

Andrew Lipman, alipman@barnard.edu
Office Hours: Milstein Center 802
Tues. 3:00-5:00, and by appt.
Teaching Assistants/Graders:
Emily Hawk, eah2201@columbia.edu
Grant Kleiser, rk2952@columbia.edu

HIST BC 1401
Fall 2020
MW 2:40-3:55 PM
Diana 504
Section 001: M, 6:10-7, Barnard 407
Section 002: M, 7:10-8, Barnard 403
Section 003: T, 6:10-7, Barnard 406



American Civilization to the Civil War

🔗 Corrected Final Version 🔗

This class is not like the shows on the History Channel or the popular history books you find in chain bookstores. It is not the sunny story of how America got to be so gosh-darn great. But it is also not a gloomy tale about how awful America was or is. And it is certainly not just a dull list of facts and dates and laws you need to memorize by rote.

History 1401 is about the origins of the United States of America, covering the years from 1492 to 1865. We will start when colonists invaded a continent of hundreds of Native nations. We will examine how an unlikely republic formed out of thirteen British provinces and came to dominate the continent's midsection. And we will end with the American Civil War, the war that nearly tore that republic in two. Our major themes will include the control of land and people, the evolution of American political and economic institutions, and the creation of race. All along, we will keep asking *how* and *why*.

The long timespan of this class requires some topical focus, and thus this class has two units with distinct themes. Unit 1, American Origins, will center on race, religion, politics, and (un)settlement in the British American colonies through the Revolutionary period. Unit 2, The Expanding and Dividing Republic, will continue to explore race, religion, and politics, but with an even greater emphasis on gender.

This class is also about the discipline of History, or the business we historians call “an argument without end.” You will not just be learning standalone “facts,” rather, you will learn why scholars ask certain questions, and how we try to answer them. Each lecture introduces a central question that animates historians’ debates. The readings and paper assignments will also challenge you to do what historians do, that is, read sources and make arguments about the past. My hope is that you leave

this course with a greater appreciation of the depth of the American story, and a better understanding of how we study it.

Students who successfully complete this course will

- Critically evaluate secondary and primary sources through close reading and analysis.
- Understand how historians use textual evidence to construct narratives about the past.
- Interpret selections of primary and secondary sources and to construct original arguments from those sources in clear academic prose.
- Evaluate different accounts of the same event and adjudicate between varying interpretations of that event.
- Articulate textually-grounded arguments in written assignments, class discussions, presentations, and structured debates.

Classroom Policies

1. **Attendance.** Attendance in all classes is essential to pass this course. The question-centered lectures are the main thread holding everything together, and you will be tested on the lectures' content. This class also has three additional 50 minute sections where your TAs will take attendance as a means to help gauge your overall participation. My attendance policy for lectures is simple: it's entirely on you, the student. If you are going to be absent due to health problem or a religious observance, you do not need to notify me (Professor Lipman) but please do let your TA know.
2. **Office Hours.** My main office hours are Tuesdays 3-5. You can also schedule an appointment if you cannot make that window of time: Tuesdays are my best days for student meetings, but I can usually fit one in on a Thursday or Friday afternoon if necessary. If you send me an email asking for summaries of class you missed or are going to miss for a planned absence like a religious observation or an athletic event, my response will always be the same: come talk to me in person during official or unofficial office hours to cover what you are going to miss. I'd suggest reading the supplemental reading for any lecture you miss: I will only have time to give you a quick run-down of the terms and concepts covered. (Neither you nor I, I think, would enjoy a full-length one-on-one lecture complete with Powerpoint in my office. That would be awkward.)
3. **Participation.** Class discussions are the single best way for all of us—students and professor alike—to bring lectures and readings together into an ongoing conversation about history. Regular participation in discussion sections is mandatory for all, though we understand that some students are more naturally talkative than others. The quality of your participation is more important than the quantity. Lectures also are an opportunity for you to contribute: I will regularly ask you to share your thoughts during lectures and to work on primary sources during class time—this class works best when we are all present and engaged.
4. **Classroom Respect.** This class only really works if everyone is respectful of everyone else. Therefore I ask you kindly to show up on time, only leave the class *if you are having a genuine bathroom emergency and take care to exit and enter the room like a ninja*. Otherwise, please just hang on—it's only 75 minutes. Please also refrain from chatting with neighbors during lecture,

and especially in section when another student is speaking. For my part, I may also need a little nudge now and again from you all to make sure I'm considering your perspective. If I ever fail to explain a concept thoroughly, say something confusing and contradictory, or in any way simply goof as a teacher, please let me know. You can do this in class or after class, in person or by email, any way you feel is best. But please, if for whatever reason big or small, you're uncomfortable or frustrated with how something went in class, please let me know. I may not always be perfect, but I promise you, I want to know if you have a concern.

