

History 207: Freedom and Equality in America

Dr. Kathleen Murphy
Email: ksmurphy@calpoly.edu
Office: 27G, Faculty Office Bldg. North
Office phone: 756-2839

Winter 2008
Sec. 2 MTWR 10:10-11
Sec. 3 MTWR 12:10-1
Office hours: MTWR 1:10-2
& by appointment

Welcome to History 207, "Freedom and Equality in America." This course is designed to provide an introduction to American history from pre-contact to present. Given the broad sweep of history in our purview, it will be impossible for us to cover every topic and event. Instead, we will focus on the evolving meaning and experience of freedom and equality throughout American history. How did various groups of Americans define these two key concepts? To whom did such definitions apply? How did these groups struggle to promote their own understandings of freedom and equality?

Course Objectives:

- Build knowledge of American history.
- Develop understanding of the evolving and conflicting meanings of freedom and equality in American history.
- Build knowledge of how various groups (e.g., those of race, ethnicity, or gender) demanded a redefinition of freedom and equality.
- Develop understanding of the various types of freedom Americans have articulated and cherished.
- Develop critical thinking skills necessary to evaluate and analyze primary sources.

Required Texts:

Eric Foner, *Voices of Freedom: A Documentary History* (W.W. Norton, 2005), **Volumes 1 & 2**
Frederick Douglass, *Narrative of the Life of Fredrick Douglass* (any edition)
Maxine Hong Kingston, *The Woman Warrior: Memoirs of a Girlhood among Ghosts*
Additional readings available on Blackboard in the "Course Materials" section

Recommended Text:

Eric Foner, *Give Me Liberty! An American History*, Seagull Edition (W.W. Norton, 2006)

A note on texts:

All students are required to purchase Foner's collection of primary sources, *Voices of Freedom*, volumes 1 and 2, as well as Douglass and Kingston. I expect you to bring the relevant volume of *Voices* with you to class **each** day. Foner's textbook *Give Me Liberty* is available at the bookstore for those students who wish to purchase it. Although exams will be based only on material covered in lecture and the required reading, many students find they learn best by reinforcing lectures with reading a textbook. A textbook can both provide a wider framework for understanding the material we'll cover in class and serve as an excellent resource when studying for exams. The chapters of *Give Me Liberty* correspond with those in *Voices of Freedom* so you should have no trouble following along with where we are in class. The textbook, however, is *not* a substitute for attending lecture; we will cover material in class that is not found in *Give Me Liberty*.

Course Format:

Daily attendance is necessary for your success in this course. If you must miss class you need to get notes from a classmate; I will not provide lecture notes. I will be posting outlines to each day's lecture on Blackboard before class. I suggest you bring a copy with you to guide you as you take notes. Classes will include lecture, discussion, and in-class activities.

Evaluation:

Your grade in this course will be calculated based on the following rubric:

Reading quizzes 20% (lowest quiz grade dropped)

Midterm Exam 35% (on Feb. 7)

Final Exam 45%

Participation in discussions and in-class activities, including regular attendance, will be considered when a student's grade is on the border between two grades.

Reading Quizzes:

There will be six announced reading quizzes in this class. They will be announced in class, NOT on Blackboard. The instructor is not responsible for you missing these announcements. They may either be during the first 10 minutes of class or a take-home assignment. In-class quizzes will be closed book, closed notes. You are welcome to consult your notes and readings to complete the take-home quizzes but may not discuss them with anyone else. There are no make-up quizzes, but your lowest quiz grade will be dropped.

Exams:

There will be two exams in this class. Each exam will include identification questions (IDs) and essays. All the IDs will be drawn from the lecture outlines I will post on Blackboard throughout the quarter. In addition to IDs and a short essay covering the second half of the class, the final exam will also include a cumulative essay that requires you to synthesize material from the entire quarter. All exams must be written in pen in blue books, which can be purchased at the bookstore and at campus market.

Make-Up Policy:

You are expected to be in class for both exams. If a serious illness or family emergency prevents this, please notify me as soon as possible and be prepared to provide proper documentation (e.g. doctor's note). There are no re-takes on exams.

There will be NO make-up quizzes. However, I will drop your lowest quiz grade. As unforeseen circumstances such as sickness or car problems may prevent your attendance at some point during the quarter, this dropped quiz is designed to accommodate life's little emergencies. Please use your absences wisely.

Course Policies:

Cellular phones – All cellular phones and pagers must be switched completely off before entering the classroom. During exams in particular, please be courteous to your classmates and ensure your phone is completely off (*not on vibrate*).

