History 211-2

The United States to 1865

Spring 2013, T/Th 3:30-4:45
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Office Hours: MHRA 2323
Tuesday and Thursday 2-3
Other times by appointment

Student Learning Outcomes

Through active engagement in this course, students will be able to:

• Identify and demonstrate an understanding of the significance of the major events, people, and themes that have shaped the history of the United States from the earliest encounters of Europeans and Native Americans through the Civil War
• Distinguish between primary and secondary sources and demonstrate critical historical thinking skills
• Recognize that a historian's analysis is supported by evidence from multiple primary sources and reflects the complexity of history
• Use historical thinking to contextualize and analyze historical data and evidence from a variety of primary sources, including documents, visual images, oral histories, material objects, manuscripts, and print sources
• Identify factors of change and continuity by analyzing human actions and broad social forces
• Demonstrate information literacy by determining needed information, locating, evaluating, and analyzing appropriate resources
• Develop coherent oral and written arguments based on evidence from the past representing different points of view

Our central question will be: How has “freedom,” both as an ideal and a reality of everyday life, been experienced, expanded, and restricted in America? Discussion will focus on:

• different perspectives and understandings of freedom—political, economic, social, religious, and personal
• issues of class, gender, race, and culture
• major historical questions, paradoxes, and debates

Required reading: You must obtain the following editions in order to do the assigned reading. Please use print editions rather than e-books. Bring books with you to class.

• Additional documents accessible on Blackboard
You also have access to helpful learning resources at the textbook site:
http://www.wwnorton.com/college/history/give-me-liberty3/ch/01/studyplan.aspx

**Communication:** I want to be as accessible to you as I can. Our main means of communication will be through UNCG e-mail and Blackboard. You should check your university e-mail daily. Contact me with your comments, questions, and concerns and I will do my best to reply to you promptly. I also encourage you to come to discuss your progress in the course during my office hours. I would like to meet with each of you individually at some point in the semester, possibly as you develop ideas for your writing.

**Attendance and participation:** This semester includes 28 class meetings, plus the final exam. Students are expected to be present, to arrive and leave on time, and to participate in the class. Your participation will be a crucial factor in your learning experience. Our understanding of historical concepts is broadened by engaging with one another and clarifying perspectives. You cannot participate if you are not present; therefore, attendance is expected and recorded each day. Each student is “allowed” three absences from class, but these should be taken for personal or family illness, emergencies, or unavoidable scheduling conflicts only. More than three absences will be considered excessive and will adversely affect your grade in this class. (I will work with you through documented extended health or personal emergencies.) Please e-mail me prior to class if you find you must be absent and include the reason for your absence.

**Electronic devices:** Turn off all electronic devices and put them away; you will not need them during class time and their use generally causes distraction. If you do insist on using them, you may be asked to leave the classroom and be counted absent for that day's session. Take notes with a pen and paper and transfer those to your computer later if desired.

**Assignments and Grading:**
- Midterm exam (March 7) \(20\%\)
- Final exam (May 7) \(20\%\)
- Class participation, attendance, reading checks and quizzes \(20\%\)
- Written document analysis \(20\%\)
- Two short papers, 5-6 pages each 10% each
  - Paper 1- Analysis of a group of primary documents
  - Paper 2- Based on *The Making of a Confederate* and related primary documents

**Grading scale:** A+ (98-100), A (93-97), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F = 59 and lower
No credit = 0 (failure to take exams or to hand in work, plagiarism)

**Assignments** must be submitted as hard copies. (E-mail attachments will be accepted only with instructor's prior approval.) Late work will receive a lower grade than it would have if it had been submitted on the due date.

**Exam format:** The midterm and final exams will require you to write. Each will cover about half of the course material and will include quotations, identifications and short essay answers. I will provide a study guide a week before the exam date. Purchase blue books in which to write your answers.
**Paper format:** Your papers will be relatively short—5-6 pages each—and should be typed (12 point) and double-spaced with one-inch margins. They are designed to require you to think critically and write persuasively about primary sources. You will receive more detailed instructions and a grading rubric for the papers later in the semester.

