

**HONORS 201A: SOPHOMORE HONORS SEMINAR:
AMERICAN INSTITUTIONS AND VALUES TO 1900**

Fall 2004

Section 42 #13659 TTh 10:00-11:15 a.m. LH 315A

Dr. Bruce Stuart

Humanities 715F Office (714) 278-7860; e-mail bstuart@fullerton.edu

Office Hours MWF 10-11 a.m. TTh 1-2 p.m. (and by appointment)

REQUIRED TEXTS (Purchase at Little Professor Bookstore 725 N. Placentia; (714) 996-3313; Fax (714) 528-1888)

Francis Cogliano, **Revolutionary America, 1763-1815**

Bruce Levine, **Half Slave and Half Free**

Gregory Nobles, **American Frontiers**

Daniel Rodgers, **The Work Ethic in Industrial America**

James M. McPherson, **Abraham Lincoln and the 2nd American Revolution**

COURSE GOALS AND OBJECTIVES (from GE courses in History)

1. To understand critically the historical development of American institutions and values and their impact on the individual and collective lives of Americans.
2. To assess critically how the Constitution of the United States and government under the Constitution have shaped American democracy and contemporary American society.
3. To understand critically the political culture of citizen participation, including political parties, pressure groups, public opinion, and the electoral process.
4. To recognize the significance of important cultural, intellectual, moral, and political struggles that have shaped contemporary American society.
5. To recognize the significance of the contributions of various ethnic and gender groups to American history, political institutions, and values within contexts of cultural accommodation and resistance.

The course touches upon specific themes and issues in the colonial and national history of the United States and presents several perspectives which illumine the thoughts, experiences, and behavior of Americans from 1763-1920. In the context of liberal arts study, the course introduces features of historical study—as a process of thoughtful inquiry and public expression. While focusing on selected topics that are part of colonial and national history, rather than merely surveying a chronology of events, the class illustrates how historical questions are pursued and show historians “doing history.”

We will treat the development of several American institutions and key cultural values. We will note elements of continuity and change in Americans’ lives in the colonial and early national eras, deal with political actions, religious values, economic issues and debates concerning gender and labor. We will examine political and social documents and address various ways in which scholars treat American experiences.

Special attention given to: (A) AMERICAN EXPANSION; (B) THE AMERICAN REVOLUTION; (C) LINCOLN ON RACE, SLAVERY, AND FREE LABOR; (D) CHANGING ATTITUDES ABOUT LABOR AND LEISURE; (E) THE RISE OF BIG BUSINESS AND CORPORATE AMERICA; (F) THE ONGOING SIGNIFICANCE OF “AMERICAN FRONTIERS.” (In this topic, much attention will be given to conflicts involving European-Americans and native peoples.)

STUDENT RESPONSIBILITY FOR READING, DISCUSSION, AND LECTURES

The class sessions will include lectures and discussion and address issues that are treated by the readings. Historians normally express their ideas in expository prose, asking questions and giving “answers” in essays that advance arguments and use evidence. This evidence refers to artifacts and historians’ discussion. The variety of assignments will give practice in reading and critical thinking about historical issues.

NOTE: The schedule of readings will closely follow the lectures, but the lectures will supplement—rather than repeat—the main ideas and arguments of readings. Lectures will emphasize issues introduced in the reading, and the presentations will indicate the lecturer’s interpretations of the reading. I expect you to complete the readings and to be active participants (speakers and listeners.) During the term, you will have several short paper assignments, which will also be the special preparations for class discussions.

COURSE ASSIGNMENTS AND GRADING

The assignments include a quiz, a take-home mid-term exam, six short essays (750-1,000 words apiece) and a longer paper (1,500-2,000 words.) The longer paper is a “response” paper to a topic in the course, with focus on course materials and slight library component. (It is not a full-blown “research project.”)

