

***Some years ago, Michael had read in an otherwise forgotten novel that no story existed without its own past, and the past of a story was what enabled us to understand it. That was true of more than stories in books.***

Peter Straub, *Koko*

***... They were more than pictures of another time. They were parts of a life, a life that could not go forward without knowing and understanding what was behind.***

Michael Connelly, *The Black Ice*

***How odd it is, thought March afterward, to live your life in ignorance of the past, of your world, yourself. Yet how easy to do it! You go along from day to day, down other paths people prepare for you, never raising your head-enfolded in their logic, from swaddling clothes to shroud. It's a kind of fear.***

***Well, goodbye to that. And good to leave it behind-whatever happens now.***

Robert Harris, *Fatherland*

***History has a nasty sense of humor.***

Walter Russell Mead, *God and Gold*

***... History is the only laboratory we have in which to test the effect of ideas. ... political knowledge advances only while we recall the political arrangements of the past and what came of them. In the old adage of Dr. Johnson, humankind is far more often in need of being reminded than of being instructed.***

Joseph Bottum

**The first step in liquidating a people is to erase its memory. Destroy its books, it's culture, it's history. Then have someone write new books, manufacture a new culture, invent a new history. Before long that nation will begin to forget what it is and what it was. The world around it will forget even faster.**

Milan Kundera

## **American History To 1877**

### **Becoming Americans**

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I have designed this class to be a comprehensive, introductory "look" at understanding the basic themes, concerns, and problems of American history. We will be discussing the arrangements, institutional and

emotional, which Americans have erected and lived-through from the colonial era to the Civil War and Reconstruction.

The class is intended to serve the student who desires only a brief yet intensive look into a field of study, which he/she does not intend to pursue, and also the student who requires a comprehensive and thorough introduction to his/her major field of study.

I would like to stress that success in this class is entirely dependent upon the degree to which you choose to take an active interest in the material we will be studying. This is your class, and I hope you will make the most of it.

The general class format of lecture and discussion is designed to encourage you to participate in class. I welcome, **at all times**, your comments on the conduct and content of the class. ***You may find it to your advantage to tape record the lectures.***

**Prerequisite:**

This course has a prerequisite of ENGWR 101 with a grade of "C" or better, or placement into ENGWR 300 (**only**). On the first day of class be prepared to show documentation that you have met this requirement. Documentation can include copy of unofficial transcripts or Los Rios Assessment/Placement test results. If you have met the prerequisites outside the Los Rios Community College District, you can submit a Prerequisite Challenge Form, located at <http://www.flc.losrios.edu/student-services/admissions-and-records/admissions-and-records-forms>. If you have not met this requirement by the end of the second week of classes, you will be dropped from the course.

**Website:** [www.madoc4.homestead.com/History.html](http://www.madoc4.homestead.com/History.html)

You will find all of the important class dates and outlines (in Microsoft Word) for the lectures to print out and use as you take notes.

**Required Reading:**

Alan Brinkley, *The Unfinished Nation*  
Tony Hillerman, *The Thief of Time*  
Michael Shaara, *The Killer Angels*

**Reading For exams:**

First Exam: Brinkley, chapters 1-3; Hillerman  
Second Exam: Brinkley, chapters 4-15; Shaara

**Video Materials**

The video material shown during the class constitutes a valuable resource and represents one fourth of the materials you will have (the others are

lecture, text and additional readings) to gain a comprehensive knowledge of American History.

**Examinations**

There will be two written examinations. These exams will be essay in format, and are vehicles for you to test your understanding of the core concepts of the course. The questions are not designed as a method of inquisition or as a way of "tricking" you with ambiguous questions.