5. **Digital Devices.** Several studies of student learning and retention have demonstrated that students take in more information and gain a better grasp of course material when they take notes by hand and when digital devices are not in the classroom. With that in mind, computers, tablets, e-readers, phones, any device with a screen, are not allowed in lecture and may only be used sparingly during discussions, debates, or review sessions to refer to readings and then should be put away. The only exception allowed is for students who have a documented Barnard/Columbia accommodation to use digital device. As a general suggestion in the same vein, I recommend printing out the articles for discussions as well, or at the very least bring handwritten or printed notes. Studies on digital learning also suggest that reading comprehension and retention are vastly better when students read from printed pages, not screen.
6. **Communication.** For questions about your grade and discussion sections, please contact your respective discussion leader/grader (for reference, . For general queries about the class or assignments, please contact me at alipman@barnard.edu. In the unlikely event that I have not responded to your email within 48 hours, please send the email again, as I may have accidentally opened without replying and your email may have slid deep into the depths of my inbox. I also welcome anyone who wants to have a quick chat *after* lecture to come up and say hi, but I am usually not free to talk *before* lecture starts, as I need that time to prepare the board, ready my powerpoint, deal with any technical glitches, and review my notes.
7. **Academic Integrity.** The intellectual venture in which we are all engaged requires of faculty and students alike the highest level of personal and academic integrity. As members of an academic community, each one of us bears the responsibility to participate in scholarly discourse and research in a manner characterized by intellectual honesty and scholarly integrity. Scholarship, by its very nature, is an iterative process, with ideas and insights building one upon the other. Collaborative scholarship requires the study of other scholars' work, the free discussion of such work, and the explicit acknowledgement of those ideas in any work that inform our own. This exchange of ideas relies upon a mutual trust that sources, opinions, facts, and insights will be properly noted and carefully credited. In practical terms, this means that, as students, you must be responsible for the full citations of others' ideas in all of your research papers and projects; you must be scrupulously honest when taking your examinations; you must always submit your own work and not that of another student, scholar, or internet agent. Any breach of this intellectual responsibility is a breach of faith with the rest of our academic community. It undermines our shared intellectual culture, and it cannot be tolerated. Students failing to meet these responsibilities should anticipate being asked to leave Barnard College or Columbia University.
8. **Disability-Related Accommodations:** In order to receive disability-related academic accommodations, students must first be registered with Disability Services (DS). More information

on the DS registration process is available online at <http://barnard.edu/disabilityservices> or www.health.columbia.edu/ods. Faculty must be notified of registered students' accommodations before exam or other accommodations will be provided. Students who have (or think they may have) a disability are invited to contact Barnard or Columbia Disability Services for a confidential discussion.

Evaluation

Six (6) "Q&Q" Response Papers★	20%
Paper 1	10%
Paper 2	20%
Paper 3	20%
Mid-Term Exam	10%
Final Exam	20%

★These are reading responses structured as a "Quotation and Question" or "Q&Q" for short. Q&Q responses must be submitted *at the start of* your discussion section to count: they may be either handwritten or typed.

Your TA will give you more feedback about how to approach these, but the formula is fairly straightforward: find a quotation (or more than one) from that week's "Reading for Discussion Section." Then, explain in a couple paragraphs **why you chose this quotation and what it can tell us**—what makes it interesting, confusing, relevant, challenging, or surprising. Then pose a broader open-ended question about the reading. Your question must be a **debatable discussion question**, that is to say, a question that other people who have read the same material could conceivably answer.

The point of a Q&Q is to prompt you to engage with readings critically and to help get our discussions started. The basic guideline is that three Q&Qs must be submitted before the mid-term, and three after. Combined, all six Q&Qs are worth 20% of your final grade. Each is worth a maximum of 3 pts., while your TA may add 2 pts. to your cumulative Q&Q grade for exceptional work.

While Q&Qs are given full credit for content and will not be graded as papers (✓⁺ = 3 points, while a plain ✓ = 2 points), please regard these responses as formal academic work—i.e., please use standard capitalization, punctuation, grammar, spelling, and provide parenthetical page numbers for any quotations.

