

History 211-01
United States History to 1877
Fall Semester 2004
Robert M. Calhoon

Required Reading:

Edmund S. Morgan, *The Puritan Dilemma*
John Demos, *The Unredeemed Captive*
Richard and Joy Buel, *The Way of Duty*
David Cecelski, *The Waterman's Song*
Jay Winick, *April 1865*
W. McKee Evans, *To Die Game*

Goals and Purposes: The goal of this course is to understand American society from the beginnings of European colonial settlement in the early 17th century through the end of Reconstruction in 1877. Two purposes will be central to achieving that goal: first, an appreciation of six of the best examples of American historical writing since the middle of the 20th century, and second, consideration of human dilemmas and destinies at the heart of that history.

Course Schedule:

Aug. 16 introduction to the course

Unit One: Human Nature

Aug. 18 Tudor-Stuart beginnings of British North America; read Morgan, ch. 1

Aug. 20 Chesapeake vs. New England; read Morgan, ch. 2-6

Aug. 23 *The Puritan Dilemma*; read Morgan, ch. 7-13

Aug. 25-27 **Historical context film:** "Twelve Angry Men"

Aug. 29 1,000 word response paper to "Twelve Angry Men" and *The Puritan Dilemma* due; discussion of Human Nature

Unit Two: Power

Sept. 3 Human nature since Puritanism; read Demos, pp. 3-54

Sept. 6 From English settlements to British colonies, 1660-1763; read Demos, ch. 1

Sept. 8-13 **Historical Context film,** "The Verdict."

Sept. 15 no class meeting; read Demos, pp. 55-166, especially ch. 7

Sept. 17 Political theory in America, 1740-1860; read Demos, pp. 167-252.

Sept. 20 1,000 word response paper to “The Verdict” and *The Unredeemed Captive*; discussion of Power.

Sept. 22 First Examination

Unit Three: Community

Sept. 24-27 The Structure of Society in 18th Century America; read Buel and Buel, ch. 1-3

Sept. 29 Gender and Community, read Buel and Buel, ch. 4-6

Oct. 1-4 **Historical Context Film:** “Cold Mountain”; read Buel and Buel, ch. 7-9

Oct. 6 1,000 word response paper to “Cold Mountain” and *Way of Duty* due; discussion of Community.

Unit Four: Conflict

Oct. 8 Slavery and geography; read Cecelski, ch. 1-2

Oct. 13 Slavery and economics; read Cecelski, ch. 3-4

October 15 Slavery and Politics; read Cecelski, ch. 5-6

Oct. 18 Slavery and Race; read Cecelski, ch. 7

Oct. 20-22 **Historical Context film:** “The Long Walk Home”

Oct. 25 Slavery and Politics: read Cecelski, ch. 8

Oct. 27 1,000 word response paper on “Long Walk Home” and *The Waterman’s Song*; discussion of Conflict.

Unit Five: Peace

Oct. 29 The Civil War; read Winick, ch. 1-2

Nov. 1 Leadership in the Civil War; read Winick, ch. 3-4

Nov. 3 Civil War Allegiances; read Winick, ch. 5-6

Nov. 5 The Social Stakes in the Civil War, read Winick, ch. 7-8

Nov. 8-10 **Historical Context film:** “13 Days”

Nov. 10 1,000 word response paper due on “13 Days” and *April 1865*; discussion of Peace.

Nov. 12 Second Examination

Unit Six: Play

Nov. 15 Reconstruction; read Evans, ch. 1-4

Nov. 17 Reconstruction and the Constitution; read Evans, ch. 5-8

Nov. 19-22 **Historical Context film:** “The Basket”

Nov. 29 Reconstruction, Populism, and Jim Crow; read Evans, ch. 9-12

Dec. 1 1,000 word response paper on *To Die Game* and “The Basket” due;
discussion of Play.

Dec. 3-6 Review for the Final Examination

Dec. 6 Revised paper due

Dec.10 Final Examination, 8am to 11am

Intensive Writing Component: Each response paper will be returned with a stylistic and organizational critique and a grade based one third on writing and two thirds on historical content. Students will receive extra credit for revising papers in light of these criticisms and corrections. In addition, students should write a 1,500 word paper evaluating and comparing any **two** of the six themes in American history dealt with in the course.

Course Grade:

Response Papers 20 percent (1-5 points added after revision of each paper)

Hour Examinations 40 percent

Final Examination 20 percent

Thematic Comparison Paper 20 percent