

HIS 211-01-04 History of the United States to 1865

Lectures: MW 12:00-12:50 in School of Education Building Room 208

Discussions: Fridays from 12:00-12:50 or 1:00-1:150

Professor: Dr. Mandy L. Cooper

mlcoope2@uncg.edu

Office Hours: Monday 1-3 and Wednesday 10:30-11:30 in MHRA 2145 and by appointment

Teaching Assistants:

Section 01 & 02: Abigail Shimer (aeshimer@uncg.edu)

Office Hours: Monday 1:00-3:00 and Wednesday 10:30-11:30 in MHRA 2323

Section 03 & 04: Robert Skelton (rdskelto@uncg.edu)

Office Hours: Monday, Wednesday, and Friday 2-3 in MHRA 2323

Course Description:

This class is a general survey of the major themes in U.S. history from the nation's pre-colonial origins to Reconstruction. Students will examine the key moments in making the United States, including contact, colonialism, the American Revolution, the early Republic, the Antebellum era, westward expansion, and the Civil War. The concepts of liberty and freedom, concepts which have become central to the way in which Americans define themselves yet are surrounded by contradictions, will act as unifying themes in this course.

While delving deeper into these key moments and events, students will also become acquainted with the "ordinary" men and women of diverse backgrounds who helped form the nation. This course will both tell history from the vantage point of recognizable figures and move beyond the "great man/woman" perspective into persons and groups such as women, Native Americans, African Americans, and immigrants.

Gender will act as a central thread for the people, places, ideas, and events we will explore. Students will discuss gender broadly in terms of its intersections with class, race, citizenship, labor, and identity. By putting gender at the center of historical investigation in this class, students will see how various historians have used (or at times ignored) gender as a category of historical analysis. This provides students with an opportunity to become acquainted with the historiography of early U.S. history and allow them to compare and contrast various scholars' interpretations of the past. In this course, students will explore gender in regards to the exchange of cultures among Europeans, Native Americans and African slaves; work, leisure, sex, and trade; the ideological and social implications of the American Revolution and the broader "age of revolutions"; the changing dynamics of class, work, citizenship, and race in the New Republic and antebellum periods; the rise of slavery; the beginnings of reform movements; the importance of and expansion into the West; and debates over secession and the Civil War.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was

happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling. Students should leave this class with a better and deeper understanding of American history and why the past remains relevant today.

Learning Goals for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a general knowledge of the history of the United States from pre-European contact until 1865
- Gain a better understanding of the United States' political, legal, economic, and social agenda until the end of the Civil War

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

General Education Student Learning Outcomes:

Writing-Intensive (Students will be able to write in genres appropriate to the discipline(s) of the primary subject matter of the course).

- In their analytical paper, students will construct a historical argument based on primary and secondary sources.

Historical Perspectives:

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
- Use evidence to interpret the past coherently, orally and/or in writing

Course Texts:

- Harry L. Watson, *Building the American Republic, Volume 1: A Narrative History to 1877*. Chicago: University of Chicago Press, 2018.
 - NOTE: Download as a free ebook at buildingtheamericanrepublic.org.
 - Marked as BAR on the syllabus.

- Other secondary readings will consist of book chapter and articles. Book chapters will be posted on Canvas, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.
- Primary sources will be hyperlinked on the syllabus.

Class Structure:

Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I may stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading.

Discussion sections will be held each Friday. The majority of discussion sections will be devoted to discussing the week's primary and secondary source readings. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. While you are not always required read your textbook, I have included page numbers to give you an idea of what we will go over in class. Please note that I will be covering other topics and using my own methods to organize lectures, and the textbook may be useful at times. If you miss a lecture, the textbook will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise. All primary sources are hyperlinked on the syllabus unless otherwise noted.

Assignments: Students will complete three written assignments. The first assignment will be a podcast analysis. Students will be provided with several different podcast episodes to choose from and will write a 2-3 page analysis of one source from the provided list. The second assignment will be a response paper (800 words) to the readings for a particular class session of the student's choice. Students will sign up for these response papers during the first discussion session. The final assignment will be an analytical essay of between 1200-1500 words (roughly 4-5 pages) that incorporates both primary and secondary sources from this course. Essay topics will be handed out in class two weeks before the rough draft is due. Students will turn in a rough draft, receive feedback, and revise and resubmit their analytical essay. All three written assignments should be double-spaced, in 12-point, Times New Roman font, with one-inch margins and your name on each page. Papers should follow the requirements of the Chicago Manual of Style for citations, which is available in the library. More detailed information on the assignments will be handed out in class.

Exams: There will be two exams, a midterm and a final. Students will be provided with essay topics in advance.

