



History 120: US to 1877
Prof. E. Sheppard Wolf

Office Location: HUM 251

Office Hours: PLEASE SIGN UP AT <https://sfsu.campus.eab.com/pal/fS9VTKG9t>

In person, HUM 251: Mon., 2-3; Tues., 3-3:45

By Zoom: Fri., 9:30-10:30 at <https://sfsu.zoom.us/j/6383983768?pwd=akN2cEV6NmV6WXgrK0J0U3VWWEJuUT09>

By Appointment—email me!

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Course Description: This course provides an introduction to American history from the colonial period through Reconstruction. It also provides an introduction to how historians think and work, including how historians analyze primary sources and how they construct secondary sources. In lectures, discussions, and in-class Team Work, we will focus on major themes in early America. These themes include the development of American politics, society and culture; the struggles for power among the various peoples—Native Americans, Europeans, and Africans—who lived in North America; and the ways that gender and race shaped the American experience. We will also explore a number of specific historical events through focused lectures and primary-source analysis.

Required Texts, available for purchase at the SFSU Bookstore and on reserve or available as e-books at the library:

- Camilla Townsend, *Pocahontas and the Powhatan Dilemma*
- Albert F. Young, *The Shoemaker and the Tea Party*
- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- John Mack Faragher, *Sugar Creek* (also on reserve at the library)

Optional Online Textbook: <https://openstax.org/details/us-history> . This textbook is free. Use it to fill in background information where you feel you need to.

Canvas: In the Canvas course please find:

- Lecture outlines
- Most class handouts
- Questions to help you focus on important points in the reading (for your own use, not to turn in)
- Gradebook
- Links to relevant websites

*Please note that this is my first semester using Canvas. Forgive any awkwardness that occurs!

Email: Please make sure you **check your SFSU email account regularly** or have set up your SFSU email account to forward email to your most frequently used account, since announcements sent from Canvas go to your SFSU email.

Student Learning Outcomes: SLOs for this course can be found online on Canvas in the first module.

Course Requirements	Weight	Due
▪ Quizzes on readings and lectures, online on Canvas	20%	Usually Wednesdays before class
▪ Reflections on Readings, 600-750 words each	20%	9/9, 10/7, 11/6, 12/2 (all Fridays by 5 p.m.)
▪ Team Work assignments	15%	9/14, 10/3, 11/2, 11/28 in class
▪ Midterm Examination	20%	Oct. 12 in class and take-home
▪ Cumulative Final Examination	25%	Dec. 14, 12:30-2:30 in class and take-home

INFORMATION ABOUT ASSIGNMENTS

Lectures: Especially because there is no required textbook for this course, the lectures provide the architecture for your learning about early American history and about how historians do their work. Take notes! I will provide an overview of lecture material and will write key terms on the board or point them out in slides. I also offer lecture outlines online on Canvas, but it is your responsibility to listen, take notes, ask questions, and engage with the material.

Canvas Quizzes on Readings and Lectures: I write these online Canvas quizzes to help you consolidate your knowledge of class material and readings. Here is some helpful information about the quizzes:

- Study for the quizzes by reviewing lecture notes, reading notes, and primary sources.
- You may view your graded quiz after the quiz closes and see what the correct answers were. There is also some feedback and information included in the graded quizzes.
- All quizzes are open-book and timed. They are designed to take 10-15 minutes, but I generally give you 20 minutes to complete the quizzes. If you need accommodations such as extended time for a documented disability, please work with the DPRC to get those set up; I will then be happy to extend quiz times for you.
- You may not take the quizzes after the due date except in the case of an unforeseen, documented emergency. Please contact me if such an emergency occurs.
- I will drop your lowest quiz score.

Reflections on Readings: Write a response—about two-pages, double-spaced, around 600 words—to the book we have just completed. Questions you may wish to address include: What does the author argue? What did you learn from this book? What surprised you in it? What connections were you able to make between the book and the lectures and other readings? Use several brief, specific examples from the book in your reflection. Turn in your reflection online on Canvas.