Laptop computers – Many of us type faster than we write and therefore find it easier to take lecture notes on personal laptops. Students are permitted to use their laptops in class for note-taking purposes, provided that they turn off all wireless, sound, and audio components. Students who use laptops to email, instant message, or surf the web will be asked to leave. Repeat offenders and students found to be displaying inappropriate material on their screens will be withdrawn from the course.

Recording lectures – The audio recording of lectures without the prior written consent of the instructor is prohibited.

Academic Integrity:

The academic community at Cal Poly is built upon the free, open, and honest exchange of ideas and opinions. In order to achieve such an environment, students need to be confident that their peers are holding themselves to the same high standards. Cheating undermines the reputation of a university's degrees and violates the trust of all members of Cal Poly's intellectual community. Accordingly, no form of cheating will be tolerated in this course.

All students are expected to conform to the university's code of conduct at all times. Any student found cheating will be referred to the Office of Student Rights and Responsibilities without exception or negotiation as per university Executive Order 969 (2006). Cheating on any exam will result in an automatic failure of the course.

In order to ensure an honest and distraction-free environment during exams, all forms of electronic devices (including, but not limited to cell phones, PDAs, iPods, mp3 players, digital cameras, and calculators) are to be left outside of the classroom or switched completely off and placed in a sealed book bag. During exams, all books and papers must be completely enclosed within a sealed book bag.

Cal Poly Policy on Plagiarism:

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were one's own without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge. Acknowledgement of an original author or source must be made through appropriate references, i.e. quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to the following: the submission of a work, either in part or in whole completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing, without credit or originality; use of another's project or programs or part thereof without giving credit. (CAM, 683.4)

Weekly Reading Assignments and Lecture Schedule:

The following schedule of lecture and assignments is tentative and subject to change. Please have the reading completed by the day listed and remember to bring it with you to class.

BB = available on Blackboard under "Course Materials"

V1 = available in volume 1 of *Voices of Freedom*

V2 = available in volume 2 of *Voices of Freedom*

<i>Day</i>	<i>Topic</i>	<i>Reading</i>
Week 1: New Worlds for All		
1.1 Jan. 7	Introduction	Care, "English Liberties" p. 14-16 (V1)
1.2 Jan. 8	Pre-Contact	Blackburn, <i>December's Child</i> , #2, #23 & #29, p. 91-93, 164-166, & 194-201 (BB)
1.3 Jan. 9	Encounters	Columbus, "Concerning the Islands Recently Discovered in the Indian Sea," 1493 (BB)
1.4 Jan. 10	17 th century Virginia	"Complaint of an Indentured Servant," p. 17-19 (V1)

Week 2: Colonial America

- 2.1 Jan. 14 17th cen. New England Winthrop, "Model of Christian Charity," p. 28-30 (BB)
2.2 Jan. 15 Religion & Freedom "Maryland Act Concerning Religion," p.19-21 (V1)
"Penn on Religious Liberty," p. 44-47 (V1)
"Trial of Anne Hutchinson," p. 31-33 (BB)
2.3 Jan. 16 Slavery "Slave Conspiracy in Virginia," p. 22-25 (V1)
2.4 Jan. 17 18th century America "Letter by an Immigrant to Pennsylvania," p. 53-55 (V1)

Week 3: Founding a Nation

- 3.1 Jan. 21 - No class Martin Luther King, Jr. Day
3.2 Jan. 22 Imperial Crisis Pontiac, "Two Speeches," p. 69-72 (V1)
3.3 Jan. 23 American Revolution Paine, "Common Sense," p. 86-93 (V1)
The Declaration of Independence (BB)
3.4 Jan. 24 Republican Experiment The U.S. Constitution (BB)

Week 4: Expansion and Reform in Antebellum America

- 4.1 Jan. 28 Constitution Madison, *Federalist*, #51, p. 110-114 (V1)
Madison, *Federalist* #10, (BB)
Winthrop, "Anti-Federalist Argument," p. 114-118 (V1)
4.2 Jan. 29 Age of Jackson Baker, "A Second Peep at Factory Life," p.146-149 (V1)
4.3 Jan. 30 Expanding Republic Johnson, *Reading the American Past*, Document 12-5,
"Gold Fever" [Colton, *California Gold Rush Diary*] p.
234-238 (BB)
"Appeal...Cherokee Nation," p. 179-182 (V1)
4.4 Jan. 31 Age of Reform Finney, "Sinners Bound to Change Their Own Hearts,"
p. 158-162 (V1)
"Declaration...Seneca Falls Convention," p. 222- 226
(V1)

This week you should begin reading Frederick Douglass's, Narrative of a Life.

