

CHAMINADE UNIVERSITY



History 301 60
Winter Quarter/Jan.11-March 24, 1999
Fridays 1645-2055
Pearl Harbor

Kelly Hawkins Blanchard, Instructor
262-7452 (H)

Early America

This course will study the major factors inherent within the formation of the United States of America, analyzing the key historical events between 1492 and 1815. Beginning with 15th century European exploration, this course will explore fundamental topics underlying America's formative years: relationships between Europeans and Native Americans; colonial political and social life; the French and Indian War; the road to colonial rebellion against England; The Revolutionary War; Slavery; the creation of an American republic and the experiments in preserving it, such as the Articles of Confederation and the Constitution; Revolutionary social and political changes in the Early Republic; and America's "second war for Independence" in 1812.

Method of instruction will rest primarily on class discussion, augmented by lecture. Lectures will aim to provide proper background and contexts for class discussion. Class discussions will be based on weekly reading assignments from the text book, assigned articles, and films shown in class. Students are encouraged to come to class prepared to discuss key topics, having completed assigned readings.

Required Texts: Evolution and Revolution: American Society, 1600-1820, by James Henretta and Gregory H. Nobles

Course Assignments:

Students will be expected to:

1. read and be prepared to discuss assigned chapters from Evolution and Revolution before each class period
2. complete **three** papers assessing themes and drawing conclusions from each of the three segments of the course
3. Read assigned articles that will be distributed and discuss them in class
4. attend each class session and participate in discussion
5. complete a final exam

Grading:

Paper #1 (due Feb. 5)	20%
Paper #2 (due Feb. 19)	20%
Paper #3 (due Mar. 19)	20%
Final Exam	20%
Attendance/class participation	20%

Final Course Grades:

90-100=A
80-89=B
70-79=C
60-69=D
59 or below=F

Paper Guidelines:

1. The course is divided chronologically into three segments:
 - (1600-1740) the formation of an "American" society in the early colonial period
 - (1740-1775) the breaking of ties with England and the road to revolution
 - (1775-1820) the creation of an American Republic

Students will write **one paper per segment**. The paper is to be a critical analysis of some of the themes inherent within each period. It is the student's opportunity to convey his understanding of one or more lessons from the period, to assess the accomplishments or failures of the time, and to explain causes and effects of particular events. Papers may summarize each period but should also go beyond that by offering the student's own interpretation, evaluation, and reflection.

2. In writing their papers, students should incorporate material from the class: text book reading, the assigned articles, notes from lecture, and ideas generated by classroom discussion. If desired, students may also venture beyond the confines of our class readings and discussions to utilize other sources. Again, the end product should be both synthesis of material and the student's own analysis.

3. All sources utilized, referred to, or quoted must be cited by either footnotes, end notes, or parenthetical citation. Sources may include text book, articles, outside works of literature (either primary or secondary sources), and films. All papers must include a bibliography.

4. Each paper should be 4 - 6 pages in length, double spaced.

5. Grades will be based primarily on **content** but will also be based on quality of writing (organization, style, punctuation, grammar).

Office Hours:

I will meet with students before or after class upon request. Students may feel free to call me at home anytime to discuss assignments/questions about the course.

Attendance:

It is important to be present at each class session since a portion of your grade is based on participation and attendance. Obviously, one cannot participate and absorb material if one is not there. However, I am aware that special, unavoidable circumstances (sickness, work, TAD) may preclude a student from attending. I will be as helpful as possible in dealing with such conflicts if the student lets me know ahead of time. Thus, if you know you cannot attend a class, please telephone me in advance.

Late papers will be accepted without penalty if : a) there is an acceptable excuse and, b) student lets me know ahead of time. Without an acceptable excuse, late papers will still be accepted but will be penalized one half a grade per week.

COURSE OUTLINE

Part I: Forming an American Society

- Week 1: 1/15
Introduction
European Exploration; settlement of North America
Reading: Chapter 1: p. 1-20
- Week 2: 1/22
The clash of cultures
A nascent American identity
Seeds of contention
Reading: Chapter 1: p. 20-28
Chapter 2
articles: *Salem Witch Trials*;
Bacon's Rebellion; *Mary Corliss Neff*
- Week 3: 1/29
Market Economy; Slavery; Measures of authority
in family, politics, and church
Reading: Chapters 3 & 4
articles: *Origins of Slavery and Racism*;
Colonial family life;
Puritans and sex

Part II: The Established Order Disintegrates

- Week 4: 2/5
(Paper #1 Due)
Society in Crisis: The Great Awakening; French and
Indian War
Reading: Chapter 5
article: from *The People's Army*
- Week 5: 2/12
The Road to Revolution: origins of conflict
Reading: Chapter 6
articles: *Stamp Act Crisis*; *Boston Massacre*;
Ideology of America's revolution

Part III: The Creation of a New Order

Week 6: 2/19
(Paper #2 Due)

The Revolutionary War

Reading: Chapter 7
articles: *Common Sense*; *Declaration of Independence*; *Diary of a Common Soldier*; *The Hessian Diary*

Week 7: 2/26

Changes wrought by Revolution: How radical was it?
Experiments in Republicanism: The Articles of Confederation and the U.S. Constitution

Reading: Chapter 8
articles: *Slavery*; *Native Americans*; *Women*; *Republicanism*; *The Federalist Papers*

Week 8: 3/5

Creating a Nation: The Early Republic; Thomas Jefferson vs. Alexander Hamilton; War of 1812
An Evolving America and the question of a National Identity

Reading: Chapters 9 & 10, and "A Final Perspective"
articles: *Liberty*; *Equality*; *Nationalism*

Review for Exam

Week 9: 3/12

EXAM

Week 10: 3/19
(Paper #3 Due)

Presentations of final papers and discussion
The evolution of America

Reading: article: *English Colonists in America*