

**HISTORY 111
UNITED STATES HISTORY TO 1865**

BULLETIN INFORMATION

HIST 111 - United States History to 1865 (3 credit hours)

Course Description:

A general survey of the United States from the era of discovery to 1865, emphasizing major political, economic, social, and intellectual developments.

SAMPLE COURSE OVERVIEW

TBA

ITEMIZED LEARNING OUTCOMES

Upon successful completion of History 111, students will be able to:

1. Demonstrate use of the principles of historical thinking to understand human societies, specifically through the history of the United States to the end of the Civil War.
2. Define and summarize major events, developments, and themes of United States history until the end of the Civil War.
3. Evaluate significant themes, issues, or eras in United States history until the end of the Civil War.
4. Demonstrate basic skills in the comprehension and analysis of selected sources and their relevance in the context of historical knowledge.
5. Demonstrate ability to develop interpretive historical arguments drawing on primary and/or secondary sources.
6. Demonstrate ability to recognize the differences between original historical source material (primary sources) and later scholarly interpretations of those sources (secondary sources).

SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS

1. Elizabeth Cobbs Hoffman and Jon Gjerde, eds., Major Problems in American History: Volume 1: To 1877 (New York: Houghton Mifflin, 2002 ed.) ISBN: 0618061339
2. Peter Charles Hoffer, Sensory Worlds of Early America (Baltimore: The Johns Hopkins University Press, 2005 ed.). ISBN: 080188392X
3. Mark M. Smith, Stono: Documenting and Interpreting a Southern Slave Revolt (Columbia: University of South Carolina Press, 2005). ISBN: 1570036055
4. Mark M. Smith, Listening to Nineteenth-Century America (Chapel Hill: University of North Carolina Press, 2001) ISBN: 0807849820

SAMPLE ASSIGNMENTS AND/OR EXAM

This course will assess student achievement through the evaluation of class participation (including attendance, performance in directed class discussion, and/or brief writing assignments), quizzes, exams, and research papers based on historical sources. The exams will include short answer section[s] and/or essay section[s] and will cover key terms, concepts, and interpretive themes and require students to analyze historical context and apply historical methods to interpret the past. Class discussions will encourage students to use diverse methods and skills to explore primary and secondary historical sources and apply historical methods and frameworks to interpret the past.

1. Class Participation

2. Quizzes

3. Exam one, Exam two, Final Exam

4. Paper assignment

- a. See the copy of the historical probate record on Blackboard. Transcribe as accurately as possible this primary historical source. Your transcription should be single-spaced.
- b. Write an essay analyzing the significance of the probate record. This portion of your project should be double-spaced and should immediately follow the single-spaced transcription. You might begin your essay by simply describing the document—what is it? When and where was it written and why? How was it preserved? How would you go about locating such a document? Early on in your essay, you should also explain anything that is potentially confusing: what is the monetary system being used? How did it work? Are there any items listed in the record that require clarification or elaboration? You should then turn your attention to analyzing the document. How might we best examine the text? What sort of goods did the person own? How might we profitably categorize these goods? For example, what percentage of his wealth was devoted to slaves, clothing, or consumer items? Why is it important to know these percentages? Also, what does the document tell about American nationalism and identity? Was the establishment of formal American independence straightforward or rather more contingent and complicated? As you consider these (and other) questions, think how you might integrate some of the essays (secondary sources) and documents (primary sources) from Major Problems into your essay. Which essays and documents help shed light on some of these matters? In each instance, be sure to justify your answers. Your essay will be evaluated on the depth and detail of your analysis, the quality of your writing, and your ability to make productive and appropriate use of the Major Problems reading.
- c. NOTE: When referring to reading from Major Problems, you are free to use either parenthetical notes—for example: as Breen argues, “Carolinians demanded consumer goods” (Breen, in Major Problems, p.95)—endnotes, or footnotes. Be sure to use well-chosen, precise quotations to illustrate your principal points.

SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS

WEEK 1

Class 1

Course introduction: Why History Matters

The class will examine three defining issues for historical study and for this course:

1. How the past matters to the present and what problems “presentism” plays for the study of the past.
2. How we find “history”: an introduction to historical methods and research, selecting and interpreting evidence and sources.
3. How historians see the past less as an unchanging recitation of names and dates and more as a constantly evolving, complex set of processes and forces that requires the ethical use of evidence.

Key vocabulary and concepts: Chronology. Contingency. Chance. Power. Individualism. Community.

WEEK 2

Class 2 Old World Meets New

Class 3

The Chesapeake in the Seventeenth Century

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.1, Conquest and Colliding Worlds.

1. The Iroquois Describe the Beginning of the World, n.d.
2. Christopher Columbus Recounts His First Encounters with Native People, 1493
4. Father Bartolomé de Las Casas Disparages the Treatment of the Indians, 1542

HOFFER, Sensory Worlds, introduction, ch.1, New Worlds for Historians: The Realm of the Senses.

Key vocabulary, concepts, and/or questions: America as a word and idea. Exploration. Pre-Columbian. What were the major difference between conceptions of religion, property, and nation between European settlers and the initial indigenous people with whom they made contact? How has this encountered been remembered and what changes have there been to that remembrance in recent decades?

