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** (Analyse 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:
  
  - 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/0B0rFGGhJvbDHUExSZmFFaWTmb00/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:**

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<th>Week One</th>
<th>Beginnings: Early America’s Collision of Cultures</th>
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| Mon., Jan. 13 | Introduction  
- Class Introductions  
- Syllabus, Class Expectations  
- Introduction to Early America |
| Wed., Jan. 15 | Native American Culture and Life  
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, 1630-1815, 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
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

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  
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: 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  
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  
Suggested Reading: BAR 483-491  
Primary Sources:  
-1860 Republican Party Platform  
-South Carolina Ordinance of Secession (1860)
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<tr>
<td>Fri. Apr. 17</td>
<td>Discussion: Wage Work vs. Slavery – From Sectionalism to Secession</td>
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<td>Suggested Reading: BAR 347-348, 457-461, 465-483</td>
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<td>Primary Sources:</td>
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<td>- Alexander Stephens on slavery and the Confederate constitution, 1861</td>
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<td>- Hinton R. Helper, The Impending Crisis (1857)</td>
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<td></td>
<td>- The Lincoln-Douglas Debates (1858)</td>
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<td>Mon., Apr. 20</td>
<td>A House Divided: The Beginning of the Civil War</td>
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<td>Required Reading: BAR 493-510</td>
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<td>Primary Sources:</td>
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<td>- General Benjamin F. Butler reacts to self-emancipation, 1861</td>
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<td><strong>Final Draft of Analytical Paper Due</strong></td>
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<td>Wed., Apr. 22</td>
<td>The Home Front – Social Change and the Inner Civil War</td>
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<td>Suggested Reading: BAR 512-519</td>
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<td>Fri., Apr. 24</td>
<td>Discussion: The Civil War</td>
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<td>Suggested Reading: BAR 510-512, 519-526</td>
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<td>Primary Sources:</td>
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<td>- Emancipation Proclamation</td>
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<td>- Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881</td>
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<td>Mon., Apr. 26</td>
<td>The Tide Turns</td>
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<td>Required Reading: James M. McPherson, “The Beginning of the End,” in</td>
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<td>Crossroads of Freedom: Antietam, The Battle That Changed the Course of the Civil War</td>
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<td>Suggested Reading: BAR 526-530</td>
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<td>Wed. Apr. 28</td>
<td>Review &amp; Wrap-Up</td>
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**Final Exam: Friday, May 1, 12:00-3:00**