

History 1301--United States History to 1877

Section 71126

Instructor: Dr. Soffar (So-fer)

Meeting Time: 11:00-12:20 P. M. MW

Feel free to discuss any problems that you may have with this course with me. My home phone number is **(713) 729-1780**, and my fax number is **(713) 729-3337**. My e-mail is ajsoffar@hotmail.com

Alan Brinkley. *American History*. Volume I. Twelfth Edition.

Jack Larkin. *The Reshaping of Everyday Life, 1790-1840*.

Lori D. Ginzberg. *Women in Antebellum Reform*.

American Perspectives: Readings in American History. Volume 1

Soffar. *Topic Outline for United States History to 1877*.

The objectives of this course are to offer the student the following: (1) greater knowledge and understanding of the events in the history of the United States to 1877; (2) greater ability in critical and analytical thinking in distinguishing between facts and opinions, the cause and effect relationships, and formulating valid generalizations; and (3) greater ability in organizing events into logical and chronological sequence.

The theme of this course is how competing economic and social interest groups interact to bring change through political, constitutional, and psychological response and reaction.

You will have three exams and a final. On each of the regular exams and the final, students will have fifty objective questions worth two points each. The lowest grade of one of the regular exams will be dropped. **There will be no make-ups of the exams. Any exam missed will be recorded as a zero. Instructor's exams must be fully written in blue or black ballpoint, or they will not be graded.** The two counted regular exams and the final will be worth fifty percent of the grade. Exams will cover lectures supported by the Brinkley textbook and Aldstadt reader. Two essays on the Larkin monograph and the Ginzberg biography will be written. They will be graded based on ninety percent content and ten percent grammar. Each essay will be worth twenty-five percent of the grade.

Students are expected to attend class and are strongly encouraged to arrive on time. Because arriving habitually late to class is both disruptive and inconsiderate. If a student is ten minutes late to class, he/she will be counted absent. **The college provides that students may be withdrawn by the instructor after missing more than six hours of absences from class.** I do not wish to withdraw anyone making a good faith effort to succeed in the course. However, if you stop attending, I will withdraw you to prevent you from receiving a failing grade. If you plan to withdraw from the class, please fill out the appropriate form in the campus office. Also be advised that **other instructors may simply fail you rather than drop you if you stop attending.** You are adults, and the responsibility is yours. Please contact me if you are having problems that are affecting your attendance, and I will do my best to work with you. All students should realize that there is a strong correlation between attendance and test grades in my classes. While classroom attendance does not guarantee good grades, excessive absences almost certainly will result in failure.

Grade Scale: A: 90 and above; B: 80-89; C: 70-79; D: 60-69; and F: below 60.

Exam I: Colonization (Topic 1) through Constitution (Topic 5). Brinkley, 2-168; *American Perspectives*, 69-83 and 99-106. It will occur on **Monday, February 12, 2007**.

Exam II: George Washington Administration (Topic 6) through Era of Change (Topic 10). Brinkley, 167-231; *American Perspectives*, 161-68 and 171-92. It will occur on **Wednesday, March 7, 2007**.

Exam III: Election of 1824 (Topic 11) through Election of 1852 (Topic 16). Brinkley, 234-359; *American Perspectives*, 244-63. It will occur on **Monday, April 9, 2007**.

The **Larkin** essay is due **Wednesday, February 14, 2007**. The **Ginzberg** essay is due **Wednesday, March 21, 2007**.

The final will cover The Road to Civil War (Topic 17) through Reconstruction (Topic 20). Brinkley, 359-437 . It will occur on **Monday, May 7, 2007 at 11:00 A. M.**

Absolutely no cell phones or audible beepers are allowed in the classroom. The first time a student violates this principle, the student is warned. The second time a student violates this principle, the student is directed to leave the class for the rest of the period. The third time that a student violates this principle, the student is dropped from the course.

The student's attention is called to the Student Disciplinary Rules of the section of the *HCCS Student Handbook*. Plagiarism, cheating, and other forms of academic dishonesty are prohibited by college system policy and the rules of this class. Plagiarism involves using the ideas or words of another person (either in whole or in part) without crediting the source. Cheating involves fraud and deception for the purpose of violating legitimate testing rules. In this class, a first incidence of academic dishonesty will result in a grade of "0" for the assignment and/or failure of the course. A second incidence can subject the student to expulsion from the institution.