In the case of absence from the examinations, it is **YOUR** responsibility to supply a reasonable excuse, and set-up an alternative date. I am very flexible about this, but the responsibility for taking examinations at the times indicated is yours. **If you do not complete all of the assigned work for the class the default grade is a D.**

Exams should be typed (single spaced in a 10 or 12pt easily readable type face) and be at least 4 pages in length. **Please consult the student handbook on the subject of plagiarism.**

**Term Paper**

Write a 5-6 page paper on a person, event or idea you find interesting in the course materials. It should be typed (single spaced with 10 or 12pt easily readable type face) **and provide a bibliography of source material(s)**. Please use both the Library and the Internet as research tools. The paper can be submitted at any time during the class. **Please consult the student handbook on the subject of plagiarism.**

**Important Dates**

Holiday(s):

Spring Break:

Writing Day(s):

Exam Questions:

First Exam Due:

First exam grades:

Second Exam Due:

Term Paper Due:

**Final Class Grade**

The final class grade is not the result of a point system or a curve. It results from your work taken as a whole and judged cumulatively and as a progression. Key indicators of performance are consistency and/or improvement in your work. Each assignment represents a percentage of the final grade. Roughly: First exam 25%; Final exam 40%; Term paper 30%; and extra credit 5%.

**Computers and/or Tablets in the Classroom**

Computers and/or Tablets are allowed only to take notes. **Any other use will result in your being unable to use the computer or tablet in the class.**

**Sending Work in an email**

Emailed work will **only** be accepted with prior approval and **must be** formatted in Microsoft Word.

**Attendance, Dropping the class and Incompletes**

While I realize that it is not always possible for you to attend every class, there must still be a minimum attendance requirement. If you were to miss more than three of the class lectures you would lose sight of the narrative themes of the class and would not perform well on the examinations. Therefore, anyone with more than three absences should consider dropping the class unless there are compelling reasons to do otherwise. **The first three weeks of the class:** if you miss three consecutive classes meeting twice a week without contacting me, you will be dropped from the class. If you miss two consecutive classes meeting once a week, you will be dropped from the class.

If you should decide the class is not for you, **be sure you fill out and submit the necessary drop form. If you don't, you will end up with an F grade in the class.**

**Students must initiate all requests for an Incomplete.** It is your responsibility to fill out and submit the necessary forms for my signature after conferring with me about being given an incomplete for the class.

**Safety and Civility**

Your courtesy toward your fellow students during the conduct of the class is something I assume as a basic qualification to remain in the class. **Please turn off any pagers or cell phones unless you are part of an emergency response team.**

**Tutorial and Learning Skills Assistance**

At one time or another, all of us have experienced the need to seek outside help with some aspect of our educational skills, or our work generally. FLC and EDC provide a broad range of support services through trained counselors and tutors. Please do not hesitate to seek them out if you feel you might need to improve your verbal, written, or comprehension skills.

**Reading and Writing Center: FLC2-239**

**English Center: EDC C-213**

**Extra Credit**

Take a tour of the Library or complete a class at the Reading and Writing Center (FLC) or English Center (EDC). Submit written documentation of completion.

**Learning Outcomes and Objectives**

Upon completion of this course, the student will be able to:

Develop and acquire information literacy skills necessary to conduct basic research of historical documents, publications, and references.

Compose historical writing assignments reflecting written expression competency at the college composition level.

Critically analyze the chronology of events that make up our country’s past to understand change and/or continuity and cause and/or effect in history.

Embody historical empathy by judging the past on its own terms and use that knowledge to understand contemporary issues.

Demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, and ethnicity.

Demonstrate an understanding of the philosophical reasoning, the federal concept, and the democratic ideology in the development of the Constitution.



**Course Outline**

***We live around a sea, like frogs around a pond***

Plato

**“What Am I Doing Here Anyway?” An Introduction to the Course and Basic Themes**

The basis for modern American history: religious, geographical and political transformation; "the decisive fact in the modern world."

***But this is how history is done now. People wait until they have a need for some history and then they customize it to suit their purposes.***

Neal Stephenson

History “thinking,” (“The Past Never Goes Away.”)

