and the Old South (Nash)

Was the Mexican War an Exercise in American Imperialism? (Madaras)

**Week Fourteen**

\*Exam 3

Monday, April 9

Shaping America in the Antebellum Age (Nash)

Was John Brown an Irrational Terrorist? (Madaras)

**Week Fifteen**

Monday, April 16

Moving West (Nash)

Was Slavery the Key Issue in the Sectional Conflict Leading to the Civil War?

(Madaras)

-Presentations

**Week Sixteen**

Monday, April 23

The Union in Peril (Nash)

Was Abraham Lincoln America's Greatest President? (Madaras)

-Presentations

### **Week Seventeen**

Monday, April 30

The Union Severed (Nash)

Did Reconstruction Fail as a Result of Racism? (Madaras)

-Presentations

### **Week Eighteen**

Monday, May 7

The Union Reconstructed (Nash)

\*Book Review due

-*Narrative of the Life of Frederick Douglass*

### **Week Nineteen**

Monday, May 14

\***Research paper due**

\*\* Final Exam

## **History Research Paper Guidelines**

The bibliography should be arranged alphabetically with the last name of the author first, then their first name, then the title of the book in italics, the city it was published in, the publisher, and the year it was published.

**Example: Author's last name, author's first name. *Title of Book*. City published in: Publisher's name, year it was published.**

Be sure to include primary as well as secondary sources in your bibliography. Primary sources are those created during the period under investigation and include documents, state papers, speeches, contemporary travel accounts, census data, diaries, memoirs, and autobiographies. Secondary sources are reconstructions and interpretations of primary sources. Encyclopedia articles **are not acceptable** for your bibliography. The following websites may be helpful:

The Preparation of Historical Essays (includes compiling a bibliography) from the University of Toronto.

<http://www.chass.utoronto.ca/history/undergraduate/essays.html>

Reading, Writing, and Research for History: Research Papers – a Working Bibliography from Bowdoin

College:

<http://academic.bowdoin.edu/WritingGuides/researching/papers/html/bibliography.shtml>

**A. Introduction.** The title page is followed by an introduction in which you outline the topic, raising the questions that you hope to answer in the main body of the paper, as well as indicating the methods by which you intend to do so.

**B. Main Body.** This contains the main narrative of your paper. Be sure that it has recognizable structure or organization. In this section, you provide the background to your document, discuss the document in length, and approach your document in much the same way that you did with the case study analyses.

**C. Citations.** Every time you make a statement that is not common knowledge, and every time you quote from a book or source, **you must employ a footnote**, giving the source of your information.

Footnotes look the same as a bibliography, except the author's first name goes first, then the last name, and the city, publisher, and year are in parentheses, followed by a comma and the page number you are citing from. Indent the first line only. Here are some examples of footnotes:

1 W. Warde Fowler, *The Religious Experience of the Roman People: From the Earliest Times to the Age of Augustus* (New York: Cooper Square Publishers, 1971), 29.

2 Ibid., 55.

3 Lucian. *Selected Satires of Lucian*, ed., trans. Lionel Casson (New York: W.W. Norton, 1968), 89.

Ibid is a Latin term, which loosely means the same book. For example, if you are citing a quote or using information directly from Fowler's book, you use the full citation the very first time you cite the book.

But what happens if you cite Fowler's book again, just a paragraph later? Then you put Ibid., page #. Ibid is followed by a period, a comma, and then the page number (s) you use. You only use Ibid if you cite the very same book twice in a row, without using any other source in between. If you use a citation from a different book, then you list the full citation, and the next time you use a book you already cited, just use the author's last name, comma, and page number. Note: if you cite more than one page, use pp. before the page numbers. Here are examples:

1 Deborah Sawyer, *Women and Religion in the First Christian Centuries* (London: Routledge, 1996), 19.

2 Livy. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt (Baltimore: Penguin Books, 1960), 27.

3 Sawyer, pp. 21-28.

In a term paper you begin footnote numbering at the beginning of the paper and carry it through the entire paper. The footnotes belong at the bottom of the page to which they refer. To do this in Microsoft Word, click Insert, Footnote, make sure Footnote is checked, and click OK. Repeat this step anytime you wish to insert a footnote.