TAs may ask you about you Q&Qs in class on the day they are submitted: the whole idea is to make it easier for you to share your impressions from the readings with the rest of the class. While Q&Qs are given full credit for content and will not be graded as papers, please regard these posts as formal academic work—that is, please use standard capitalization, punctuation, grammar, spelling, and provide parenthetical page numbers for any quotations.

Instructions for the three papers will be forthcoming where indicated on the Course Schedule. Each will be a 1500 word (approximately 5 pages double-spaced) paper that engages with course readings. You will notice the first paper is worth fewer points, as we expect to make our grading standards

clear then, and to more heavily weight the following two papers to account for improvement over the semester.

You must have a **passing grade in each of these elements (Q&Qs, Papers, Exams)** to pass the course. You also must hand in all papers and take both the mid-term and final exams to pass. If you are worried about your grade, be sure to talk to your TA or me *before the end of the course* so that we can make sure you complete all elements. We are always glad to help a struggling student who is honest and seeks help during the semester. However, once the class is over, we will not change failing grades.

Required Readings

Books: For Sale at Book Culture on 536 W. 112th St., between Broadway and Amsterdam and On Reserve at Barnard Library.

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion: A Brief History with Documents*. New York: Bedford St. Martin's, 2012.

Ari Kelman and Jonathan Fetter-Vorm, *Battle Lines: A Graphic History of the Civil War*. New York: Hill and Wang, 2016.

Helen Lefkowitz Horowitz, *Attitudes toward Sex in Antebellum America: A Brief History with Documents*. New York: Bedford St. Martin's, 2006.

Harriet Jacobs, *Incidents in the Life of a Slave Girl*. Mineola, NY: Dover Publications, 2001.

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*. New York: Hill and Wang, 2004.

Articles and Excerpts from Books: Available as PDFs on Courseworks under "Files."

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *The William and Mary Quarterly* 53.3 (July 1996), 435-458. Charles C. Mann, "1491," *The Atlantic Monthly*, March 2002.

Ibram X. Kendi, *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. New York: Nation Books, 2016. Prologue, "Cotton Mather," 1-76.

Chapter 7, "People at War," from Frederick M. Binder and David M. Reimers, *The Way We Lived: Essays and Documents in American Social History* (Boston, MA: Wadsworth/Cengage, 2013 [7th ed.]), 119-135

Supplemental Reading: Online at www.americanyawp.com

The American Yawp is a free online textbook (most recently peer-reviewed under the auspices of Stanford University Press) that will serve as the background reading for lectures. There are links to the most appropriate chapter for each respective lecture. You are not *required* to read Yawp chapters, but I think especially when you are reviewing for the Mid-term and Final exams, these chapters will serve as a good complement to your lecture notes.

Review Guides: Available as PDFs on Courseworks under "Files."

I will compile these a week in advance of the mid-term and final. They will be handouts that include the key terms/IDs and basic three-part structure of each lecture: they are intended to help with review ahead of exams.

Course Schedule

Unit 1: American Origins, 1491-1800

Week 1: Sept. 5

W: Introductions, Definitions, Syllabus Review, and Questions.

Week 2: Sept. 10, 12

M: What Was North America Like Before Colonization?

W: Why Did Europeans Want Colonies?

☞ Paper 1 Assignment Handed Out on Wednesday and Posted on Courseworks.

Reading for Discussion Section:

Neal Salisbury, "The Indians' Old World: Native Americans and the Coming of Europeans," *The William and Mary Quarterly* 53.3 (July 1996), 435-458. Charles C. Mann, "1491," *The Atlantic Monthly*, March 2002.

Supplemental Reading:

The American Yawp, [1. The New World](#).

Week 3: Sept. 17, 19

M: How Did The Arrival of Colonists Change Native Lives?

W: Why Did People Want to Leave England?

Reading for Discussion Section:

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*, 3-106.

Supplemental Reading:

The American Yawp, [2. Colliding Cultures](#).

Week 4: Sept. 24, 26

M: What Were the Differences Between Virginia and New England?

W: What About The Non-English Colonies?

Reading for Discussion Section:

Camilla Townsend, *Pocahontas and the Powhatan Dilemma*, 107-178.

☞ Please note that if you have not submitted a Q&Q yet by this date, you must start now as you will only have three sections to submit the required 3 Q&Qs before the mid-term.

☞ Paper 1 due at the start of class Wednesday.

Week 5: Oct. 1, 3

M: How Did American Slavery Begin?
W: What Was “The First Great Awakening”?