Team Work: These in-class group discussions give you a chance to work with your team to more deeply examine a secondary or a primary source. Your team will submit written work for each session, and every member of the team receives the same grade for each assignment.

If, at the end of the semester, you participated in all the Team Work activities but your Team Work grade is lower than all of your other grades and is therefore pulling your grade down, I will drop it from the calculation of your final grade. If your Team Work grade is low because you missed one or more sessions and did not make them up, I will not drop the low score.

If you miss a Team Work activity due to illness or unforeseen emergency, you may complete it on your own for credit. Email me as soon as possible to explain your situation and request the Team Work activity. The completed Team Work activity is due as soon as you return to class, with no late submissions accepted. You may take advantage of this policy no more than twice during the semester.

Exams: Both exams will include essay portions as well as identification of terms. I will always provide study guides at least one week before the exam. You can prepare for exams throughout the semester by re-reading your lecture notes and completing all of the quizzes and other assignments.

Course Calendar:

Week and Topic	<u>Outside of Class--to be completed before class on the day noted</u>	<u>In Class</u> You can find lecture outlines online at Canvas.
	PART ONE: ENCOUNTERS AND CULTURAL CHANGE	
1: Aug. 22-24 Native American cultures	<ul style="list-style-type: none"> • <u>Before class Wednesday:</u> □ <i>Pocahontas and the Powhatan Dilemma</i>, Preface and chap. 1 • <u>By Friday at 5 p.m.</u> □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Introduction and overview • Lecture: Overview of Native American Cultures • Discussion of <i>Pocahontas and the Powhatan Dilemma</i>
2: Aug. 29-31 New Worlds for All	<ul style="list-style-type: none"> • <u>Before class Monday:</u> □ <i>Pocahontas and the Powhatan Dilemma</i>, chaps. 2-4. • <u>Before class Wednesday:</u> □ <i>Pocahontas</i>, chap. 5-6 □ “Powhatan’s Viewpoint”—primary source available on Canvas □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture: Overview of Colonization Patterns • Lecture: English Motivations for Colonization • Lecture/Discussion: <i>Pocahontas and the Powhatan Dilemma</i>; Powhatan-English interactions at Jamestown; “Powhatan’s Speech to John Smith”
3: Sept. 5—7 New England	<ul style="list-style-type: none"> • <u>Monday: No school; Labor Day</u> • <u>Wednesday:</u> □ <i>Pocahontas</i>, chaps. 7-9 □ Canvas quiz on reading • <u>By Friday at 5 p.m.</u> Reading Response due Friday, Sept. 9, on Canvas by 5 p.m. 	<ul style="list-style-type: none"> • Lecture: Overview of Colonization and English Politics in the 17th Century • Discussion: <i>Pocahontas and the Powhatan Dilemma</i>. Review of Townsend’s thesis. What did you learn? • Bring <i>Pocahontas and the Powhatan Dilemma</i> to class on Wed.
4: Sept. 12-14 New England; Comparing Colonies	<ul style="list-style-type: none"> • <u>Monday:</u> □ Video: “In Our Own Words: Voices of Virginia Indians.” See Canvas for link. □ Dedham Covenant (Canvas) □ Documents Comparing Virginia and Massachusetts (Canvas) • <u>Wednesday:</u> □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture/Discussion: A New England Town: Dedham, Mass. • The Dedham Covenant • Lecture: Gender and Sexuality in Early America • <u>Team Work:</u> Colonial America
Week	<u>Outside of Class-- to be completed before class on the day noted</u>	<u>In Class</u> You can find lecture outlines online at Canvas.
	PART TWO: REVOLUTIONARY	

