

History 201: U.S. History to 1877

Monday, Wednesday, and Friday, 1-1:50pm
Colorado State University—Pueblo
Dr. Matthew Harris
Spring 2009

I once asked my history teacher how we were expected to learn anything useful from his subject, when it seemed to me to be nothing but a monotonous and sordid succession of robber baron scumbags devoid of any admirable human qualities. I failed history.
Sting

The only good histories are those that have been written by the persons themselves who commanded in the affairs whereof they write.
Michel de Montaigne

All the historical books which contain no lies are extremely tedious.
Anatole France

Well behaved women seldom make history.
Laura Thatcher Ulrich

History will be kind to me for I intend to write it.
Winston Churchill

Contact Info.

Office: Psych 130 C

Office Phone: 549-2177

Office Hours: MWF 12-12:50, 2-2:50

matt.harris@colostate-pueblo.edu

Course Description:

Welcome to History 201! In this course we are going to take a trip through history at flank speed, studying topics from Columbus to the American Civil War. We will meet a host of interesting characters, including heroes and villains and statesmen and scoundrels. We will learn about stories of triumph and defeat, of inspiring courage and mind-numbing brutality. Topics will include:

- Columbus's encounter with Native Americans
- European Exploration
- Native American cultures & tribal rituals
- Race & American slavery
- The Jamestown settlement
- Puritan life & culture
- Witchcraft
- Penn's "holy" experiment in Pennsylvania
- Women & Gender (including marriage & family relationships)
- Seven Years' War
- Consumerism & the Environment
- Dutch settlement of New York
- The American Enlightenment
- Radicalism of the American Revolution
- Era of constitution-writing and nation-building
- Reform movements—religious, antislavery, women's, etc.
- Evolving role of women in American society
- Slave life & culture on the Plantation
- Native American removal
- Westward Expansion & the Mexican-American War
- Causes & Consequences of the American Civil War
- Reconstructing the Union
- Evolving nature of democracy

Goals:

I have four goals for this course: to introduce you to the key topics and themes in U.S. history from Columbus to the American Civil War; to help you refine and sharpen your analytical and critical readings skills; to prepare you for further study in history; and to help you understand that history is much, much more than just names and dates!

Required Reading:

Laura Belmonte, editor, *Speaking of America: Readings in U.S. History, vol. 1 to 1877*, 2nd ed. (Thomson Wadsworth)

Stephen Berry, *House of Abraham: Lincoln and the Todds, A Family Divided By War* (Houghton Mifflin)

David Blight, ed., *The Narrative of the Life of Frederick Douglass*, 2nd ed. (Bedford Books)

John Mack Faragher, et al, *Out of Many: A History of the American People*, Brief 6th edition, volume 1 (Pearson Prentice Hall) [note: this is your text]

Grading:

60-63 D-	70-73 C-	80-83 B-	90-99 A
64-66 D	74-76 C	84-86 B	
67-69 D+	77-79 C+	87-89 B+	

Your grades will be calculated on the following basis:

1. Midterm exam (100 points)
2. Final exam (200 points)
3. Lincoln assignment (200 points)
4. Slavery assignment (100 points)
5. Class participation, including quizzes (100 points)

The midterm exam will be comprised of identification terms and essay questions on all material covered to that point in the course. The final exam will consist of a similar format, but will cover material from the midterm too. For both exams, I will post a review sheet on Blackboard approximately one week before the exam.

For the slavery assignment, you will answer the questions at the end of the book in Blight's *The Narrative of the Life of Frederick Douglass*. These questions must be typed and double-spaced with 12-point font. They will be due in class on *Friday, April 3rd*. Absolutely no late papers will be accepted.

For the Civil War assignment, you will write a paper on Stephen Berry's award-winning book, *House of Abraham: Lincoln and the Todds, A Family Divided By War*. Using examples from the book, I want you to answer this question: "*How did the War divide the Lincoln and Todd Families?*" I will describe more of the particulars in class, but the paper should be 4-6 pages in length, double-spaced with 12-point font. Please note that no late papers will be accepted. The paper is due in class on *Friday, April 17th*.