Students who request accommodation for a disability must first receive certification by the Southwest College disability counselor, Dr. Becky Hauri; accommodation will then be provided..

Students who withdraw or are withdrawn from this course will receive a W. Under no circumstances will the grade be changed to another after it has been issued. If a student does not drop from this course or is not dropped by the withdrawal date, the student will receive the grade of record. No student will receive a drop after that date.

NOTICE: Students who repeat a course for a third or more times may soon face significant tuition/fee increases at HCC and other Texas public colleges and universities. If you are considering course withdrawal because you are not earning passing grades, confer with your instructor/counselor as early as possible about study habits, reading and writing homework, grammar and contents skills for writing papers, test-taking skills, attendance, course participation, and opportunities for tutoring or other assistance that might be available.

Reading Assignment for HCC-Alief for History 1301 for Spring RT 2007

For Monday, January 22-**Start Reading Larkin**; Brinkley, 2-102;
American Perspectives, 69-83 and 99-106.

For Wednesday, January 24-Brinkley, 102-16. Monday, January 29-Brinkley, 116-25.

For Wednesday, January 31-Brinkley-126-51. For Monday, February 5- 151-59.

For Wednesday, February 7-Brinkley, 160-70. For Monday, February 12- **Prepare for Exam I.**

Wednesday, February 14-**Complete Larkin essay for beginning of the period;** Brinkley, 170-73.

For Wednesday, February 21-**Start Reading Ginzberg;** Brinkley, 173-77; *American Perspectives*, 161-68 and 171-92.

For Monday, February 26-Brinkley, 177-204. For Wednesday, February 28-Brinkley, 204-23.

For Monday, March 5-Brinkley, 223-28. For Wednesday, March 7-**Prepare for Exam II.**

For Monday, March 19-Brinkley, 228-46; *American Perspectives*, 244-63.

For Wednesday, March 21- **Complete Ginzberg essay for beginning of the period.**

For Monday, March 26-Brinkley, 246-48. For Wednesday, March 28-Brinkley, 249-343.

For Monday, April 2-Brinkley, 343-55. For Wednesday, April 4-Brinkley, 355-57.

For Monday, April 9-**Prepare for Exam III.** For Wednesday, April 11-Brinkley, 357-63.

For Monday, April 16-Brinkley, 363-98. For Wednesday, April 18-Brinkley, 398-99.

For Monday, April 23-Brinkley, 400-406. For Wednesday, April 25-Brinkley, 406-409.

For Monday, April 30-Brinkley, 409-16. For Wednesday, May 2-Brinkley, 416-31.

For Monday, May 7-**Prepare for Final for 11:00 A. M.**

Essays on Jack Larkin's *The Reshaping of Everyday Life, 1790-1840* and

Lori D. Ginzberg *Women in Antebellum Reform*

These essays will be divided into three parts. Part one must be an introduction to a major theme covered in **Larkin's** *The Reshaping of Everyday Life* and **Ginzberg's** *Women in Antebellum Reform*. The emphasized theme must always be the last sentence of the first paragraph of a student's essay. Part two must contain major supporting examples from the book. Both part one and part two must be written in the third person in a past tense. Part three must be a discussion of the impact of the theme on the reader and must be written in the third person in any reasonable verb tense. The essay must be three or more paragraphs so that part one must be one paragraph and part two and part three must each be one or more paragraphs. The essay **cannot** be a summary of the book, a book report, or a book review. The essay must have a typed format in Microsoft Word, in twelve-point font, in Times-Roman font, in a double-spaced format in a length of two to three pages numbered in the upper right corner starting with 1 on the first page, and with an original title like the sample essay. The student's essay title should not be the title of the **Larkin** or **Ginzberg** book nor should it be the title of any of the author's chapters, sections, or subsections. The writer will be penalized if the paper is longer than three pages.