Reading for Discussion Section:

Ibram X. Kendi, *Stamped from the Beginning*, 1-76 [PDF available on Courseworks].

Supplemental Reading:

The American Yawp, [3. British North America](#), and [4. Colonial Society](#).

Week 6: Oct. 8, 10

M: How Did American Colonies Benefit the British Empire?

W: How Did the Revolution Begin?

Reading for Discussion Section:

“People at War” chapter: Gary Nash, “Foot Soldiers of the Revolutionary Army,”

Documents: “On the Road to Valley Forge, 1777,” “Emily Geiger, A Heroine of the

Revolution, 1781,” “Travails of a Loyalist Wife and Mother, 1777,” 119-135. [PDF available on Courseworks]

Supplemental Reading:

The American Yawp, [5. The American Revolution](#).

Week 7: Oct. 15, 17

M: Who Really “Won” and “Lost” the Revolution?

W: In-Class Mid-Term Exam

Reading for Discussion Section:

Mid-Term Review Guide, [PDF available on Courseworks]; Please also bring all your lecture notes to section. You will be working collaboratively with your fellow students to review.

Unit 2: The Expanding and Dividing Republic, 1800-1865

Week 8: Oct. 22, 24.

M: What Was The War of 1812 About?

W: What Was “The Age of Jackson”?

✉ Paper 2 Assignment Handed Out on Wednesday and Posted on Courseworks.

Reading for Discussion Section:

Amy S. Greenberg, *Manifest Destiny and American Territorial Expansion*, 1-22, 41-73.

Supplemental Reading:

The American Yawp, [7. The Early Republic](#), [9. Democracy in America](#).

Week 9: Oct. 29, 31

M: How Did Cotton Become King?

W: What Was It Like To Be A Slave?

Reading for Discussion Section:

Harriet Jacobs, *Incidents in the Life of a Slave Girl*, Preface, Intro, 8-91. [For all editions other than Dover Thrift, please read from the first chapter, titled “Childhood” through the chapter titled “The Children Sold.”]

Supplemental Reading:

The American Yawp, [11. The Cotton Revolution](#).

Week 10: Nov. 5, 7

M: Fall Break, No Class Meeting. Please Remember to Vote on Tuesday!

W: How Did the Abolitionist Movement Begin?

☞ Discussion Sections Will Not Meet This Week. Please Continue Reading: Jacobs, *Incidents in the Life of a Slave Girl*, 92-164. [For all editions other than Dover Thrift, please read from the chapter titled “New Perils” through the chapter titled “Free At

Last.”] Supplemental Reading:

The American Yawp, [10. Religion and Reform](#).

Week 11: Nov 12, 14

M: How Did Industry Revolutionize America?

W: How Were Women’s Roles Changing in Antebellum America?

☞ Paper 2 due at the Start of Class Wednesday

Reading for Discussion Section:

Helen Lefkowitz Horowitz, *Attitudes toward Sex in Antebellum America*, 1-123.

Supplemental Reading:

The American Yawp, [8. The Market Revolution](#).

Week 12: Nov. 19, 21

M: Why Did the United States Fight A War With Mexico?

☞ Paper 3 Assignment Handed Out on Monday and Posted on Courseworks.

W: Thanksgiving Holiday, No Class Meeting.

Reading for Discussion Section:

Horowitz, *Attitudes toward Sex in Antebellum America*, 124-156.

Week 13: Nov. 26, 28

M: What Were The Competing Visions of Republicans and Southern Democrats?

W: How Did the Civil War Begin?

Reading for Discussion Section:

Greenberg, *Manifest Destiny and American Territorial Expansion*, 22-37, 74-102, 109-113, 143-158.

Week 14: Dec. 3, 5

M: Who Really Won and Lost the Civil War?

W: What Did The Civil War Look Like From the West?

Reading for Discussion Section:

Ari Kelman and Jonathan Fetter-Vorm, *Battle Lines: A Graphic History of the Civil War*, ix-211.

Supplemental Reading:

The American Yawp, [13. The Sectional Crisis](#). The American Yawp, [14. The Civil War](#).

Week 15: Dec. 10.

M: Review and Closing

Thoughts. Supplemental Reading:

☞ Sections will *not meet* this week.

☞ Paper 3 is due Friday, December 14 by 12 noon at Professor Lipman's office, Milstein 802.

Finals Week

Projected Exam Time Slot: Thursday, December 19 at 1:10-4:00 pm, Diana Center 504.