

Fall 2005 | University of North Carolina, Greensboro  
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Office Hours: Mondays, 11 a.m. to 12 p.m. and Wednesdays, 2 p.m. to 3 p.m.

# HIS 211: The United States to 1865

## Course Syllabus

Go To: [August](#) | [September](#) | [October](#) | [November](#) | [December](#)

For many years, historians focused on statesmen and other great men as the sole agents of change in American history. This course shifts focus to ordinary Americans and their efforts to shape their own history and the history of their nation. The goals of this course are to introduce students to the controversies, trends, events, and actors in the first half of American history and to familiarize students with the analytical skills employed in the study of history.

**Course Requirements:** The requirements for this course include assigned readings for each class, periodic assignments and quizzes on the assigned readings, two papers, and two exams.

**Sections:** Students are required to sign up for a discussion section. Attendance in section each week is mandatory. The sections are scheduled as follows:

Fridays, 9:00 a.m. to 10:00 a.m., McIver 225  
Fridays, 9:00 a.m. to 10:00 a.m., Petty 214  
Fridays, 10:00 a.m. to 11:00 p.m., Petty 306  
Fridays, 1:00 p.m. to 2:00 p.m., Science 103

**Assigned Readings:** There are five books assigned for this class: Betty Wood, *Origins of American Slavery: Freedom and Bondage in the English Colonies* (1997); Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia* (1999); Eve Kornfeld, *Creating an American Culture, 1775-1800: A Brief History with Documents* (2001); Theda Purdue, *Cherokee Removal: A Brief History with Documents* (2005); and Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias: A Story of Sex and Salvation in 19<sup>th</sup>-Century America* (1995). Each of these books can be purchased at the University Bookstore. Additional readings are on blackboard, e-reserves, and the internet. These readings will be linked to the Syllabus on Blackboard and listed under Course Documents on Blackboard as they become available. The assigned reading list may undergo minor changes, including the addition of primary source readings; students should be sure to consult the most current version of the Syllabus on Blackboard under Course Information.

Participation, Short Assignments, and Quizzes (20%): Participation in discussion is mandatory. Students should be prepared to discuss the readings on the day that they are assigned. Attendance alone is not sufficient for full participation credit. Students will be given brief in-class and take-home writing and research assignments based on the assigned readings. Students will also be periodically quizzed on readings and lectures.

Paper (20% each): Students are required to write two papers, one due on September 9 and one due on November 7.

Exams (20% each): There will be two exams in this class: one midterm on September 30 and one final exam on December 9. Both exams will include identifications and essays.

**Attendance and Late Policy:** You are allowed three absences. After three absences, you will receive a zero for participation for that day. In addition, students will be dropped from the class for excessive absences. Assignments submitted in class are due at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. All assignments must be submitted in hard copy.

**Plagiarism Policy:** The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise."<sup>1</sup> (See the University's [Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

## **Week 1:**

### **01: Monday, August 15: Introduction**

### **02: Wednesday, August 17: Precontact**

#### Readings:

- Jack Hitt, "Mighty White of You: Racial Preferences Color America's Oldest Skulls and Bones," *Harper's*, July 2005, pp. 39-55 on [blackboard](#)
- UNCG Library, [Chapter 7: From Research to Writing](#), *First Steps: An Explorer's Guide to Research*

### **03: Sections**

## **Week 2:**

#### **04: Monday, August 22: Creating the Atlantic World**

Readings:

- Alan Taylor, *American Colonies: The Settling of North America*, pp. 23-49 on [blackboard](#).
- Primary Sources: Christopher Columbus, *The Diario of Christopher Columbus's First Voyage to America*, 1492-1493, on [blackboard](#); Bernal Diaz del Castillo, *The Conquest of New Spain*, 1632, on [blackboard](#); *Mexican Accounts of Conquest from the Florentine Codex*, c. 1547, on [blackboard](#); Bartolomé de Las Casas, *The Devastation of the Indies: A Brief Account*, 1542, on [blackboard](#)

#### **05: Wednesday, August 24: Invasion of North America**

Readings:

- Peter Linebaugh and Marcus Rediker, *The Many Headed Hydra: Sailors, Slaves, and Commoners, and the Hidden History of the Atlantic*, pp. 8-35 on [blackboard](#)
- Primary Sources: John Winthrop, "But What Warrant Have We To Take That Land" (1629) on [internet](#); John Smith, "Description of Virginia" on [blackboard](#); Father Paul LeJeune, "Encounter with the Indians" on [blackboard](#).