Grading Scheme:

Participation: 10%

Podcast Analysis: 15%

Response Paper: 10%

Analytical Essay: 25%

Midterm Exam: 20%

Final Exam: 20%

Attendance Policy: You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. If you encounter extenuating circumstances that result in three or more absences, you should speak to your TA personally. Every absence above three for the semester will result in a lowering of your course grade, unless pre-approved by your TA and me.

Late Work: All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the midterm and final exam on the dates listed on the syllabus.

Academic Integrity: Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJybDHUExSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations: The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class: It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-

term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center: The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center: Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section.
(speakingcenter.uncg.edu)

Office Hours: I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

History Department website: <https://his.uncg.edu>

Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

Syllabus Updates: Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule:

Week One	Beginnings: Early America's Collision of Cultures
Mon., Jan. 13	Introduction -Class Introductions -Syllabus, Class Expectations -Introduction to Early America
Wed., Jan. 15	Native American Culture and Life Suggested Reading: Michael Oberg, <i>The Head in Edward Nugent's Hand: Roanoke's Forgotten Indians</i> , "Ossomocomuck," Chapter 1 Required Reading: BAR, 1-9
Fri., Jan. 17	Discussion – Introduction to Primary Sources & Reading for History Required Reading: Handouts on Canvas

Primary Sources:

[-Sketch of an Algonquin village, 1585](#)

[-Native American Creation Stories](#)

Mon., Jan. 20

No Class – Martin Luther King, Jr. Day

Wed., Jan. 22

Clashing Cultures: European Exploration and Contact in North America
Suggested Reading: Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*, Introduction

Suggested Reading: BAR, 9-33

Primary Sources

[-Bartolomé de las Casas describes the exploitation of indigenous people, 1542](#)

[-Thomas Morton Reflects on Indians in New England, 1637](#)

Fri., Jan. 24

Discussion – Native America

Primary Sources:

[-The legend of Moshup, 1830](#)

[-A Gaspesian Indian defends his way of life, 1641](#)

[-Cliff Palace photograph](#)

Mon., Jan. 27

Tobacco, Indentured Servitude, and Slavery in the Chesapeake

Suggested Reading: Kathleen Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia*, “‘Good Wives’ and ‘Nasty Wenches’: Gender and Social Order in a Colonial Settlement,” (Chapter 3)

Suggested Reading: BAR, 35-56

Primary Sources:

[-“The Starving Time”: John Smith Recounts the Early History of Jamestown, 1609](#)

[-Nathaniel Bacon’s Declaration of Grievances \(1676\)](#)

[-Song about Life in Virginia](#)

** Podcast Analysis Assignment Handed Out

Wed., Jan. 29

Religion and Family in New England

Suggested Reading: BAR, 56-73

Primary Sources

[-John Winthrop dreams of a city on a hill, 1630](#)

[-Transcript of the Trial of Anne Hutchinson \(1637\)](#)

Fri., Jan. 31

Discussion – Beginnings of Slavery in North America: A Society with Slaves or a Slave Society?

Required Reading: Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, Prologue & Introductions to Parts 1 & 2

Suggested Reading: BAR 115-117, 119-123, 129-130, 137-139

Primary Sources

[-Olaudah Equiano describes the Middle Passage, 1789](#)

[-1619 Laws of Virginia, \(Act XII and Act XIII\)](#)

[-Print of the Slave ship Brookes \(1789\)](#)

[-Ran off. \(Sept. 18, 1762\)](#)

Mon., Feb. 3

The Middle Colonies

Required Reading: BAR, 86-92

Primary Sources

[-“The Air is Sweet and Clear, the Heavens Serene, like the South Parts of France”: William Penn Advertises for Colonists for Pennsylvania, 1683.](#)

[-The Dutch Arrive on Manhattan Island: An Indian Perspective](#)

Wed., Feb. 5

Women’s Life in the Colonies

Required Reading: Karin Wulf, *Not All Wives: Women of Colonial Philadelphia*, Introduction

Suggested Reading: BAR, 134-137

Primary Sources

[-Accusations of witchcraft, 1692 and 1706](#)

[-Eliza Lucas Letters \(1740-1741\)](#)

[-“We Unfortunate English People Suffer Here”: An English Servant Writes Home \(1756\)](#)

Fri., Feb. 7

Discussion – Life in the English Colonies

Suggested Reading: BAR, 93-100, 113-115, 124-129, 139-141

Primary Sources:

[-Boston trader Sarah Knight on her travels in Connecticut, 1704](#)

[-Letters of Thomas Newe to His Father, from South Carolina \(1682\)](#)

Mon., Feb. 10

The Great Awakening and the Enlightenment

Suggested Reading: BAR, 141-146

Primary Sources

[-The Great Awakening Comes to Weathersfield, Connecticut](#)