**Other guidelines:**

1" margins on top, left, right, and bottom

12 Point Font, preferably Times New Roman, for all submitted assignments

All Assignments Must Be Typed

All footnotes must be single spaced, and in 10 pt. font (footnote text)

All use of quotations must be cited

Bibliography in proper alphabetical order

Cite All Information That is Not Your Own, or Quoted from a Source

Double-Space Everything (except footnotes)

Indent the first line of each new paragraph  
No Extra Spaces in Between Paragraphs  
No Report Covers or Folders, and No Rubber-banding or Folding of Assignments  
One-Sided Printing Only  
Page Number in Header or Footer, justified right  
Print in Black Ink on White Paper Only, and Staple (or clip) in Upper Left Corner  
Title page required for all assignments

***Sample title page:***

***Sample paper with footnotes and bibliography:***

In Roman society, from its earliest inception to its end, the structure of family revolved

around the *paterfamilias*.<sup>1</sup> The role of the Roman women did not change much, as her world usually centered on domesticity. Her typical day revolved around raising children and running her household, but the Roman woman would also assist her husband with his farm or business.

Patrick Henry and Problems with the Constitution (your title)

BY

John Smith (your name)

HST 111-003 (the course)

4 December 2002 (date you finish paper)

Occasionally, she might have worked as an artisan or beautician, and may have even had a business of her own. The woman's position in the family was always second to that of her husband, and, within this type of structure, there "would appear to be little room for female liberation."<sup>2</sup> Roman women of all social classes would definitively be bound to their husbands, and the men would retain all rights to the women's person and property, with very few exceptions. Often suppressed in terms of worship, women had few rights. Evidence also exists that demonstrates from roughly from 50 B.C. to 14 A.D., women were also discouraged from marrying outside their immediate private sphere. Hence, marriages were tightly controlled and probably arranged. This custom would have effectively restricted the men Roman women encountered, as well as limited their exposure to religion and other societies.<sup>3</sup> During the reigns of Julius Caesar, and later Augustus, "all women, regardless of their age, were in a state of permanent ritual and jural subordination to their husbands, fathers, or guardians."<sup>4</sup> The father also controlled all of his children, no matter their age, and the woman had no legal rights to her children.<sup>5</sup> Many wives could also not initiate separation or divorce, no matter how her husband may have treated her.<sup>6</sup> This demonstrates an imbalance in gender hierarchy; this was no more evident than in religious worship. As far as religion and religious rituals were concerned, the role of women also varied. Within the familial sphere, women would usually take part in ancestor worship, and may have.....

1 See John A. North, *Roman Religion* (Oxford: Oxford University Press for the Classical Association, 2000), 19.

2 Deborah Sawyer, *Women and Religion in the First Christian Centuries* (London: Routledge, 1996), 19.

3 Livy. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt (Baltimore: Penguin Books, 1960), 27.

4 Sawyer, 21. Note, "Secondly, like most of the evidence we have for women in Rome, her life story is told by a man, her husband." See Susan Martin, "Private Lives and Public Personae" at <

<http://www.dl.ket.org/latin2/mores/women/womenful.htm>> (1 November 2001).

5 Lesley Adkins and Roy A. Adkins. *Handbook to Life in Ancient Rome* (New York: Facts on File, Inc.,

1994), 339. paid homage to a variety of goddesses. Among the most universal was Juno, a mother goddess, whose sect was founded in 509 B.C. Juno had many forms, but was most commonly worshipped as the goddess of childbirth or the protector of young girls.<sup>7</sup> The popularity of Juno did not fade until pagan religions were banned in the fourth century A.D.; perhaps the myth of Juno partially merged with the worship of the Mary, the virgin mother of Jesus, whose adoration began in the first century A.D. One of the main goddesses for Roman women was Cybele, whose cult was founded sometime between 204 and 191 B.C. Cybele, a fertility goddess, known as the "mother of all living things," was usually worshipped at night.<sup>8</sup> The cult of Cybele was symmetrical; that

is, unlike later cults such as Bona Dea that segregated by gender, publicly both men and women could worship Cybele, but only as spectators, as both sexes were banned by the Romans from taking part in public worship.<sup>9</sup> Moreover, what is interesting about the cult of Cybele was that men, who were eunuch priests, led the public rituals in honor of the goddess.

6 See Ibid., 340. See also James Malcolm Arlandson, *Women, Class, and Society in Early Christianity:*

*Models from Luke-Acts*. (Peabody, MA: Hendrickson Publishers, Inc., 1997), 191.

7 The festival day for the female goddess Juno was 7 July, when women sacrificed to her in hopes of enhancing fertility. See Fowler, *Religious*, 143.

8 Adkins, 288.

9 Eugene Lane, ed. *Cybele, Attis, and Related Cults: Essays in Memory of M.J. Vermaseren* (Leiden; New

York: E.J. Brill, 1996), 339. Private worship of Cybele did take place, as many different cults dedicated to Cybele did exist. See Ibid., *passim*.

### **Sample Bibliography**

Adkins, Lesley and Roy A. Adkins. *Handbook to Life in Ancient Rome*. New York: Facts on File, Inc., 1994.

