



The Beijing Center

北京中国学中心

Fall 2020

TBC 1150 History of the United States to Early National Era

Credit Hours: 3.0

Class Times and Location: TBA

Instructor: TBA

Tel: TBA

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Course Description

U.S. civilization to Early National Era. A survey of the social, cultural, political, economic and intellectual development of the Colonial Era with emphasis on the era of the American Revolution, the development of the Constitution, and the role of the major ethnic, social and gender groups in the American experience.

Learning Outcome

On successful completion of this course (i.e. by *passing* this course), a student will be able to

1. demonstrate and apply knowledge of United States prehistoric and Colonial eras through 1800's primary documents to construct defensible statements of meaning and evaluation about this period's developments.
2. identify, critically evaluate, and interpret United States from pre-historic Colonial eras through 1800 primary documents to construct historical analysis.

Course Objectives

1. Comprehend the nature of the historical discipline and apply critical thinking skills within a multi-cultural diverse approach of the historical method to the critical examination and interpretation of primary and secondary sources.
2. Analyze and evaluate with use of primary and secondary sources the origins, development, and impact of the Revolution and Constitution of the United States in the Early National Era and the implications for various political, economic, and social developments.
3. Appraise with use of primary and secondary sources the role of specific events and individuals in affecting social change and assess why individuals were able to be historical agents for change
4. Apply with use of primary and secondary sources a broad factual knowledge of the history of diverse peoples and events as a basis for understanding the development of the societies and cultures of America from the pre-Columbian period to the early National Era
5. Compare and contrast with use of primary and secondary sources the historical experiences of various American cultural groups, so that major theoretical and

analytical issues relevant to race, class, ethnicity, gender, and sexual orientation can be evaluated in the development of American society and history

Texts and Supporting References

Primary texts and references

1. Boyer, Paul, et al. *The Enduring Vision: A History of the American People*. Boston: Houghton Mifflin Press, 6th ed., 2010.
2. Brinkley, Alan. *The Unfinished Nation: A History of the American People*. 2nd Edition, 2007.
3. Norton, Mary B., et al. *A People and a Nation: A History of the American People*. Boston: Houghton Mifflin, 8th ed., 2008.
4. Roark, James L., et al. *The American Promise: A History of the United States*. Boston: Bedford/St. Martin's Press, 5th ed., 2012.
5. Zinn, Howard. *A People's History of the United States: 1492 - Present*. New York: Harper Collins Publishers, Commemorative Edition, 2010.

Supporting texts and references

1. Beard, Charles A. *An Economic Interpretation of the Constitution of the United States*. New York: Macmillan, 1913.
2. Beeman, Richard, ed. *Beyond Confederation: Origins of the Constitution and American National Identity*. Chapel Hill, NC: University of North Carolina Press, 2003.
3. Berkhofer, Robert F., Jr. *The White Man's Indian: Images of the American Indian from Columbus to the Present*. New York: Pathfinder Press, Revised edition, 2000.
4. Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Boston: Harvard University Press, 2008.
5. Calloway, Colin G., ed. *The World Turned Upside Down: Indian Voices from Early America*. Boston: Bedford/St. Martin's Press, 1994.
6. _____. *New Worlds For All: Indians, Europeans, and the Remaking of Early America*. Baltimore, MD: Johns Hopkins University Press, 2010.
7. Countryman, Edward, ed. *What Did the Constitution Mean to Early Americans? : Selected Readings*. Boston: Bedford/St. Martin's Press, 2008.
8. Crosby, Alfred W., Jr. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, CT: Greenwood Press, 30th anniversary edition, 2003.
9. Fagan, Brian. *Ancient North America: The Archaeology of a Continent*. Boston: University of MA Press, 1991.
10. Gross, Robert A. *The Minutemen and Their World*. New York: Hill and Wang, 1976.
11. Gutierrez, Ramon. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*. Stanford: Stanford University Press, 1991.
12. Jennings, Francis. *The Invasion of America: Indians, Colonialism, and the Cant of Conquest*. New York: W. W. Norton and Company, 2005.
13. Johnson, Michael, ed. *Reading the American Past: Selected Historical Documents, vol. 1*. Boston: Bedford/St. Martin's Press, 4th ed., 2009.
14. Kerber, Linda. *Women of the Republic: Intellect and Ideology in Revolutionary America*. New York: W. W. Norton and Company, 2001.
15. Maier, Pauline. *American Scripture: Making the Declaration of Independence*. New York: Oxford University Press, 1997.
16. Morgan, Edmund S. *American Slavery, American Freedom: the Ordeal of Colonial Virginia*. New York: W.W. Norton, Revised edition, 2001.
17. Nash, Gary B. *Red, White, and Black: The Peoples of Early America*, Englewood Cliffs, NJ: Prentice-Hall, 6th ed., 2009.