[-Jonathan Edwards revives Enfield, Connecticut, 1741](#)

Wed., Feb. 12

Imperial Conflicts in North America

Suggested Reading: BAR, 77-86, 100-102, 150-155

Primary Sources:

[- Extracts from Gibson Clough’s War Journal, 1759](#)

[- Pontiac Calls for War, 1763](#)

[- Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765](#)

- Fri., Feb. 14 Discussion – Road to Revolution, Part 1: Parliamentary Acts & Early Colonial Responses
 Required Reading: BAR 156-170
 Primary Sources:
 - [The Sugar Act](#)
 - [The Stamp Act](#)
 - [New York Merchants Non-importation Agreement; October 31, 1765](#)
- Mon., Feb. 17 Road to Revolution, Part 2: Colonial Discontent & Disillusionment
 Required Reading: BAR 170-176
 Primary Sources:
 - [Circular Letter of the Boston Committee of Correspondence; May 13, 1774](#)
 - [Patrick Henry, "Give Me Liberty or Give Me Death" \(1775\)](#)
 - [Virginia Declaration of Rights \(1776\)](#)
****Podcast Analysis Due**
- Wed. Feb. 19 Revolution!
 Required Reading: BAR 176-194
 Primary Sources:
 - [Thomas Paine calls for American independence, 1776](#)
 - General George Washington Explains Army Problems and Calls for Help, 1780 (in *Major Problems in the Era of the American Revolution, 1760-1791*, 2nd ed., ed. by Richard D. Brown) NOTE: This source will be posted on Canvas.
- Fri., Feb. 21 Discussion: The Revolution & Its Meanings
- Mon., Feb. 24 The Revolution at Home
 Primary Sources:
 - [Abigail and John Adams Converse on Women's Rights, 1776](#)
 - [Women in South Carolina experience occupation, 1780](#)
- Wed., Feb. 26 A Revolution for Whom?
 Required Reading: BAR 198-206
 Primary Sources:
 - ["Natural and Inalienable Right to Freedom": Slaves' Petition for Freedom to the Massachusetts Legislature, 1777](#)
 - ["Having Tasted the Sweets of Freedom": Cato Petitions the Pennsylvania Legislature to Remain Free \(1781\)](#)
 - [Oneida Declaration of Neutrality, 1775](#)

- Fri., Feb. 28 Discussion – Building a Nation
 Required Reading: BAR 195-198, 206-214
 Primary Sources:
 - [The Articles of Confederation and Perpetual Union, 1781](#)
 - Constitutional Convention, Debates on Slavery (1787)
 NOTE: This source will be posted on Canvas
 - [Thomas Jefferson, Notes on the State of Virginia \(1785\)](#)
- March 2-March 6 NO CLASS – SPRING BREAK
- Mon. March 9 Legislation & Compromises in Making a Nation
 Required Reading: BAR 214-230
 Primary Sources:
 - [The Federalist Papers: No. 51](#)
- Wed., March 11 Politics & Economics in the Early Republic
 Required Reading: Joanne Freeman, “Dueling as Politics,” in *Affairs of Honor: National Politics in the New Republic*.
 Suggested Reading: BAR 231-258
 Primary Sources:
 - [George Washington, “Farewell Address,” 1796](#)
- Fri., March 13 MIDTERM EXAM
- Mon., March 16 The Native American West
 Suggested Reading: Pekka Hämäläinen, “The Rise and Fall of Plains Indian Horse Cultures,” *Journal of American History* 90, no. 3, December 2003: 833-862.
 Suggested Reading: BAR 432-433
 Primary Sources:
 - [A Confederation of Native peoples seek peace with the United States, 1786](#)
****Analytical Paper Assignment Handed Out**
- Wed., March 18 The Spanish-American West
 Required Reading: James F. Brooks, “Violence, Exchange, and the Honor of Men” in *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*
 Suggested Reading: BAR 433-436
- Fri., March 20 Discussion: The West
 Suggested Reading: Adam Jortner, “The Empty Continent: Cartography, Pedagogy, and Native American History,” in *Why You Can’t Teach United States History without American Indians*.