Arlandson, James Malcolm. *Women, Class, and Society in Early Christianity: Models from Luke-Acts*. Peabody, MA: Hendrickson Publishers, Inc., 1997.

Bipsham, Edward, and Christopher Smith, eds. *Religion in Archaic and Republican Rome and Italy: Evidence and Experience*. Edinburgh: Edinburgh University Press, 2000.

Bridenthal, Renate, Claudia Koonz and Susan Stuard, eds. *Becoming Visible: Women in*

*European History*. Boston: Houghton Mifflin Company, 1987.

Burkert, Walter. *Ancient Mystery Cults*. Cambridge, MA: Harvard University Press, 1987.

Carcopino, Jérôme. *Daily Life in Ancient Rome: The People and the City at the Height of the Empire*, 2nd ed. New Haven and London: Yale University Press, 1968.

Livy. "The Dionysiac Scandal in Italy" *History of Rome: Book 39*.  
 <<http://www.csun.edu/~hcfl1004/sc-baach.html>> (27 November 2001)

\_\_\_\_\_. *The Early History of Rome: Books I-V of the History of Rome from its Foundations*, trans. Aubrey de Sélincourt. Baltimore: Penguin Books, 1960.

Lucian. *Selected Satires of Lucian*, ed., trans. Lionel Casson. New York: W.W. Norton & Company, Inc., 1968.

Perpetua. *Medieval Sourcebook: St. Perpetua: The Passion of Saints Perpetua and Felicity 203* <<http://www.fordham.edu/halsall/source/perpetua.html>> (26 November 2001).

Suetonius. *The Twelve Caesars*. London: Penguin Books, 1989

## **How to Write a Book Review**

There are two approaches to book reviewing: the descriptive and the critical. A descriptive review is one in which the writer, without over-enthusiasm or exaggeration, gives the essential information about a book. This is done by description and exposition, by stating the perceived aims and purposes of the author, and by quoting striking passages from the text. A critical review is one in which the writer describes and evaluates the book, in terms of accepted literary and historical standards, and supports this evaluation with evidence from the text. The following pointers are meant to be suggestions for writing a critical review.

### **Basic Requirements**

Simply stated, the reviewer must know two things in order to write a critical review: the work being reviewed and the requirements of the genre to which the work belongs (novel, short story, biography, poetry, etc.). Knowledge of the work demands not only an attempt to understand what the author's purpose is and how the component parts of the work contribute to that purpose, but also some knowledge of the author--his/her nationality, time period, other works etc.

Knowledge of the genre means understanding the art form and how it functions. Without such understanding, the reviewer has no historical or literary standard upon which to base his/her evaluation.

### **Minimum Essentials of a Book Review**

Description, not a summary, of the book. Sufficient description should be given so that the reader, as he reads the review, will have some understanding of the author's thoughts. This account of the contents of a book can often be woven into the critical remarks. Something about, not a biography of, the author. Biographical information should be relevant to the subject of the review and enhance the reader's understanding of the work under discussion. An appraisal, preferably indirect, through description and exposition and based on the aims and purposes of the author. While a critical review is a statement of opinion, it must be a considered judgment including: a statement of the reviewer's understanding of the author's purpose how well the reviewer feels the author's purpose has been achieved evidence to support the reviewer's judgement of the author' achievement.

### **Preliminary Mechanical Steps**

Read the book with care.

Note effective passages for quoting.

Note your impressions as you read.

Allow yourself time to assimilate what you have read so that the book can be seen in perspective.

Keep in mind the need for achieving a single impression which must be made clear to the reader.

### **The Review Outline**

The review outline enables you to get an over-all grasp of the organization of the review, to determine what central point your review is going to make, to eliminate inessentials or irrelevancies, and to fill in gaps or omissions. By examining the notes you have made and eliminating those which have no relationship to your central thesis, and by organizing them into groups, several aspects of the book will emerge: e.g., theme, character, structure, etc. After ordering your topics--determining in what sequence they will be discussed--write down all the major headings of the outline and then fill in the subdivisions. Keep in mind that all parts of the outline should support your thesis or central point.

### **Some Considerations When Reviewing History**

With what particular period does the book deal?

How thorough is the treatment?

What were the sources used?

Is the account given in broad outline or in detail?

Is the style that of reportorial writing, or is there an effort at interpretive writing?

What is the point of view or thesis of the author?

Is the treatment superficial or profound?

For what group is the book intended (textbook, popular, scholarly, etc.)?

What part does biographical writing play in the book?

Is social history or political history emphasized?

Are dates used extensively, and if so, are they used intelligently?  
Is the book a revision? How does it compare with earlier editions?  
Are maps, illustrations, charts, etc. used and how are these to be evaluated?