18. _____. *The Urban Crucible: Social Change, Political Consciousness, and the Origins of the American Revolution*. Cambridge, Mass.: Harvard University Press, 1979.
19. Norton, Mary Beth. *Founding Mothers and Fathers: Gendered Power and the Formation of American Society*. New York: W.W. Norton, 2006.
20. Rakove, Jack N. *Original Meanings: Politics and Ideas in the Making of the Constitution*. New York: Knopf, 2006.
21. Sale, Kirkpatrick. *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy*. New York: Oxford University Press, Revised edition, 2003.
22. Weber, David J. *The Spanish Frontier in North America*. Albuquerque, NM: University of New Mexico Press, 1992.
23. White, Richard. *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*. Columbus, OH: Ohio State University Press, 2008.
24. Wood, Gordon. *The Creation of the American Republic, 1776-1787*. New York: W.W. Norton, 1969.
25. Wood, Peter. *Black Majority: Negroes in Colonial South Carolina from 1670 Through the Stono Rebellion*. New York: W. W. Norton and Company, 1999.

Course Requirements

1. Assignments & Exams

- Discussion of assigned reading
- Discussion and problem solving performed in class
- In-class essays
- In-class exploration of Internet sites
- Quiz and examination review performed in class
- Homework and extended projects
- Collaborative learning and small group exercises

2. Attendance Policy

Only valid medical or family emergencies qualify as an absence, and documentation of the same must be presented to the professor no later than the next class meeting.

3. Grading

(a) Participation (15%)

Students' participation in classroom discussion and debates in which the students' skill in interpreting and arguing relevant issues in early American history can be assessed by students making clear and persuasive arguments and supporting arguments with historical evidence.

(b) Essay assignments (30%)

Essay assignments that will examine the student's ability to make and support meaningful statements about history sources and events and to exhibit critical thinking and analytical skills.

(c) Midterm exam (25%)

Midterm exam comprised of objective and/or written sections which require critical thinking and analysis of course readings and other materials.

(c) Final exam (30%)

Final exam comprised of objective and/or written sections which require critical thinking and analysis of course readings and other materials.

4. Academic Honesty Statement

Please click the following link to see The Beijing Center's policy on Academic Integrity: <http://thebeijingcenter.org/academic-integrity>

Course Schedule

Week 1 Ancient America: Before 1492

Week 2 Europeans Encounter the New Worlds, 1492-1600

Week 3 The Southern Colonies in the Seventeenth Century, 1601-1700

Week 4 The Northern Colonies in the Seventeenth Century, 1601-1700

Week 5 Colonial American in the Eighteenth Century, 1701-1770

Week 6 Review

Week 7 Midterm Exam

Week 8 The British Empire and the Colonial Crisis, 1754-1755

Week 9 The War for America, 1775-1783

Week 10 Building a Republic, 1775-1789

Week 11 The New Nation Takes Form, 1789-1800

Week 12 Republicans in Power, 1800-1824

Week 13 Review

Week 14 Final Exam

Extended Description of Content

- A. Comprehend the nature of the historical discipline and apply critical thinking skills within a multi-cultural diverse approach of the historical method to the critical examination and interpretation of primary and secondary sources.
 1. History as a mental construct and an act of critical thinking
 2. Primary historical evidence from diverse sources, and its analysis and interpretation
 3. The fragmentary nature of historical evidence and the limits and possibilities of what we know about the past
 4. History as a cultural process
 5. History "from the bottom up," the New Labor History, the New Social History and the inclusion of women and people of color from a multi-cultural perspective
 6. History as a tool for self-knowledge