**Document Analysis:** 1) One assignment of each unit is to read closely the related primary documents from *Voices of Freedom* and those posted on Blackboard. 2) Roughly once a week, you will write a one to 1½-page analysis (not a mere summary) of one of the assigned documents. (Your choice.) Write about one in particular that stands out to you. Do not spend time repeating the information from the editor’s introduction in your essay. I will post a list of possible analysis questions on Blackboard under course documents and you will gain skill in “historical thinking” as the semester progresses. Bring a hard copy of your analysis with you to class on the day assigned—ready to submit—typed (12 point), double-spaced, one-inch margins. 3) Identify and type one line from each of the other assigned primary sources that seems particularly significant to you. Turn this list in with your document analysis for the week. Be ready to discuss all the assigned documents and offer your insights—your participation grade will include your attendance as well as involvement in class activities and discussions. These writings will be collected at the end of the class assigned. If you are absent, you are still responsible for getting your work to the instructor on time.

**Participation/How to do well:** Be prepared. Make sure you have spent time with all the assigned readings. In addition to the quizzes listed in the syllabus, I may occasionally give short unannounced reading quizzes. As you read, use your “historical imagination” to connect more deeply with the assignments. Think about the broad themes of your readings; do not be overwhelmed by details. For each unit, read the textbook chapter and examine the visuals. Then closely read all the assigned documents. Be familiar with all the primary documents for that chapter and be able to compare and contrast ideas. Pose good questions, engaging with classmates as well as with the instructor. Don't be afraid to respond or to ask for a clarification; we are all in the process of learning. Challenge ideas that you are skeptical about, but listen, respect others' views, and participate in a civil manner.

**University Policies**

**UNCG’s Academic Integrity Policy:** [http://sa.uncg.edu/handbook/academic-integrity-policy/](http://sa.uncg.edu/handbook/academic-integrity-policy/)

It is your responsibility to review the policies at the link above. Violations, including plagiarizing written work and cheating on exams, will be handled according to UNCG procedures. I will report plagiarism through university channels. See the UNCG library’s site for help with quoting, citing, and paraphrasing: [http://library.uncg.edu/tutorials/index.aspx?m=10&p=1](http://library.uncg.edu/tutorials/index.aspx?m=10&p=1)

**UNCG’s Information Literacy Policy:** To be information literate a person must be able to:

- Determine what information is needed and why
- Locate appropriate resources
- Evaluate, synthesize, and critically analyze information
- Communicate information ethically and effectively

In this course, you will demonstrate your achievement in information literacy in written papers by locating, analyzing and contextualizing additional primary sources.
Schedule of topics and readings:

Introduction to Course/ Why Study History/ “Constructing History”/ What Historians Do
Day 1 (T January 15)

The “Old World” of Native Americans/Biological and Cultural Encounters
Day 2 (Th January 17)
  Reading: Give Me Liberty, Chapter 1, “A New World”
  On Blackboard: Two views on Columbus Day (1991 and 2007)

Creating the Atlantic World

Day 3 (T January 22)
  Reading: Voices of Freedom Chapter 1 documents: Adam Smith, The Results of Colonization (1776); Thomas Morton, The Native Americans of New England (1637); Bartolomé de las Casas on Spanish Treatment of the Indians, from History of the Indies (1528); The Pueblo Revolt (1680); Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (1635); A Micmac Indian Replies to the French (1677)
  On blackboard: Christopher Columbus, The Diario of Christopher Columbus’s First Voyage to America, (1492-1493); Mexican Accounts of Conquest from the Florentine Codex (c. 1547); Father Paul Le Jeune, Instructions for the Fathers of Our Society (1636-37)
  Doc. Analysis 1 due

Day 4 (Th January 24)
  Reading: Give Me Liberty, Chapter 2, “Beginnings of English America, 1607-1660”

Day 5 (T January 29)
  Reading: Voices of Freedom, Chapter 2 documents: Richard Hakluyt, an Argument for Colonization from A Discourse Concerning Western Planting (1584); Sending Women to Virginia (1622); Maryland Act Concerning Religion (1644); John Winthrop, Speech to the Massachusetts General Court (1645); The Trial of Anne Hutchinson (1637); Roger Williams, Letter to the Town of Providence (1655); The Levellers, The Agreement of the People Presented to the Council of the Army (1647)
  On blackboard: John Smith, Description of Virginia (1612); Mary Rowlandson, from “The Narrative of Mary Rowlandson” (1682)
  Doc. Analysis 2 due