	AMERICA AND ITS MEMORY	
<p>5: Sept. 19-21</p> <p>Eve of Revolution Revolution and Slavery</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ <i>The Shoemaker and the Tea Party</i>, part 1, chaps. 1-4 • <u>Wednesday:</u> <ul style="list-style-type: none"> □ <i>The Shoemaker and the Tea Party</i>, part 1, chaps 5-7 □ Documents from the Revolution—voices of protest (Canvas) □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture: The Imperial Relationship and Resistance to English Acts • Lecture: Toward Independence • Discussion of Readings—<i>Shoemaker</i> and documents
<p>6: Sept. 26 -28</p> <p>Sept. 26 is Rosh Hashanah, no class meeting.</p> <p>Revolutionaries and Loyalists</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ <i>The Shoemaker and the Tea Party</i>, part 1, chaps. 8-12 • <u>Wednesday:</u> <ul style="list-style-type: none"> □ <i>The Shoemaker and the Tea Party</i>, part 2, chaps. 1-3 □ Documents from the Revolution—loyalists and war □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture/Film: The War for Independence ON CANVAS—NO IN-PERSON CLASS ON MON. • Lecture/Discussion: The Articles of Confederation and the New Nation • Brief Discussion of Readings
<p>7: Oct. 3-5</p> <p>Oct. 5 is Yom Kippor, no class meeting.</p> <p>The Articles of Confederation and Constitution</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ <i>The Shoemaker and the Tea Party</i>, part 2, chaps. 4, 7, 8, Afterword • <u>Wednesday:</u> <ul style="list-style-type: none"> □ Read the Articles of Confederation and the US Constitution (links on Canvas) □ Canvas quiz on reading and lecture • <u>By Friday at 5 p.m.</u> <ul style="list-style-type: none"> □ Reflection on <i>Shoemaker</i> due 	<ul style="list-style-type: none"> • <u>Team Work:</u> Revolutionary Stories. Bring <i>The Shoemaker and the Tea Party</i> to class on Mon. • Lecture ON CANVAS—NO IN-PERSON CLASS ON WED.: The Constitutional Convention and the Constitution
<p>8: Oct. 10-12</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ Prepare for midterm examination • <u>Wednesday:</u> <ul style="list-style-type: none"> □ Bring one page of notes for midterm as described in midterm handout 	<ul style="list-style-type: none"> • In-class review for midterm • MIDTERM, Wed, Oct. 12
Week	<u>Outside of Class-- to be completed before class on the day noted</u>	<u>In Class</u> You can find lecture outlines online at Canvas.
	PART THREE: AMERICAN SLAVERY	