In this class's papers, contractions, abbreviations, and pronouns without antecedents will be considered nonstandard English usage, must be avoided, and will be penalized with a lower grammar grade. Use consistent word use. Students must not have any quotes in their essays. Quotes are unnecessary in this essay. This short essay must be the student's own thoughtful analysis of a theme showing the student's understanding of the author's ideas without using a crutch of quotes from the book's author or anyone else. The first time a person's name is cited, use first and last name. One can thereafter use the last name only or a pronoun reference. Using first and last names are appropriate in later instances, but the writer will be penalized for using first names only. Here is an example. Franklin Roosevelt is considered one of the country's strongest presidents. Roosevelt is thought to be very personable. He is liked by many people. Proper use of possessives follow: Singular, boy-boy's; plural, boys-boys'; endings for singular in s, Adams-Adams's; and endings for plurals in s, Adamses-Adamses'. If a number requires three words, use the Arabic number. Here is an example: 109, 145, or 153. However, if a number requires two words or less, then write the number in words. Here are some examples: one, twenty-five, one hundred, and one thousand. If the dash is used, use a double one like--. Here is an example. John Smith is an angry person--a person who hates everyone. However, one should avoid overuse of the dash. All other regular grammar rules must be followed.

The essays will be graded based on ninety percent content and ten percent grammar.

The Larkin essay is due at the beginning of the period on Wednesday, February 14, 2007. The Ginzberg essay is due at the beginning of the period on Wednesday, March 21, 2007. Students will have ten minutes of grace time on the morning the essay is due. Students will then have fifteen points reduced from their grades. After fifty more minutes of class time has passed, thirty points will be reduced on students' grades. After another fifty minutes of class time has passed, forty-five points will be reduced on students' grades. Each calendar day thereafter will cost students fifteen additional points on their grades. Early essays will always be happily accepted and will be rewarded with bonus points on the final exam. Please compare your completed essay with the style of the sample essay in this syllabus

Getting the Vote

In Stephen L. Riordan's *Honest Graft: The World of George Washington Plunkitt*, Tammany Hall was pictured as a perfect example of machine politics. It had developed the process of getting votes to perfection. It used several different tactics to influence the people to support the organization. George Washington Plunkitt was a successful member of this establishment for many years. He mastered the art of manipulating the public in his favor.

Plunkitt gained support from the district by being involved with his constituents on a personal level. His district was a poor one; therefore, any monetary distributions to individuals were greatly acknowledged and appreciated. He bailed people out of jail by using political pull or paying their fines. He also attended funerals and gave wedding presents. He did not wear expensive suits, drive luxury cars, or flaunt his money. Plunkitt reinforced his image as a member of the community with these and other similar acts.

Plunkitt also acted as a social service provider. For example, he furnished housing, clothing, and food for fire victims. He also provided for legal counsel. In addition to these aids, he sometimes contributed money towards funeral expenses. Since social services were weak or non-existent, the public viewed Plunkitt as being essential to its well-being.

Plunkitt had a tendency to supply jobs to his supporters. He gave preferential treatment to entrepreneurs, such as newsstand owners and street vendors. Workers were sometimes placed with private companies. Since Tammany Hall advocated the spoils system, many positions were found for them in the city government. Plunkitt had control over many jobs and services, and many people owed patronage to him in exchange for employment.

Using these tactics, George Washington Plunkitt ensured that the people within his district would vote for him or anyone he endorsed. Other political bosses performed similar deeds throughout the city. The corruption of the government ensured its members a prosperous and long-lasting reign.

Readers observe that people were not well-informed about the way Tammany Hall conducted business. George W. Plunkitt was a swindler who deceitfully took money and legitimate opportunities from citizens. More attention should have been given to the ulterior motives of Plunkitt.

Plunkitt referred to a person's vote as a marketable commodity. Obtaining people's votes was his job. The disbursement of money to the people should have been viewed as the spending of campaign funds. Essentially he was buying their votes. His interest in the people of his district was not a genuine concern for their comfort but rather a general interest in protecting his position.

As a result of taking jobs from Plunkitt, his constituents were put in a position of owing him. The laborers owed the party their vote, which assured its members' election into office and Plunkitt a salary. Companies that were given contracts usually made a contribution to the Tammany Hall organization. People who held government jobs were expected to give money to the machine.

The people made George Washington Plunkitt and his friends at Tammany Hall wealthy. Plunkitt certainly benefited from the lack of interest of the people in politics. They should have been more careful for whom they voted and of why they voted.