Creating the British Empire in the Americas

Day 6 (Th January 31)
  Reading: Give Me Liberty, Chapter 3, “Creating Anglo-America, 1660-1750”
Day 7 (T February 5)
Reading: *Voices of Freedom*, Chapter 3 documents: William Penn, Pennsylvania Charter of Privileges and Liberties (1701); Nathaniel Bacon on Bacon's Rebellion (1676); Letter by an Immigrant to Pennsylvania (1769); Gottlieb Mittelberger on the Trade in Indentured Servants (1750); Complaint of an Indentured Servant (1756); Women in the Household Economy (1709)
On blackboard: James Revel, *The Poor Unhappy Transported Felon’s Sorrowful Account of His Fourteen Years Transportation at Virginia in America* (c. 1680); Servitude and Slavery in 17th-Century Virginia Courts (1630-89); Gabriel Thomas, *Pennsylvania, The Poor Man’s Paradise* (1698)
**Doc. Analysis 3 due**

**Contested Ideas of Freedom**

Day 8 (Th February 7)
Reading: *Give Me Liberty*, Chapter 4, “Slavery, Freedom, and Struggle for Empire, to 1763”

Day 9 (T February 12)
Reading: *Voices of Freedom*, Chapter 4 documents: Olaudah Equiano on Slavery (1789); Samuel Sewall, *The Selling of Joseph* (1700); The Independent Reflector on Limited Monarchy and Liberty (1752); The Trial of John Peter Zenger (1735); The Great Awakening Comes to Connecticut (1740); Pontiac, Two Speeches (1762 and 1763)
On blackboard: The Stono Rebellion in South Carolina (1739)
**Doc. Analysis 4 due**

**Colonial (Dis)Order/ Interpreting the Revolution**

Day 10 (Th February 14)
Reading: *Give Me Liberty*, Chapter 5, “The American Revolution, 1763-1783”
Appendix of *Give Me Liberty*, pp. A 4-6, The Declaration of Independence (1776)

Day 11 (T February 19)
Reading: *Voices of Freedom*, Chapter 5 documents: Virginia Resolutions on the Stamp Act (1765); New York Workingmen Demand a Voice in the Revolutionary Struggle (1770); Association of the New York Sons of Liberty (1773); Farmington, Connecticut, Resolutions on the Intolerable Acts (1774); Thomas Paine, *Common Sense* (1776); James Chalmers, Plain Truth (1776)
On blackboard: Paxton Boys, Manifesto (1764); John Dickinson, A Speech Against Independence (1776)
**Doc. Analysis 5 due**

Day 12 (Th February 21) **Image Quiz**
Reading: *Give Me Liberty*, Chapter 6, “The Revolution Within”
Day 13 (T February 26)
Reading: *Voices of Freedom*, Chapter 6 documents: Exchange between Jewish Congregation of Newport, Rhode Island, and George Washington, on Religious Toleration (1790); The Right of "Free Suffrage" (1776); Noah Webster on Equality (1787); Liberating Indentured Servants (1784); Petition of Slaves to the Massachusetts Legislature (1777); Benjamin Rush, Thoughts Upon Female Education (1787)
On **blackboard**: Ann Hulton, Loyalist View of Colonial Unrest (1774); Joseph Brant, Mohawk Loyalty to Britain (1776); Abigail and John Adams, Remember the Ladies (1776)
**Doc. Analysis 6 due**

**Competing Visions for the American Republic**

Day 14 (Th February 28)
**Paper 1 due**
Reading: *Give Me Liberty*, Chapter 7, “Founding a Nation, 1783-1789”

Day 15 (T March 5)
Reading: *Voices of Freedom*, Chapter 7 documents: Petition of Inhabitants West of the Ohio River (1785); David Ramsay, American Innovations in Government (1789); James Winthrop on the Anti-Federalist Argument (1787); A July Fourth Oration (1800); Thomas Jefferson on Race and Slavery (1781); J. Hector St. John de Crèvecoeur, "What, Then, Is the American?” (1782)
On **blackboard**: Shay’s Rebels, Grievances, (1786); James Madison, The Federalist, No. 10 (1787)
**Doc. Analysis 7 due**

Day 16 (Th March 7) **Midterm exam**

**SPRING BREAK!!!**

Day 17 (T March 19)
Reading: *Give Me Liberty*, Chapter 8, “Securing the Republic, 1790-1815”

Day 18 (Th March 21)
Reading: *Voices of Freedom*, Chapter 8 documents: Benjamin F. Bache, A Defense of the French Revolution (1792-1793); Address of the Democratic-Republican Society of Pennsylvania (1794); Judith Sargent Murray, "On the Equality of the Sexes" (1790); George Washington, Farewell Address (1796); George Tucker on Gabriel's Rebellion (1801); Tecumseh on Indians and Land (1810); Felix Grundy, Battle Cry of the War Hawks (1811)
**Doc. Analysis 8 due**