***Part One: Frogs Around A Pond*** (Weeks 2-8)

The End of the World

“Coram Deo”: The “invention” of the modern world

Dire Wolves: George McJunkin and Dead Horse Arroyo

The Christmas Party: *I will not be a toy of the fates*

Hiving Out

**Part Two: Becoming Americans** (Weeks 9-12)

The Western Design

"You Cannot Conquer A Map"

**Part Three: The "Second" American Revolution** (Weeks 13-16)

A General, Happy Mediocrity: *Don't Forget The Ladies*

"Tonight We Water the Horses in the Tennessee"

**Suggested Reading: General and Context**

***The Hammond Atlas of World History* (Current Edition)**

Robin Fox, *The Tribal Imagination*

Nicholas Wade, *Before The Dawn*

Ernest Gellner, *Plough, Sword and Book*

Keith Thomas, *In Pursuit of Civility*

**David Landes, *The Wealth and Poverty of Nations***

**Deirdre N. McCloskey, *The Bourgeois Virtues; Bourgeois Dignity; Bourgeois Equality: How Ideas, Not Capital or Institutions Enriched the World***

Marcia Colish, *Medieval Foundations of the Western Intellectual Tradition, 400-1400*

Jacques Le Goff, *Medieval Civilization 400-1500*

Peter Spufford, *Power and Profit*

Cross and Livingstone, eds., *The Oxford Dictionary of the Christian Church* (3rd ed.)

Bernard Lewis, *Cultures in Conflict, Christians, Muslims, and Jews in the Age of Discovery; The Middle East, A Brief History of the Last 2,000 Years; The Arabs In History*

Lisa Jardine, *Worldly Goods, A New History of the Renaissance*

**Part One: Frogs Around A Pond**

**Jake Page, *In The Hands of the Great Spirit***

**Charles Mann, *1491; 1493***

Brian Fagan, *The Great Journey*

Coe, Snow, and Benson, *Atlas of Ancient America*

Carl Waldman, ed., *Atlas of the North American Indian*

Carlos M.N. Eire, *Reformations: The Early Modern World 1450-1650*

Alec Ryrie, *Protestants: The Faith that Made the Modern World*

Diarmaid MacCulloch, *All Things Made New: Reformation and It's Legacy*

**J.H. Elliott, *Imperial Spain; Empires of the Atlantic World***

Henry Kamen, *Empire, How Spain Became A World Power 1492-1763*

**Peter Padfield, *Maritime Supremacy and the Opening of the Western Mind***

Wallace Maccaffrey, *Elizabeth I*

John Guy, *Elizabeth, The Forgotten Years*

**Part Two: Becoming Americans**

**Gertrude Himmelfarb, *The Roads to Modernity***

**Michael Barone, *Our First Revolution***

**Daniel Boorstin, *The Americans, The National Experience***

**Robert Weibe, *The Opening of American Society***

Perry Miller, *Nature's Nation; Errand Into The Wilderness*

Michael Warner, *American Sermons*

**Bernard Bailyn, *The Peopling of British North America; The Ideological Origins of the American Revolution; The Origins of American***

***Politics; The Debate on the Constitution*** (two vols); **The Essential**

**Debate on the Constitution; *Voyagers to the West; Faces of Revolution;***

*The Federalist Papers; To Begin The World Anew; The Barbarous Years*

**Edmund Morgan, *The Puritan Dilemma; American Slavery, American***

*Freedom: The ordeal of Colonial Virginia; Visible Saints; The Puritan Family*

**Gordon Wood, *The Radicalism of the American Revolution; The***

*American Revolution; Revolutionary Characters; Empire of Liberty; The*

*American Revolution: Writings from the Pamphlet Debate 1764-1776.*

**Forrest McDonald, *We, The People; Novus Ordo Seclorum, The***

***Intellectual Origins of the Constitution; E Pluribus Unam; The***

***American Presidency***

Jack Rakove, *James Madison, Writings*

Lance Banning, *The Sacred Fire of Liberty: James Madison and the Founding of the Federal Republic*

Thomas West, *Vindicating the Founders: Race, Sex, Class and Justice in the Origins of America*