- B. Analyze and evaluate with use of primary and secondary sources the origins, development, and impact of the Revolution and Constitution of the United States in the Early National Era and the implications for various political, economic, and social developments.
1. Articles of Confederation and their weaknesses; the reasons why many Americans originally favored a weak central government without a strong executive, as well as events such as Shays's Rebellion which eventually helped lead to the call for a more powerful national government
 2. Constitutional Convention in Philadelphia and the role of individuals and compromises in forming the American Constitution (for example the 3/5 compromise and other sections regarding slavery; the Virginia plan vs. the New Jersey plan for Congressional representation; James Madison's role as "Father of the Constitution; the fact that voter eligibility requirements -- for white male property owners -- were determined at the state level and were not included in the national constitution; the reasons behind the creation of the electoral college for the election of the president; the membership of the constitutional convention in Philadelphia as well as the groups not represented there)
 3. Constitutional Ratification Debates; Federalist and Anti-Federalist Arguments (including Federalist #10 written in support of ratification by James Madison, and the critique of the Constitution by Anti-Federalist Mercy Otis Warren, a female historian of the revolutionary era)
 4. Bill of Rights, Amendments 1-10, and discussion from a multicultural perspective of whether or not the Bill of Rights were enforced for all Americans
 5. Controversies over the Constitution in the Early National Era. Debate on interpretation of constitutionality, broad v. strict construction
 6. Origins of judicial review, i.e., Marbury v. Madison, and the implications for future Supreme Court decisions
- C. Appraise with use of primary and secondary sources the role of specific events and individuals in affecting social change and assess why individuals were able to be historical agents for change
1. Identifying historical events as turning points in American history (for example, the migration of native peoples across the Bering Strait to the American continents; the development of agriculture by various native cultures; the landing of Columbus in the Americas; the establishment of the first permanent colonies by Spain and England in the Americas; the end of Iroquois unity and the consequences for native peoples; the American Revolution and its impact on various groups)
 2. The actions of individuals as the shapers of history (for example, in colonization, in the struggle for independence, in the risks taken in writing the Declaration of Independence, and in the positions taken for or against slavery and other issues in the constitutional ratification debates)
 3. The role of early leaders in establishing a new republic (for example, Thomas Jefferson, George Washington, John Adams, Alexander Hamilton, and others)
 4. The literature and oral speeches of men and women as conduits in influencing public attitudes toward issues (for example, Thomas Jefferson and Thomas Paine regarding independence, Benjamin Banneker and Phillis Wheatley regarding slavery, Abigail Adams and Judith Sargent Murray regarding women's

- rights, and Powhatan and Tecumseh regarding the treatment of Native Americans)
5. The music and art of Americans as reflections of European, African and Native American influences (for example, African musical forms and instruments and the impact on American popular music; European painting and sculpture; Native American creation stories and ceremonial dances)
 6. Early economic, political, and institutional developments (for example, in contrast to European political institutions, the relatively representative elected legislatures for white male property holders such as the House of Burgesses in Virginia; town meetings in New England; the gradual spread of religious diversity and the disestablishment of state-supported churches; the use of joint stock companies and the rise of manufacturing with its attendant economic impact; the influence of the Enlightenment on scientific experimentation; the eventual development of tax-supported public education in Massachusetts)
 7. Technology's role in shaping American landscape and society; for example, the planting of tobacco, the cotton gin, the steam engine, early manufacturing, irrigation, inoculation against diseases such as smallpox, and Benjamin Franklin's development of the theory of electricity
- D. Apply with use of primary and secondary sources a broad factual knowledge of the history of diverse peoples and events as a basis for understanding the development of the societies and cultures of America from the pre-Columbian period to the early National Era
1. Understand history as a record of the lives and actions of diverse human beings
 2. Understand the diversity of Native American cultures (for example, the Iroquois, Pueblo, Cherokee, Kiowa, Chinook) and the existence of complex Native American civilizations before the arrival of Europeans (for example, the Mississippians, Anasazi, Aztecs, and Mayas)
 3. Understand the diversity of colonial immigrant and migrant cultures (for example, various European and African civilizations)
 4. Understand the development of American values (for example, government according to the consent of the governed; the influence of John Locke's contract theory of government; no taxation without representation; freedom of speech, freedom of the press, freedom of religion, and other civil liberties such as the right to trial by jury; separation of powers and checks and balances at the federal, state, and local levels; civilian control of the military)
- E. Compare and contrast with use of primary and secondary sources the historical experiences of various American cultural groups, so that major theoretical and analytical issues relevant to race, class, ethnicity, gender, and sexual orientation can be evaluated in the development of American society and history
1. The European migration to North America and the impact on the various groups involved; (for example, the encomienda in the Spanish southwest, Cortes' conquest of Mexico, the impact of disease on native populations, the influence of native agricultural crops such as maize and potatoes on the diet and population of the rest of the world, the Puritan migration, the use of indentured servants, and the introduction of and profit from slavery)

2. The problems caused by the expansion of colonial society and economy on Native Americans and the environment; (for example King Philip's War and Bacon's Rebellion)
3. Origins of racist slavery and oppression and the impact on the development of colonial society, including the specific experiences of men, women, and children in slavery
4. The emergence and survival of a unique African American culture during slavery, as well as the development of northern communities and institutions created by free blacks
5. The roles and limitations of women in society, their struggle for fuller participation and equality, the specific impact of European ideas and laws regarding gender roles and sexual orientation, and the implications of a multicultural analysis of women's situation during colonization, including Native American women such as Pocahontas(Matoaka) and Sacajawea, African American women such as Phillis Wheatley and female runaway slaves, and European American women such as Anne Hutchinson, Abigail Adams, and white female indentured servants
6. Comparison and contrast of Southern and Northern Colonial life and the implications for the 1800s in the conflict over slavery
7. The development of East-West conflict, including the Regulators in South Carolina, Shays's Rebellion in Massachusetts, and coastal elites vs. backcountry farmers