Questions on *American Perspectives: Readings in American History*. Volume 1

Peter Kolchin—"American Slavery: Origins and Consolidation" (pp. 69-83)

1. In South Carolina, what group first rejected slavery?
2. How long did indentured servants serve as slaves for transportation costs? From what did they try to escape in North America? What type labor did they mainly serve? What skilled labor did some learn?
3. Between 1680 and 1750, what became the main slave labor?
4. What was restored in England to bring better economic conditions there?
5. How were Blacks viewed by the English? Who was the historian who documented this English view?
6. What reasons led to the enslavement of Blacks in Africa? Who originally enslaved Blacks in Africa?
7. What was Middle Passage?
8. What percentage of Black slaves came to today's United States?
9. In 1775, what future Southern state had a fifty percent population of Black slaves?
10. In the eighteenth century what Southern state became the site of the largest slave market?

James Kirby Martin—"A 'Most Undisciplined, Profligate Crew': Protest and Defiance in the Continental Ranks, 1776-1783" (pp. 99-106)

1. What were the main sources of protest and resentment amongst the colonial militia and the subsequent discontent?
2. What was the relationship between the social composition in the military and the subsequent discontent?
3. What was the sense of unity between the military officers and the wider colonial community?
4. Who initially ordered the shooting of New Jersey mutineers in 1781? Who enforced the order?
5. What factors prevented officers and enlisted men from joining together in protest rather than protesting independently?

John Garraty—"Marbury v. Madison: The Case of the Missing Commissions" (pp. 161-68)

1. Who believed in a strong central government and feared that the Republicans would undercut this view?
2. Who appointed the "midnight judges?"
3. Who demanded a writ of mandamus to appoint him as a justice of peace in Washington, D. C.? Who was the Secretary of State who refused to give him his commission? Who acted as the attorney for the man who demanded the appointment?
4. Who wrote the majority opinion in the court case? What did the decision state? What principle did it originate? How?

Alvin Josephy—"Tecumseh, the Greatest Indian" (pp. 171-92)

1. What was Tecumseh's real name? What did it mean? What did Tecumseh mean?
2. Who were Tecumseh's parents, and when and where was he born? What did his mother's name mean? What children did she have?
3. Where and how was Tecumseh's father killed? Who adopted Tecumseh?
4. What were Tecumseh's character traits?
5. Who defeated the Shawnees in 1795? What treaty was signed, and what did it provide?
6. Who was Rebecca Galloway? What did Tecumseh learn from her? What did she want from him?
7. Who was Laulewasika? What weakness did he develop? How did he overcome it? As a result, what name did he take, and what did it mean? What did the Indians call him when he changed his attitude? What did General William Henry Harrison challenge him to do? How did Laulewasika answer Harrison's challenge? What was Tecumseh's and Laulewasika's goal and success?
8. What agreement did Little Turtle make with General William Henry Harrison?
9. Why did Tecumseh fail in the South?
10. What happened at Tippecanoe on November 7, 1811? What occurred at the Battle of the Thames on October 5, 1813?

Robert V. Remini---“Andrew Jackson Versus the Cherokee Nation (pp. 244-54)

1. Who was Sequoyah? What impact did he have on the Cherokees?
2. How did William Wirt aid the Cherokees?
3. What impact did John Marshall have on the Cherokees in *Cherokee Nation v. Georgia* (1830)?
4. Who were Samuel A. Worcester and Dr. Elizur Butler? What did they do, and what happened to them?
5. Who was Wilson Lumpkin? What did Andrew Jackson convince him to do?
6. Who was John Ross? What association did he have with the National Party?
7. Who was John Ridge? What was his association with the Treaty Party?
8. What was Andrew Jackson’s association with the Treaty of New Echota 1835? What did it provide?

Henry F. Graff—“The Charles River Bridge Case” (pp. 255-63)

1. Who was authorized to operate a ferry between Boston and Charlestown in 1640?
2. Who was authorized to replace the ferry with a bridge? Who was to be paid an annuity for lost funds for the ferry replacement? Who designed the Charles River Bridge? Who constructed it? Was there a charge for crossing the bridge?
3. What bridge was authorized to be built in 1828? For whom was it named? How was its cost to be reaped? How was it different from the Charles River Bridge?
4. What constitutional complaint did the owners of the Charles River Bridge make against the owners of the new bridge? Which attorney represented the new bridge?
5. Who was the chief justice that replaced John Marshall in 1836? What constitutional view did he write for the majority? How was this case related to *Gibbons v. Ogden* (1824)? Who lost the case representing Charles River Bridge?