A word about class participation: I am more interested in the quality of your comments than the frequency with which you speak. Students who do well on this portion of the grade will demonstrate to me that they have done the reading and have thought about what they have read. Please note that I will give random quizzes if I feel it is necessary to engage you with the readings. These

quizzes will cover only the readings in Belmonte.

Attendance and Random Miscellanea:

I will distribute an attendance sheet to be passed around at the beginning of each class. If you miss the attendance sheet at the beginning of class, make sure you sign it at the end of the period. Although I hope you will not be absent, I recognize that there are extenuating circumstances that will prevent you from attending class. If that happens, please send me an email and apprise me of your absence. This helps me to keep you informed about the day's discussion plus let you know about any assignments you may have missed. You will be permitted *four* unexcused absences; if you miss more, I reserve the right to reduce your overall mark one full letter grade or flunk you for the course.

Cell phones must be turned off before class begins. If a phone rings in class, the rule is I get to answer it. Headphones and ear pieces must also be put away before class begins.

Cheating of any kind will not be tolerated. Please note that cheating *could* result in a failing grade for the course and expulsion from school.

Be advised that I will deduct one full letter grade for each day an assignment is late. If you miss a deadline, I expect you to contact me within 24 hours after the scheduled due date of that particular assignment.

Please be on time to class.

Be advised that I reserve the right to alter the syllabus as circumstances may dictate. If I do make changes to the syllabus, I will post them on Blackboard. Also, I will post all course information and assignments on Blackboard, so you will need to check it at least two times a week.

If you have questions about the course, feel free to contact me by email or stop by my office during one of my office hours. If you can't make my office hours, I'd be happy to schedule a time to meet with you.

One last item, it deals with students who may need special accommodations. I'll let the handbook explain it:

This University abides by the Americans with Disabilities Act and Section 504 of the rehabilitation act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." *If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor during the first week of class to arrange accommodations.* In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Services Office, which is located in the Psychology Building, room 232.

Weekly Topics and Reading Assignments

Jan. 12 Mon. Course Introduction

Jan. 14 Wed. Film: Guns, Germs, and Steel

Jan. 16 Fri. Exploring a "New World"

Readings:
Faragher, chap. 2

Jan. 19 Mon. The Legacy of the Columbian Encounter

Readings:

- Christopher Columbus' Journal [Belmonte, pp. 2-4]
- Brief Account of the Devastation of the Indies [Belmonte, pp. 4-8]
- William Bradford, Sickness Among the Natives [Belmonte, pp. 13-14]

Jan. 21 Wed. English Invade the Chesapeake

Readings:

- Faragher, chap. 3 (pp. 50-57)
- Capt. John Smith Describes Founding of Jamestown [Belmonte, pp. 8-11]
- London Co. instructs the Governor of Virginia [Belmonte, pp. 25-26]

Jan. 23 Fri. From Servitude to Slavery

Readings:

- The Experiences of an Indentured Servant [Belmonte, pp. 27-29]
- Race, Gender & Servitude in Virginia Law [Belmonte, pp. 29-31]

Jan. 26 Mon. Constructing Race in early America

Readings:

- Faragher, chap. 4

Jan. 28 Wed. Africa & the African Slave Trade

Readings:

- Olaudah Equiano Recalls the Horrors of the Middle Passage [Belmonte, pp. 57-60]
- Alexander Falconbridge, The African Slave Trade [Belmonte, pp. 60-62]

Jan. 30 Fri. Discussion on Native American cultures

Readings:

- The Indians of the Six Nations to William & Mary College [Belmonte, pp. 15-16]
- Jesuit Comparison of French & Native Life [Belmonte, pp. 16-19]
- Jesuit Observations on the "Enslavement" of Native American Women [Belmonte, pp. 19-20]
- Rev. Heckewelder Challenges European Stereotypes of Native American Gender Relations [Belmonte, pp. 21-23]

Feb. 2 Mon. A "Godly Commonwealth" in New England

Readings:

- Faragher, chap. 3 (pp. 57-67)
- John Winthrop, Reasons for Emigrating to New England [Belmonte, pp. 11-13]

Feb. 4 Wed. Dissidents to the Godly Commonwealth

Readings:

- A Puritan Prescription for Marital Concord [Belmonte, pp. 63-65]
- Jane Colman Turell, "Lines of Childbirth" [Belmonte, pp. 65-66]