Suggested Reading: BAR 266-267, 436-438

Primary Sources:

- [Tecumseh calls for pan-Indian resistance, 1810](#)

Mon., March 23

Manifest Destiny & Westward Expansion

Required Reading: BAR 258-260, 300-302, 430-432, 441-446

Primary Sources:

- [President Monroe outlines the Monroe Doctrine, 1823](#)
- [John O'Sullivan declares America's manifest destiny, 1845](#)

Wed., March 25

Different Types of Revolutions: Market, Transportation, and Industrial

Required Reading: BAR 275-288

Primary Sources:

- [James Madison asks Congress to support internal improvements, 1815](#)
- [A traveler describes life along the Erie Canal, 1829](#)

Fri., March 27

Discussion – Life in a Changing America

Required Reading: BAR 289-300, 302-310

Primary Sources:

- [Harriet H. Robinson remembers a mill workers' strike, 1836](#)
- [Wyandotte woman describes tensions over slavery, 1849](#)
- [Diary of a woman migrating to Oregon, 1853](#)

Mon., March 30

Jacksonian Politics & Culture

Suggested Reading: BAR 288-289, 400-421

Primary Sources:

- [Cherokee petition protesting removal, 1836](#)
- [Andrew Jackson's veto message against re-chartering the Bank of the United States, 1832](#)

****Rough Draft Due**

Wed., Apr. 1

The Second Great Awakening & the Beginnings of Reform Movements

Suggested Reading: Nancy Hewitt, "From Seneca Falls to Suffrage?"

Reimagining a 'Master' Narrative in U.S. Women's History," in *No Permanent Waves: Recasting Histories of U.S. Feminism*

Suggested Reading: BAR 309-3

Primary Sources:327

- [Revivalist Charles G. Finney emphasizes human choice in salvation, 1836](#)
- [William Lloyd Garrison introduces *The Liberator*, 1831](#)
- [Dorothea Dix defends the mentally ill, 1843](#)

- Fri., Apr. 3 Discussion – Reform Movements in the Antebellum Era
Suggested Reading: BAR 327-338
Primary Sources:
 - [Angelina Grimké, *Appeal to Christian Women of the South*, 1836](#)
 - [Sarah Grimké calls for women’s rights, 1838](#)
 - [Declaration of Sentiments of the Seneca Falls Convention \(1848\)](#)
 - [Frederick Douglass, “What to the Slave is the Fourth of July?” 1852](#)
- Mon., Apr. 6 The Myth of the Old South
Required Reading: Walter Johnson, “Making a World Out of Slaves,” in *Soul By Soul: Life Inside the Antebellum Slave Market*
Suggested Reading: BAR 351-360, 367-374
Primary Sources:
 - [George Fitzhugh argues that slavery is better than liberty and equality, 1854](#)
 - [Solomon Northup describes a slave market, 1841](#)
 - [Mary Polk Branch remembers plantation life, 1912](#)
- Wed., Apr. 8 Enslaved Life and Culture
Suggested Reading: BAR 360-367,
Primary Sources:
 - [Nat Turner explains the Southampton rebellion, 1831](#)
 - [Harriet Jacobs on rape and slavery, 1860](#)
- Friday, Apr. 10 No Class
- Mon., Apr. 13 Political Crises and Compromises
Required Reading: Elizabeth R. Varon, “Oh For a Man Who is a *Man*: Debating Slavery’s Expansion,” *Disunion! The Coming of the American Civil War, 1789-1859*
Suggested Reading: BAR 381-385, 395-397, 438-441, 447-456, 463-465
Primary Sources:
 - [Sectional crisis map, 1856](#)
 - [Missouri Controversy Documents, 1819-1920](#)
- Wed., April 15 The Election of 1860 & Secession
Required Reading: Charles B. Dew, “Conclusion: Apostles of Disunion, Apostles of Racism” in *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*
Suggested Reading: BAR 483-491
Primary Sources:
 - [1860 Republican Party Platform](#)
 - [South Carolina Ordinance of Secession \(1860\)](#)

- Fri. Apr. 17 Discussion: Wage Work vs. Slavery – From Sectionalism to Secession
Suggested Reading: BAR 347-348, 457-461, 465-483
Primary Sources:
 - [Alexander Stephens on slavery and the Confederate constitution, 1861](#)
 -Hinton R. Helper, *The Impending Crisis* (1857)
 NOTE: This source posted on Canvas
 -The Lincoln-Douglas Debates (1858)
 NOTE: This source posted on Canvas
- Mon., Apr. 20 A House Divided: The Beginning of the Civil War
Required Reading: BAR 493-510
Primary Sources:
 - [General Benjamin F. Butler reacts to self-emancipation, 1861](#)
****Final Draft of Analytical Paper Due**
- Wed., Apr. 22 The Home Front – Social Change and the Inner Civil War
Suggested Reading: BAR 512-519
- Fri., Apr. 24 Discussion: The Civil War
Suggested Reading: BAR 510-512, 519-526
Primary Sources:
 -[Emancipation Proclamation](#)
 -[Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881](#)
- Mon., Apr. 26 The Tide Turns
Required Reading: James M. McPherson, “The Beginning of the End,” in
Crossroads of Freedom: Antietam, The Battle That Changed the Course of the Civil War
Suggested Reading: BAR 526-530
- Wed. Apr. 28 Review & Wrap-Up

Final Exam: Friday, May 1, 12:00-3:00