#### **06: Sections**

**Week 3:**

#### **07: Monday, August 29: Atlantic Slave Trade**

Readings:

- Betty Wood, *Origins of American Slavery*, pp. 5-39
- Primary Sources: John Hawkins, "An Alliance to Raid for Slaves" (1568), Willem Bosman, "Trading on the Slave Coast" (1700), Olaudah Equiano, "Kidnapped, Enslaved, and Sold Away" (c. 1756) on [blackboard](#)

#### **08: Wednesday, August 31: Colonial America: Chesapeake and Lowcountry**

Readings:

- Betty Wood, *Origins of American Slavery*, pp. 40-93
- Primary Sources: *Testimony from Virginia Court Records* (1681) on [blackboard](#); *Darien Anti-Slavery Petition of 1739* on [blackboard](#)

#### **09: Sections**

**Week 4:**

#### **10: Monday, September 5: Labor Day Holiday**

## **11: Wednesday, September 7: Colonial America: New England and the Middle Atlantic**

Readings:

- Betty Wood, *Origins of American Slavery*, pp. 94-117
- Primary Sources: Mary Rowlandson, from “*The Narrative of Mary Rowlandson*” (1682) on blackboard; Mary Jamison, from *A Narrative of the Life of Mary Jamison: Deh-He-Wä-Mis* (1849) on blackboard

## **12: Sections**

**\*First paper due at the beginning of section.\***

**Week 5:**

## **13: Monday, September 12: Mounting Grievances**

Readings:

- Woody Holton, *Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*, pp. 1-73
- Primary Source: North Carolina Regulators, 1769, on [internet](#)

## **14: Wednesday, September 14: Breaking the Ties**

Readings:

- Woody Holton, *Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*, pp. 131-188
- Primary Source: Ann Hulton, “Loyalist View of Colonial Unrest” (1774) on blackboard

## **15: Sections**

**Week 6:**

## **16: Monday, September 19: The War of Independence and the Age of Revolution**

Readings:

- Woody Holton, *Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*, pp. 189-205
- Primary Source: Thomas Paine, excerpt from *Common Sense* on blackboard

## **17: Wednesday, September 21: Constitutional Debate**

Readings:

- Joanne B. Freeman, "Slander, Poison, Whispers, and Fame: Jefferson's 'Anas' and Political Gossip in the Early Republic," *Journal of the Early Republic*, Vol. 15, No. 1, (Spring, 1995), pp. 25-57 on [blackboard](#)
- Primary Sources: Cato's Letters No. 3 on [internet](#) and The Federalist, No. 10, on [blackboard](#)

## **18: Sections**

### **Week 7:**

#### **19: Monday, September 26: "We the People"**

##### Readings:

- Eve Kornfeld, *Creating an American Culture, 1775-1800*, pp. TBA

#### **20: Wednesday, September 28: Becoming American**

##### Readings:

- Eve Kornfeld, *Creating an American Culture, 1775-1800*, pp. TBA

#### **21: Friday, September 30**

**\*Mid-term exam in class at 9:00 a.m.\***

### **Week 8:**

#### **22: Monday, October 3: Rise of the Jacksonians**

##### Readings:

- Theda Perdue, *Cherokee Removal: A Brief History with Documents*, pp. TBA

#### **23: Wednesday, October 5: Trail of Tears**

##### Readings:

- Theda Perdue, *Cherokee Removal: A Brief History with Documents*, pp. TBA

## **24: Sections**

### **Week 9:**

#### **25: Monday, October 10: Fall Break**

#### **26: Wednesday, October 12: The Market Revolution**

##### Readings:

- Bruce Laurie, *Artisans into Workers: Labor in Nineteenth-Century America*, pp. 15-46 on blackboard

## 27: Sections

### Week 10:

## 28: Monday, October 17: Creating the “Old South”

### Readings:

- Stephanie McCurry, “The Two Faces of Republicanism: Gender and Proslavery Politics in Antebellum South Carolina,” *Journal of American History*, Vol. 78, No. 4 (Mar., 1992), pp. 1245-1264 on blackboard
- Primary Source: Augustus Baldwin Longstreet, from *Georgia Scenes* on blackboard; Daniel R. Hundley, from *Social Relations from Our Southern States* on blackboard; Mary Boykin Chesnut, from *The Private Mary Chesnut* on blackboard