Week 5: A House Divided

- 5.1 Feb. 4 Antebellum Slavery Douglass, *Narrative of a Life*, entire.
5.2 Feb. 5 Debate over slavery Calhoun, "Speeches," p. 186-189 (V1)
"Opening Editorial of *The Liberator*," p. 209-212 (V1)
5.3 Feb. 6 Discussion of Douglass, *Narrative of a Life*
5.4 Feb. 7 *MIDTERM* **Bring blue books and a pen.**

Week 6: The Civil War and Reconstruction

- 6.1 Feb. 11 A House Divided Seward, "The Irrepressible Conflict"(BB)
Helper, "The Impending Crisis" (BB)
"The Lincoln-Douglas Debates" (BB)
6.2 Feb. 12 Outbreak of War "South Carolina Ordinance of Secession," p. 242-246
(V1)
6.3 Feb. 13 Civil War Doc. 15-1 & 15-2, "Crucible of War," from Johnson,
Reading the American Past, p. 275-281 (BB)
6.4 Feb. 14 Reconstruction "Colloquy with Colored Ministers," p. 263-266 (V1)
"Petition of Committee..." p. 266-269 (V1)
"Mississippi Black Code," p. 7-11 (BB)

You may want to start reading Woman Warrior this week.

Week 7: Industrialization & Immigration

- 7.1 Feb. 18 End of Reconstruction Andrews, "White South and Black Freedom," p. 270-274 (V1)
- 7.2 Feb. 19 Gilded Age
- 7.3 Feb. 20 Immigration Bo, "Chinese-American Protest," p. 56-58 (V2)
- 7.4 Feb. 21 *Woman Warrior* Kingston, *The Woman Warrior*, p. 3-109
(You can skim pages 19-44)

Week 8: Imperialism, Progressivism, and a world at war

- 8.1 Feb. 25 Imperialism Ames, "Anti-Imperialist Movement," p. 58-63 (V2)
Beveridge, "A Defense of Imperialism" (BB)
- 8.2 Feb. 26 Progressivism
- 8.3 Feb. 27 Discussion of Kingston *Woman Warrior*, entire.
- 8.4 Feb. 28 The Great War Debs, "Speech to the Jury," p. 94-99 (V2)

Week 9: Fights for Freedom

- 9.1 Mar. 3 Great Depression Roosevelt, "On Economic Freedom," p. 144-149 (V2)
Hoover, "On the New Deal and Liberty," p149-152 (V2)
- 9.2 Mar. 4 World War II
- 9.3 Mar. 5 World War II Roosevelt, "The Four Freedoms," p. 158-160 (V2)
Jackson, "Dissent in *Korematsu v. United States*," p. 170-174 (V2)
Randolph, "Why We Should March," p. 221-223 (BB)
- 9.4 Mar. 6 Cold War "The Truman Doctrine," p. 175-178 (V2)
Lippmann, "A Critique of Containment," p183-186 (V2)
Commager, "Who is Loyal to America?" p198-202 (V2)

Week 10: The Rights Revolution

- 10.1 Mar. 10 Civil Rights *To Secure These Rights*, p. 192-198 (V2)
King, "Montgomery Bus Boycott," p. 216-220 (V2)
Baldwin, "They Can't Turn Back," p. 221-224 (V2)
- 10.2 Mar. 11 Civil Rights Watch complete "I Have a Dream Speech" available on Google videos (link on BB)
- 10.3 Mar. 12 Rights Revolution Friedan, *The Feminine Mystique*, p. 239-244 (V2)
Chávez, "Letter from Delano," p. 244-248 (V2)
- 10.4 Mar. 13 Freedom in '08 "The Bush Doctrine," p. 278-281 (V2)
"The National Security Strategy of the United States," p. 281-284 (V2)
Byrd, "The War in Iraq," p. 284-288 (V2)
- Additional material to be posted on Blackboard

EXAM #3: *To be held in our normal classroom at times below.*

Section 2 [MTWR 10:10-11]: Wednesday, March 19, 10:10 a.m. to 12:00 p.m.

Section 3 [MTWR 12:10-1]: Monday, March 17, 10:10 a.m. to 12:00 p.m.