WEEK 3

Class 4 Founding and Settling New England

Class 5

The Middle Colonies

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.3, Colonial New England and the Middle Colonies in British America

1. Puritan Leader John Winthrop Provides a Model of Christian Charity, 1630
2. William Bradford, Governor of Plymouth Colony, Mourns a Wickedness That Breaks Forth, 1642
5. Massachusetts Officials Describe the Outbreak of Witchcraft in Salem, 1692
6. Reverend Jonathan Edwards Pictures Sinners in the Hands of an Angry God, 1741

HOFFER, Sensory Worlds, ch.2, "Invisible Worlds: Indian Wars and Witchcraft Crises

Key vocabulary, concepts, and/or questions: Colonial. Puritanism. Witchcraft and commerce and class. How did the various Christian theological practices contribute to the power dynamics of the early colonists? Do we see legacies of these practices in US society today?

WEEK 4

Class 6

The Lower South and Slave Society

Class 7

Social Order in the Eighteenth-Century South

Discussion groups:

Reading due: SMITH, Stono (all)

Key vocabulary, concepts, and/or questions: Slavery. Social order. Periodization. What were the important crops produced in the southern colonies? How did slavery in those colonies compare to other colonies? How did slaves resist? What were some of the long-term consequences of slavery?

WEEK 5

Class 8

EXAM I (blue books required)(on lectures 2-7; HOFFMAN and GJERDE, Major Problems, chs.1, 3; SMITH, Stono (all); HOFFER, Sensory Worlds, introduction, chs.1-2)

Class 9

Enlightenment and the Great Awakening

Discussion groups:

Reading due: DOCUMENT ONE; HOFFER, Sensory Worlds, "Other Worlds: Slave Revolts and Religious Awakenings," pp.166-188

Key vocabulary, concepts, and/or questions: Great awakening. Sectionalism. Who were the key religious leaders in the colonies? From where did they get their power?

WEEK 6

Class 10 Colonial America at Mid-Century

Class 11 Imperial Crises and the Coming of Revolution

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.4, The American Revolution.

3. Pamphleteer Thomas Paine Advocates the "Common Sense" of Independence, 1776
 4. Abigail Adams, Wife of John Adams, Asks Her Husband to "Remember the Ladies," 1776
 5. Mohawk Leader Joseph Brant Commits the Loyalty of His People to Britain, 1776
 6. The Declaration of Independence States American Grievances Against British "Tyranny," 1776
 7. African Americans Petition for Freedom, 1777
- HOFFER, Sensory Worlds, "A World of Difference: The Revolution of the Senses," pp.189-223

Discussion of DOCUMENT ONE

Key vocabulary, concepts, and/or questions: Independence. Revolution. Loyalty. Declaration of Independence. How did notions of gender, race, and class contribute to the formation of cultural and political power? How to those notions differ from such notions today?

WEEK 7

Class 12 Fighting the War

Class 13 Crisis and Constitution

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.5, The Making of the Constitution.

Gordon S. Wood, Radical Possibilities of the American Revolution
Woody Holton, The Revolution as an Economic Response to American Uncertainties

4. Slaveholders in Virginia Argue Against the Abolition of Slavery, 1784-1785
5. Thomas Jefferson Proposes the Protection of Religious Freedom in Virginia, 1786

HOFFER, Sensory Worlds, pp.224-251; discussion of DOCUMENT ONE

Key vocabulary, concepts, and/or questions: Abolition. Religious Freedom. Constitution. Violence and technology. Was the revolution an economic response to American uncertainties? Was the American revolution a "radical" one? Have there been similar kinds of "revolutionaries" in recent memory?

WEEK 8

Class 14 Launching the New Republic

Class 15 Jeffersonianism

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.6, Competing Visions of National Development in the Early National Period

1. Republican Thomas Jefferson Celebrates the Virtue of the Yeoman Farmer, 1785
2. Federalist Alexander Hamilton Envisions a Developed American Economy, 1791
3. Thomas Jefferson Berates the Federalists, 1796

Discussion of DOCUMENT ONE

Key vocabulary, concepts, and/or questions: Yeomanry. Federalism. Republicanism. Virtue. Bill of Rights. What were the central conflicts that defined the emergence of the United States after the Revolution? How did political parties factor into those disputes? Are those disputes analogous to what we see in the US political discourse today?

WEEK 9

Class 16 Revolutions in Time and Space

WEEK 10

Class 17 The Age of Jackson

Class 18 The Age of Reform

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, chs.8-9, The Transportation, Market, and Communication Revolutions of the Early Nineteenth Century; Nationalism, Sectionalism, and Expansionism in the Age of Jackson

1. Slave Charles Ball Mourns the Growth of Cotton Culture and "Sale Down the River" ca. 1800
2. Chief Justice John Marshall Advances a Broad Construction of the Constitution, 1819, 1824
3. President John Quincy Adams Urges Internal Improvements, 1825
6. European Visitor Alexis de Tocqueville Considers the Influence of Democracy on the Family, 1831
7. Author Charles Dickens Describes Travel on an Early Railroad Train, 1842

Discussion of DOCUMENT ONE

Key vocabulary, concepts, and/or questions: Democratic. Market Revolution. Populism. Banking crises. What were the key disputes over

economic expansion and the role that government should play in encouraging it? Do we see similar disputes now?