## 29: Wednesday, October 19: Life in the ‘Quarters

### Readings:

- Brenda Stevenson, "Distress and Discord in Virginia Slave Families, 1830-60," in *In Joy and In Sorrow: Women, Family, and Marriage in the Victorian South, 1830-60*, pp. 103-124 on [blackboard](#)
- Primary Source: Harriet Jacobs, from *Incidents in the Life of a Slave Girl* on blackboard

## 30: Sections

### Week 11:

## 31: Monday, October 24: Religious Awakenings

### Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 3-89

## 32: Wednesday, October 26: Conflicting Interests

### Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 90-126
- Primary Source: B. Julianna, "Factory Life as it Is" (1845) on [blackboard](#); “Accounts of Urban Riots” (1835) on blackboard

## 33: Sections

### Week 12:

### **34: Monday, October 31: Reforming the Nation**

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp 127-179
- Primary Source: William Sanger, "New York Prostitutes" (1858) on blackboard

### **35: Wednesday, November 2: Manifest Destiny and the Mexican War**

Readings:

- Susan Lee Johnson, "'Domestic' Life in the Diggings: The Southern Mines in the California Gold Rush," in Matsumoto and Allmendinger, eds., *Over the Edge: Remapping the American West*, pp. 107-132
- Primary Sources: John O'Sullivan, "Annexation," *The United States Magazine and Democratic Review* 17 on [blackboard](#)

### **36: Sections**

**Week 13:**

### **37: Monday, November 7: The Political Crisis of the 1850s**

Readings:

- Ed Ayers, "What Caused the Civil War?" in *What Caused the Civil War?: Reflections on the South and Southern History*
- Primary Sources: George Fitzhugh, *Cannibals All! or Slaves Without Masters*, 1857, on [blackboard](#); Frederick Law Olmsted, *The Cotton Kingdom*, 1861, on [blackboard](#); Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery*, 1841, on [blackboard](#); and Frederick Douglass, "What to the Slave is the Fourth of July?," 1852 on [blackboard](#)

**\*Second paper due at the beginning of class.\***

### **38: Wednesday, November 9: The Debate Over Slavery**

Readings:

- Secession Era Editorials Project at <http://history.furman.edu/~benson/docs>

### **39: Sections**

**Week 14:**

### **40: Monday, November 14: Secession and the Descent to War**

Readings:

- James McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*, (New York: Oxford University Press, 1997), pp. 9-46 on [blackboard](#)
- Primary Sources: James D. B. DeBow, "The Interest in Slavery of the Southern Non-Slaveholder" on [blackboard](#); South Carolina's "Declaration of Causes," December 24, 1860 on [internet](#); Mississippi's "Declaration of Causes," January 9, 1861 on [internet](#); Georgia's "Declaration of Causes," January 19, 1861 on [internet](#)

#### **41: Wednesday, November 16: On the Homefront**

Readings:

- Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," in Clinton and Silber, eds., *Divided Houses: Gender and the Civil War*, pp. 171-199.

#### **42: Sections**

**Week 15:**

#### **43: Monday, November 21: War's End**

Readings:

- W. E. B. Du Bois, *Black Reconstruction in America, 1860-1880*, pp. 55-83
- Primary Source: Spotswood Rice to "My Children," September 3, 1864, and Spotswood Rice to Kittey Diggs, September 3, 1864, on [internet](#)

#### **44: Wednesday, November 23: Thanksgiving Holiday**

#### **45: Sections: Thanksgiving Holiday**

**Week 16:**

#### **46: Monday, November 28: Presidential Reconstruction**

Readings:

- Eric Foner, *A Short History of Reconstruction*, pp. 82-103.

#### **47: Wednesday, November 30: The Rise and Fall of Congressional Reconstruction**

Readings:

- Steven Hahn, *A Nation Under Our Feet: Black Political Struggles in the Rural South*, pp. 265-313

#### **48: Sections**

**Week 17:**



**49: Monday, December 5:**

**Review Session**

**50: Friday, December 9:**

**Final Exam, 8 a.m.**

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**Endnotes:**

<sup>1</sup> <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>

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*Last Modified Sunday, August 14, 2005*