**Joseph Ellis, *Founding Brothers; American Sphinx; American Creation***

**Walter McDougall, *Freedom Just Around the Corner; Throes of***

*Democracy*

**Walter Russell Mead, *God and Gold; Special Providence***

**Henry Nash Smith, *Virgin Land***

David McCullough, *The Pioneers*

**Howard Lamar, ed., *The American West, The Reader's Encyclopedia***

Philip Anschutz, *Out Where The West Begins*, two volumes

**Part Three: The "Second American Revolution"**

**Alexis De Tocqueville, *Democracy in America* (2 vols)**

Robert Remini, *The Life of Andrew Jackson; The Battle of New Orleans*

Marvin Meyers, *The Jacksonian Persuasion*

**Michael Knox Beran, *Forge of Empires***

**Harry Jaffa, *A New Birth of Freedom; Crisis of the House Divided***

George Fredrickson, *The Inner Civil War*

James McPherson, *The Battle Cry of Freedom: The Civil War Era; Drawn With The Sword*

**Allen Guelzo, *Abraham Lincoln; Fateful Lightning***

Ron Chernow, *Grant*

**John Diggins, *On Hallowed Ground***

**Alice Rossi, ed., *The Feminist Papers***

Appiah and Gates, eds., *Africana, The Encyclopedia of the African and African American Experience*

Peter Kolchin, *American Slavery 1619-1877*

**Eugene Genovese, *Roll Jordan Roll***

Ira Berlin, *Many Thousands Gone, The First Two Centuries of Slavery In North America*

Robert Hughes, *American Visions, The Epic History of Art in America*

**Reference:**

Frederick Crews, *The Random House Handbook*

Kate Turabian, *A Manual for Writers of Term Papers, Theses and Dissertations* (Current Edition)

*The Chicago Manual of Style* (Current Edition)

R. W. Burchfield, ed., *The New Fowler's Modern English Usage* (Current Edition)

The New York Public Library, *Writer's Guide to Style and Usage* (Current Edition)

The New York Public Library, *Desk Reference* (Current Edition)

**The Practice of History:**

Bernard Bailyn, *On The Teaching and Writing of History; Sometimes An Art*  
Gertrude Himmelfarb, *The New History and the Old; "Whigged Out"* (*New Republic*, Oct 11, 2004)

Harry Jaffa, "The Declaration of Independence, the Gettysburg Address, and the Historians", *A New Birth of Freedom; "The Meaning of Equality"*, *Crisis Of The House Divided*

Mary Lefkowitz, *History Lesson; Not Out of Africa*

Gordon Wood, *The Purpose of the Past*

David Greenberg, "Agit-Prof Howard Zinn's Influential Mutilations of American History", *New Republic* (March 19, 2013)

Ron Radosh, "The Zinning of America ...", *PJ Media* (December 12, 2009)

Stanley Kurtz, AP History, *National Review* (May 1, 2019)

Algis Valiunas, "The Rise and Rise of Doris Kearns Goodwin", *Commentary* (April, 2014)

Allen Guelzo, "Slavery All The Way Down", *Claremont Review* (Spring, 2015)

Victor Davis Hanson, *A War Like No Other*

Robert Strassler, ed., *The Landmark Thucydides*

Donald Kagan, *The Peloponnesian War; On The Origins of War*

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FILM REVIEW GUIDELINES American History to 1877 Hollywood has a long tradition of using and abusing history for dramatic reasons. In order to examine popular culture depictions of early American history, you will have the chance to write a two-page film review of a historical movie of your choosing. This exercise encourages you to be more critical of the ways in which history can be misrepresented--in addition to giving you the chance to watch some pretty good films. \*\* The field of American History to 1877 provides students an opportunity to explore the social, economic, cultural, political, military, and legal history of the first contacts between native Americans, Europeans, and Africans, the founding and development of the North American colonies, the American Revolution, the constitutional establishment of the United States, and its development through the period of the Civil War and Reconstruction. Ohio State Dissertations in Early American History, recently completed and in progress. Courses in American History to 1877. Graduate courses are offered on