<p>9: Oct. 17-19</p> <p>The Origins and Colonial Development of American Slavery</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ Documents on the Atlantic Slave Trade (Canvas) □ “Early Virginia Laws Regarding Black People” (Canvas handout) • <u>Wednesday:</u> <ul style="list-style-type: none"> □ “Laws Regarding Slavery and Race in New England” (Canvas handout) □ Canvas quiz on lecture and readings 	<ul style="list-style-type: none"> • Lecture/Discussion: The Atlantic Slave Trade. • Lecture: The Origins of American Slavery in Virginia • Discussion of Slave Laws • Lecture: The Development of Slavery in the 18th Century—on the plantation and beyond
<p>10: Oct. 24-26</p> <p>Slavery and Slave Trade in the United States</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ Start on Douglass, <i>Narrative</i>, preface by Garrison, letter by Phillips, and chaps. 1-3. • <u>Wednesday:</u> <ul style="list-style-type: none"> □ Douglass, <i>Narrative</i>, chaps. 4-6 □ Documents on race and slavery in the new nation (Canvas) □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture: Slaves and Slavery in the Revolutionary Period • Lecture: The Expansion of Slavery and the Domestic Slave Trade in the Nineteenth Century • Discussion of Race Relations in Early Republic.
<p>11: Oct. 31-Nov. 2</p> <p>Slavery and the Abolitionist Movement</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ Frederick Douglass, <i>Narrative</i>, chaps. 7-9, appendix □ Angelina Grimke, “Appeal to the Christian Women of the South” (Canvas) • <u>Wednesday:</u> <ul style="list-style-type: none"> □ Frederick Douglass, <i>Narrative</i>, chaps. 10-11, appendix □ Canvas quiz on reading and lecture • <u>By Friday at 5 p.m.</u> <ul style="list-style-type: none"> □ Reflection on Douglass’s Narrative due 	<ul style="list-style-type: none"> • Lecture/Discussion: Abolitionism and Women’s Rights. • <u>Team Work:</u> Douglass’s <i>Narrative</i> (Wed.) Bring Douglass’s Narrative to class on Wednesday.
	<p>PART FOUR: EXPANDING THE AMERICAN EMPIRE</p>	
<p>12: Nov. 7-9</p> <p>Expansion and Early National Politics</p>	<ul style="list-style-type: none"> • <u>Monday:</u> <ul style="list-style-type: none"> □ <i>Sugar Creek</i>, intro., chaps. 1-4 • <u>Wednesday:</u> <ul style="list-style-type: none"> □ <i>Sugar Creek</i>, chaps. 5-8 (see Canvas for which pages to focus on) □ Documents on Indian Removal (Canvas) □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture: Overview of Parties and Politics, 1790s-1840s • Lecture: Westward Expansion and US-Indian Relations in the Early National Period • Discussion: Indian Removal and <i>Sugar Creek</i>
<p>Week</p>	<p><u>Outside of Class</u>-- to be completed before class on the day noted</p>	<p><u>In Class</u> You can find lecture outlines online at Canvas.</p>
		<ul style="list-style-type: none"> • Lecture: The Transportation and

13: Nov. 14-16	<ul style="list-style-type: none"> • <u>Monday:</u> □ <i>Sugar Creek</i>, chaps. 9-12 • <u>Wednesday:</u> □ <i>Sugar Creek</i>, chaps. 13-15 □ Canvas quiz on reading and lecture 	<p>Market Revolutions</p> <ul style="list-style-type: none"> • Lecture/Discussion: Sectional Politics and Sectional Ideologies. • Discussion of <i>Sugar Creek</i>
14: Nov. 21-25	THANKSGIVING BREAK	•
15: Nov. 28-30 Expansion and Early National Politics, II	<ul style="list-style-type: none"> • <u>Monday:</u> □ <i>Sugar Creek</i>, chaps. 16-19 • <u>Wednesday:</u> □ <i>Sugar Creek</i>, chap. 20 and conclusion □ Documents on political crisis and the Civil War (Canvas) □ Canvas quiz on reading and lecture • <u>By Friday at 5 p.m.</u> □ Reflection on <i>Sugar Creek</i> due 	<ul style="list-style-type: none"> • <u>Team Work:</u> <i>Sugar Creek</i>, chaps. 1-19 (Mon.) Bring <i>Sugar Creek</i> to class on Mon. • Lecture/Discussion: Toward Civil War • Lecture: Civil War Military, Cultural, and Social Change
16: Dec. 5-7 Economic and Social Change in the North	<ul style="list-style-type: none"> • <u>Monday:</u> □ Documents on Reconstruction (Canvas) • <u>Wednesday:</u> Review your notes in preparation for the Final Exam • <u>Friday:</u> □ Canvas quiz on reading and lecture 	<ul style="list-style-type: none"> • Lecture: Emancipation and The Freedman's Bureau • Lecture: Reconstruction • Discussion of Reconstruction. Brief Review for Final Exam
16: FINAL EXAM, DEC. 14	<ul style="list-style-type: none"> • Prepare for the final exam. 	FINAL EXAM, Wednesday Dec.14, 12:30-2:30 . in our normal classroom. No make-ups except in case of illness or emergency! See below.

POLICIES AND PROCEDURES

Classroom Behavior: Please respect your peers and me by arriving on time, avoiding conversation and texting during class time, and keeping electronic devices quiet. Use computers in class for note-taking only; other uses distract your peers and me. Really, I can see you.