**The Market Revolution/ Democracy in America**

Day 19 (T March 26)
Day 20 (Th March 28)
Reading: *Voices of Freedom*, Chapter 9 documents: Complaint of a Lowell Factory Worker (1845); Immigrants Arriving in New York City (1853); A Woman in the Westward Movement (1824); Ralph Waldo Emerson, "The American Scholar" (1837); Henry David Thoreau, Walden (1854); Charles G. Finney, "Sinners Bound to Change Their Own Hearts" (1836)/ Chapter 10 documents: The Monroe Doctrine (1823); John Quincy Adams on the Role of the National Government (1825); John C. Calhoun, the Concurrent Majority (ca. 1845); Chief Sharitarish on Changes in Indian Life (1822); Appeal of the Cherokee Nation (1830); Andrew Jackson, Veto of the Bank Bill (1832)
On blackboard: B. Julianna, Factory Life as it Is (1845); James Flint, “Panic of 1819” (1822)
Doc. Analysis 9 due—last one assigned ---*From this point on, primary documents will be analyzed and included as evidence in your final paper.*

**Antebellum South and Slavery**

Day 21 (T April 2)

Day 22 (Th April 4)
Reading: *Voices of Freedom*, Chapter 11 documents: Frederick Douglass on the Desire for Freedom (1845); Rise of the Cotton Kingdom (1836); William Sewall, The Results of British Emancipation (1860); Rules of Highland Plantation (1838); George Fitzhugh and the Proslavery Argument (1854); Letter by a Fugitive Slave (1840); Confessions of Nat Turner (1831)
On blackboard: Reverend Thornton Stringfellow, A Brief Examination of the Scripture Testimony of the Institution of Slavery (1841)

**Northern Society and Reform**

Day 23 (T April 9)
Reading: *Give Me Liberty*, Chapter 12, “An Age of Reform, 1820-1840” and *Voices of Freedom*, Chapter 12 documents: Robert Owen, "The First Discourse on a New System of Society" (1825); Philip Schaff on Freedom as Self- Restraint (1855); David Walker's Appeal (1829); Frederick Douglass on the Fourth of July (1852); Catherine Beecher on the "Duty of American Females" (1837); Angelina Grimké on Women's Rights (1837); Declaration of Sentiments of the Seneca Falls Convention (1848)
On blackboard: William Sanger, New York Prostitutes (1858)

**Manifest Destiny and Political Crisis**

Day 24 (Th April 11)
Reading: *Give Me Liberty*, Chapter 13: “A House Divided, 1840-1861” and *Voices of Freedom*, Chapter documents: John L. O'Sullivan, Manifest Destiny (1845); A Protest Against Anti-Chinese Prejudice (1852); George Henry Evans, "Freedom of the Soil" (1844); William Henry Seward, "The Irrepressible Conflict" (1858); Hinton R. Helper, The
Impending Crisis (1857); The Lincoln-Douglas Debates (1858); South Carolina Ordinance of Secession (1860)
On blackboard: William Lloyd Garrison, On the Constitution and the Union (1832); Declaration of Causes--Mississippi, Georgia, and Texas (1861)

Secession and War

Day 25 (T April 16)  **Map Quiz**
   and *Making of a Confederate*, pp. 46-84

Day 26 (Th April 18)
   Reading: *Making of a Confederate*, pp. 85-166
   *Voices of Freedom*, Chapter documents: Alexander H. Stephens, The Cornerstone of the Confederacy (1861); Marcus M. Spiegel, Letter of a Civil War Soldier (1864); Samuel S. Cox Condemns Emancipation (1862); Abraham Lincoln, The Gettysburg Address (1863); Frederick Douglass on Black Soldiers (1863); Letter by the Mother of a Black Soldier (1863); Abraham Lincoln, Address at Sanitary Fair, Baltimore (1864); Mary Livermore on Women and the War (1883)

Day 27 (T April 23)
   Appendix of *Give Me Liberty*, p. A-32, A. Lincoln, Second Inaugural Address (1865)
   On blackboard: Mary Boykin Chesnut, from *The Private Mary Chesnut* (1861); Spotswood Rice to My Children (1864) and Spotswood Rice to Kittey Diggs (1864); Excerpt from Charles B. Dew, *Apostles of Disunion*

Day 28 (Th April 25) Discussion of *The Making of a Confederate*, primary documents/ arguments of student papers/ Civil War legacy

Tuesday, April 30  **Paper 2 due by 5 p.m.**
   I will provide information on how to submit your papers.

**Final Exam:** Tuesday, May 7 -- 3:30- 6:30 p. m.-- Covers material since midterm