Feb. 6 Fri. New England Witches

Readings:

- Trial & Interrogation of Anne Hutchinson [Belmonte, pp. 32-36]
- The Examination of Ann Foster at Salem Village [Belmonte, pp. 43-44]

Feb. 9 Mon. Enlightenment in America

Readings:

- Faragher, pp. 121-122
- Read excerpt from the *Autobiography of Benjamin Franklin* (handout)

Feb. 11 Wed. Discussion on Great Awakening

Readings:

- Faragher, pp. 122-126
- Images of the Rise of a Consumer Society [Belmonte, pp. 47-49]
- Rev. Charles Woodmason on Religion in the Carolina Backcountry [Belmonte, pp. 54-57]
- Jonathan Edwards, Sinners in the Hands of an Angry God [Belmonte, pp. 68-70]

Feb. 13 Fri. Reforming the Empire

Readings:

- Faragher, chap. 6

Feb. 16 Mon. Colonial Resistance

Readings:

- Thomas Hutchison Recounts the Mob Reaction to the Stamp Act [Belmonte, pp. 70-72]
- Milcah Martha Moore, "The Female Patriots Address'd to the Daughters of Liberty in America" [Belmonte, pp. 77-78]

Feb. 18 Wed. Discussion on Mobs in revolutionary America

Readings:

- "Plain English": Reign of King Mob" [Belmonte, pp. 85-87]
- Thomas Paine, Introduction to *Common Sense* [Belmonte, pp. 87-89]

Feb. 20 Fri. Patriots or Rebels?

Readings:

- John Dickinson, Speech Against Independence [Belmonte, pp. 90-92]

Feb. 23 Mon. Dissecting the Declaration of Independence

Readings:

- Read the Declaration of Independence in Faragher, A-1 to A-2 (in back of your book)
- Thomas Jefferson on Slavery and Race [Belmonte, pp. 125-128]

Feb. 25 Wed. Film: "Reluctant Revolutionaries"

Feb. 27 Fri. No Class—I'm away at a conference in New Mexico

There will be a class assignment while I'm away – details to be announced on Blackboard.

Mar. 2 Mon. *Midterm Exam*

Mar. 4 Wed. Writing new constitutions

Readings:

- Faragher, chap. 7 (pp. 175-186)

Mar. 6 Fri. Constitutional Convention

Readings:

- Faragher, chap. 8 (190-195)

Mar. 9 Mon. Ratifying the Constitution

Readings:

- Thomas Jefferson Calls for Religious Freedom in Virginia [Belmonte, pp. 105-107]
- James Madison, *Federalist* No. 10 [Belmonte, pp. 114-118]
- Patrick Henry, Speech to the Virginia Ratifying Convention [Belmonte, pp. 118-122]
- Bill of Rights [Belmonte, pp. 122-124]

Mar. 11 Wed. Federalist & Republican Ideology

Readings:

- Faragher, chap. 8 (pp. 195-212, 220-230)

**Mar. 13 Fri. No Class – I'm away at a conference in Boston
There will be a class assignment while I'm away – details to be announced on Blackboard.**

Mar. 16 Mon. Jacksonian Democracy

Readings:

- Faragher, chap. 10
- Margaret Bayard Smith on Andrew Jackson's Inaugural [Belmonte, pp. 198-200]

- John C. Calhoun, South Carolina Exposition & Protest [Belmonte, pp. 208-210]

Mar. 18 Wed. Indian Removal

Readings:

- The Cherokees Resist Removal [Belmonte, pp. 204-206]
- Andrew Jackson's Second Annual Message to Congress [Belmonte, pp. 206-207]
- Begin reading Blight, *Narrative of Frederick Douglass*

Mar. 20 Fri. Slave Life on the Plantation

Readings:

- Faragher, chap. 11 (pp. 275-289, 340-343)
- Managing the Butler Estate [Belmonte, pp. 265-268]
- Fanny Kemble Describes Plantation Slavery [Belmonte, pp. 269-271]
- Religion as Social Control: A Catechism for Slaves [Belmonte, pp. 271-273]
- Continue reading Blight, *Narrative of Frederick Douglass*

Mar. 23-27 Spring Break

Mar. 30 Mon. Resisting Slavery

Readings:

- Nat Turner's "Confession" [Belmonte, pp. 277-281]
- Uncle Ben on the Punishment of Slaves [Belmonte, pp. 284-285]
- Slave Music and Resistance [Belmonte, pp. 285-287]
- Benjamin Drew, Narratives of Escaped Slaves [Belmonte, pp. 287-289]
- Images of Slavery [Belmonte, pp. 289-291]

Apr. 1 Wed. Abolitionism

Readings:

- Frederick Douglass on Slavery [Belmonte, pp. 282-283]
- Harriet Beecher Stowe, *Uncle Tom's Cabin* [Belmonte, pp. 319-321]
- Continue reading Blight, *Narrative of Frederick Douglass*

Apr. 3 Fri. Discussion on *Narrative of Frederick Douglass*

- Finish reading Blight, *Narrative of Frederick Douglass*

Douglass Questions due in class!

Apr. 6 Mon. Class Structure of the Old South

Readings:

- Faragher, chap. 11 (pp. 289-298)
- George Fitzhugh Defends Southern Society [Belmonte, pp. 273-275]
- Daniel Hudley, The Southern Yeoman [Belmonte, pp. 275-277]
- Hinton Rowan Helper, *The Impending Crisis* [Belmonte, pp. 341-345]

Apr. 8 Wed. Sectional Tensions and Westward Expansion

Readings:

- Faragher, chap. 14
- John O'Sullivan on Annexation [Belmonte, pp. 308-310]
- Thomas Corwin Opposes the Mexican War [Belmonte, pp. 310-313]
- Henry David Thoreau, "Civil Disobedience" [Belmonte, pp. 315-317]
- Charles Sumner on "Bleeding Kansas" [Belmonte, pp. 335-337]

Apr. 10 Fri. Rise of the Republican Party

Readings:

- Faragher, chap. 15
- The Know-Nothing Party Platform [Belmonte, pp.333-334]
- *Dred Scott v. Sanford* [Belmonte, pp. 338-340]
- John Brown & His Critics [Belmonte, pp. 350-352]
- Begin reading Berry, *House of Abraham*

Apr. 13 Mon. Immediate Causes of the Civil War

Readings:

- Faragher, chap. 16
- Jefferson Davis Responds to the Emancipation Proclamation [Belmonte, pp. 362-364]
- Anna Elizabeth Dickinson Describes the New York Draft Riots [Belmonte, pp. 373-375]
- Abraham Lincoln, "The Gettysburg Address" [Belmonte, pp. 378-379]
- Continue reading Berry, *House of Abraham*

Apr. 15 Wed. Civil War Cont.

Readings:

- James Henry Gooding, Letter to Pres. Lincoln [Belmonte, pp. 376-378]
- Mary Boykin Chestnut Describes Richmond at War [Belmonte, pp. 380-384]
- Robert E. Lee on the Use of Slaves as Soldiers [Belmonte, pp. 384-387]
- Abraham Lincoln's Second Inaugural Address (1865) [Belmonte, pp. 387-389]
- Continue reading Berry, *House of Abraham*

Apr. 17 Fri. Discussion on *Abraham Lincoln and Civil War*

Readings:

- Finish reading Berry, *House of Abraham*

Lincoln Papers due in class!

Apr. 20 Mon. Reconstructing the Union

Readings:

- Faragher, chap. 17
- African Americans & the Impact of Freedom [Belmonte, pp. 392-395]
- The Louisiana Black Code [Belmonte, pp. 398-400]
- African American Seek Protection [Belmonte, pp. 400-402]
- Thaddeus Stevens Attacks Presidential Reconstruction [Belmonte, pp. 402-404]

Apr. 22 Wed. Reconstruction Cont.

Readings:

- President Andrew Johnson Opposes Black Suffrage [Belmonte, pp. 405-406]
- White Planter Responds to Emancipation (1866) [Belmonte, pp. 407-409]
- Howell Cobb, A White Southern Perspective on Reconstruction (1868) [Belmonte, pp. 409-412]
- Ku Klux Klan During Reconstruction (1872) [Belmonte, pp. 417-421]

Apr. 24 Fri. Review & Wrap-Up

FINAL EXAM WEEK

April 29 Wed. Final Exam: 1:00-3:20pm in class