WEEK 11

Class 19 **EXAM II** (blue books required) (on lectures 8-17; HOFFMAN and GJERDE, Major Problems, chs.4-6, 8-9); HOFFER, Sensory Worlds, pp.166-251.

Class 20 **The Old South: Planters and Plantations**
Discussion groups:
Reading due: SMITH, Listening to Nineteenth-Century America, chs.1-2.
Key vocabulary, concepts, and/or questions: Old South. Plantations. How did the need to control labor structure the political, religious, and commercial identity of the Old South? How did Nineteenth Century America sound? What sounds are found in the 21st Century that were absent from the 19th, and vice-versa?

WEEK 12

Class 21 **The Old South: Lives of the Enslaved**
Paper Assignment Due
Discussion groups:
Reading due: HOFFMAN and GJERDE, Major Problems, ch.12, Agriculture and Slavery in the South at Midcentury.
2. Samuel Cartwright, A Southern Doctor, Theorizes About the Peculiar Diseases of Slaves, 1851
3. Virginian George Fitzhugh Argues That Slavery Is a Positive Good That Improves Society, 1854
4. African American Josiah Henson Portrays the Violence and Fears in Slave Life, 1858
5. Former Slaves Recall Their Lives in Slavery, 1850s
6. Southern Author Daniel Hundley Robinson Depicts the Yeoman White Farmer, 1860
SMITH, Listening to Nineteenth-Century America, ch.3;
Discussion of DOCUMENT TWO
Key vocabulary, concepts, and/or questions: Medical care. Defense of slavery. Culture of slave life. Why did slavery exist and the support for perpetuating slavery continue in a region where most of the white residents were not wealthy slaveowners?

WEEK 13

Class 22 **The Modernizing North**

Class 23 **Westward Expansion**
Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.11, Commercial Development and Immigration in the North at Midcentury.

1. Alexis de Tocqueville Marvels at the Mobile Northern Society, 1831
2. Inventor Samuel F. B. Morse Fears That Immigrants Will Ruin American Inequality, 1835

SMITH, Listening to Nineteenth-Century America, ch.6;

Discussion of DOCUMENT TWO

Key vocabulary, concepts, and/or questions: Associationalism. Westward Expansion. Manifest Destiny. U.S. Empire. Industrialization. Immigration. How did the expansion of the U.S. economy and U.S. territory lead to sectional disputes? Do those disputes have echoes today?

WEEK 14

Class 24

The Coming of the Civil War

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.13, Careening Toward Civil War

1. Senator John C. Calhoun Proposes Ways to Preserve the Union, 1850
 2. Frederick Douglass Asks How a Slave Can Celebrate the Fourth of July, 1852
 3. Reviewers Offer Differing Opinions about Uncle Tom's Cabin, 1852.
- SMITH, Listening to Nineteenth-Century America, ch.7;

Discussion of DOCUMENT TWO

Key vocabulary, concepts, and/or questions: Fugitive Slave laws. Compromises over slavery and its expansion. Abolitionists views of slavery. Who was John C. Calhoun? Were his ideas good for America?

WEEK 15

Class 25

Secession

Class 26

Fighting the War

Discussion groups:

Reading due: HOFFMAN and GJERDE, Major Problems, ch.14, The Civil War

2. Frederick Douglass Calls for the Abolition of Slavery, 1862
3. Debow's Review, a Southern Journal, Condemns the Government and Army of the Union, 1862
5. Tally Simpson, a Confederate Soldier, Recounts the Battle of Gettysburg, 1863
7. Abraham Lincoln Speaks About the Meaning of the War, 1863, 1865
9. Sidney Andrews, a Northern Journalist, Reports on the Devastation of South Carolina, 1866

ESSAYS

James M. McPherson, *The Role of Abraham Lincoln in the Abolition of Slavery*

SMITH, *Listening to Nineteenth-Century America*, chs.8-9;

Discussion of DOCUMENT TWO

Key vocabulary, concepts, and/or questions: Secession. Republican Party. Ft. Sumter. Race, gender, and class in the Civil War. Why did the southern states declare secession from the Union? What role did slavery play in secession? Could secession happen in the present era?

WEEK 16

Class 27 Emancipation

Class 28 Conclusions and Evaluations

Discussion groups:

Reading due: SMITH, *Listening to Nineteenth-Century America*, ch.10; discussion of DOCUMENT TWO; REVIEW FOR FINAL EXAM

Key vocabulary, concepts, and/or questions: Emancipation.

Reconstruction. Militarization. Why did the Union win the Civil War, taking into account the differences over race, class, gender, and section within that Union? Why are so many people interested in the Civil War so long after it was fought?

FINAL EXAM according to University exam schedule

Blue books required.

(on lectures 18-25; HOFFMAN and GJERDE, Major Problems, chs.11-14; SMITH, Listening to Nineteenth-Century America, chs.1-10; DOCUMENT TWO)