ClassTime/Out-of-Class Time: It is the understanding of the faculty that students will work approximately three hours per week for each credit-hour in a course. In a three-unit course such as this, three hours are in class, and out-of-class preparation time is six hours. If you find you are spending significantly more time than that on this course, please discuss it with me so that we can figure out how you can work more efficiently.

Disability Statement Policy:

Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center (DPRC) is available to facilitate the reasonable accommodations process. The DPRC is located in the Student Service Building and can be reached by telephone (voice/TTY 415-338-2472) or by email (dprc@sfsu.edu). Also see their website at <http://www.sfsu.edu/~dprc>.

Disclosures of Sexual Violence: SF State fosters a campus free of sexual violence including sexual harassment, domestic violence, dating violence, stalking, and/or any form of sex or gender discrimination. If you disclose a personal experience as an SF State student, the course instructor is required to notify the Dean of Students. To disclose any such violence confidentially, contact: The SAFE Place - (415) 338-2208; http://www.sfsu.edu/~safe_plc/ or Counseling and Psychological Services Center - (415) 338-2208; <http://psyservs.sfsu.edu/>. For more information on your rights and available resources: <http://titleix.sfsu.edu>.

Final Exam: If you will not be able to attend the final exam, you must drop the course. In accordance with university policy, the final examination will be offered ONLY at the time designated.

Late work: No late quizzes or online activities will be accepted except as noted above on p. 2. Late Team Work will be accepted only as described above on p. 2.

You may not take the exams late except in the case of an unforeseen, documented emergency. Do your very best to notify me before the exam takes place, and when you return to class bring in appropriate supporting documentation, such as a note from an emergency room physician or a receipt from a car-towing agency.

Essays turned in late will be marked down 1/3 letter grade for EVERY calendar day past the due date. Exception: You may request an extension if a dire or emergency situation prevents you from completing an assignment in a timely fashion. Extensions will be granted only BEFORE the due date, and not ex post facto. That is to say, you may not receive an extension after the due date has passed.

Plagiarism and Cheating: Since our goal is to seek truth, academic honesty is absolutely essential. Plagiarism and cheating, which strike at the core of the university's mission, will not be tolerated. Cases of suspected academic dishonesty, including plagiarism and cheating, will be referred to the History Department chair and the Associate Dean of the College of Liberal and Creative Arts, and offenders will be punished according to university guidelines. If you have any questions about what constitutes plagiarism or cheating, *please ask*.

Grading scale:

93-96 A
90-92 A-
87-89 B+
etc.

Important Dates and Deadlines for Fall 2022:

August & September

Monday, August 22nd – First day of instruction

Monday, September 5th – **CAMPUS CLOSED**, Labor Day

Sunday, September 11th – Last day for **instructor to drop** students via class roster

Monday, Sept. 12th – **Last Day for students to add/drop/audit**

Tuesday, Sept. 13th – Withdrawal period begins, weeks 4 – 12, student initiated (online)

Monday, Sept. 19th – CENSUS

October & November

Monday, Oct 17th – Last day for students to request **CR/NC** Grading (this deadline could change)

Friday, Nov. 11th – **CAMPUS CLOSED**, Veterans' Day

Monday, November 14th – **Last day for withdrawal**, student initiated (online)

Monday, Nov. 21st through Wednesday, Nov. 23rd – Fall Recess; No classes; Offices open

Thursday, Nov. 24th and Friday, Nov. 25th – Fall Recess; **CAMPUS CLOSED**

December & January

Friday, December 9th – Last day of Instruction & last day for students to complete SETE's

Saturday, December 10th through Friday, December 16th – Final Exams

Monday, Dec. 26th through Monday, January 2nd – Winter Recess; **CAMPUS CLOSED**

Wednesday, December 28th – Grades Due (11:59pm)

Friday, January 6th – F 22 grades available on SF Gateway

Monday, January 16th – Official transcripts available with F 22 grades