The weighting of the assignments is given in the “Reading Schedule” of the syllabus. All work must meet the scheduled deadlines. Unless excused by the instructor, no late papers will be accepted for credit. Course grades are determined according to these percentages of the total course points:

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-59%

ATTENDANCE IS REQUIRED YOUR GRADE WILL BE REDUCED FOR TOO MANY ABSENCES. In no circumstance will a person pass the course, if he or she has missed more than three sessions. In the case of emergency circumstances, please contact me. **ATTENDANCE FOR THE QUIZ AND EXAM IS MANDATORY. IN ACCORDANCE WITH UNIVERSITY POLICIES, THERE WILL BE NO MAKE-UPS UNLESS VERIFICATION OF ILLNESS OR EMERGENCY IS PRESENTED TO THE INSTRUCTOR. MAKE-UP IN ALL CIRCUMSTANCES WILL BE DETERMINED OR DENIED BY THE INSTRUCTOR.**

UNIVERSITY POLICIES ON ACADEMIC HONESTY WILL BE FOLLOWED.
(Consult your student policy statements for guidance.)

READING SCHEDULE

August 24, 26

Tuesday “The British and Empire in North America”
Thursday Nobles, 57-87; Cogliano, Ch. 1

August 31, September 2

Tuesday Cogliano, Ch. 2; Handouts, “Resolutions of the Stamp Act Congress,”
“Dulany-Pitt speeches,” “Chronicle of Colonial-British Tension” (**précis on
Stamp Act Crisis: a sketch of principal issues, from perspective of opponents;
750 words; 5% of course mark**)
Thursday Cogliano, Ch. 3

September 7, 9

Tuesday Handouts, Thomas Jefferson, Patrick Henry, The Boston Port Act,
Thomas Paine
Thursday Cogliano, Ch. 4 (**précis on principal elements of imperial disputes,
1763-1775; presenting your “theory” concerning the outbreak of violence;
750 words; 5% of course mark**)

September 14, 16

Tuesday Cogliano, 94-134
Thursday “The Declaration of Independence” (**Short Paper: “Independence,
Good reasons/bad reasons for British Citizens to dispute the Empire” (750-
word essay for discussion; bring two copies; 5% of course mark)**)

September 21, 23

Tuesday Handout: McGinty, “Sunrise at Philadelphia”
Thursday **Short Paper: “Why go beyond the Articles of Confederation? The
United States during the 1780’s” (750-word essay, bring two copies; 5% of
course mark)**

September 28, 30

Tuesday Cogliano, Ch. 9; Levine 3-16; Handout: “The Constitution/Slavery”
Thursday “Slavery and Free Labor” Levine, 17-70

October 5, 7

Tuesday Rodgers, xi-xv; 1-53
Thursday McPherson, Ch. 3 Handouts: Fitzhugh, Garnet, Hammond

October 12, 14

Tuesday **Short Paper: “The benefits of slavery and free labor: a cultural
political debate.” (1000-word essay, bring two copies; 10% of course mark)**
Thursday McPherson, chapters 2, 4

October 19, 21

Tuesday **TAKE-HOME EXAM DUE (20% of course mark)**

Thursday Rodgers, 65-93

October 26, 28

Tuesday Rodgers, 153-209

Thursday Rodgers, 153-209

November 2, 4

Tuesday **Short Paper: “What I expect from work and leisure: A personal Perspective” (1,000-word essay, bring two copies; 10% of course mark)**

Thursday—Nobles, 3-16, 99-120 **Guest lecturer? No class?**

November 9, 11

Tuesday Nobles, 120-132; Handout: “The Significance of the Frontier in American History” (by Frederick Jackson Turner)

Thursday “The Significance of the Frontier in American History” Nobles, 99-132

November 16, 18

Tuesday Turner, “The Significance of the Frontier...” Nobles, 135-169

Thursday Nobles, 173-206; **IN-CLASS QUIZ ON FRONTIERS (10% of course mark)**

November 24-28 **Thanksgiving Recess**

November 30, December 2

Tuesday Nobles, Nobles 209-242

Thursday **DISCUSSION: FRONTIERS, ENCOUNTERS, OMITTED TOPICS**

December 7

Tuesday Review: The work/leisure and the frontier themes

December 9 (regular class meeting) STUDENT PRESENTATIONS

December 14 9:30-11:20 am STUDENT PRESENTATIONS

These sessions are reserved for the oral presentations/speeches of the term projects. There will be no final exam in the course. **TERM PROJECTS:** During November, we will read and discuss Frederick Jackson Turner, “The Significance of the Frontier in American History.” A project that responds to this essay in relation to other course materials (choice one) or a project on “work and leisure in the nineteenth-century” (choice two) will constitute the major assignment for the second half of the course. This assignment will include both a speech and a written component. **(30% of course mark)**