

History of the United States to 1865

HIST 127, Spring 2015

Mon. & Wed. 11:15-12:05, Haynes Art 121 (plus Thurs./Fri. recitations)

Professor: Kathleen DuVal

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Office hours: Mon. & Wed. 10-11 and by appt.

Teaching Assistants (TAs): Eric Burke, Elizabeth Hasseler, Laurie Medford, Benjamin Reed
Apprentice Teacher (AT): Daniel Velasquez

Purpose of the Course

In this course, we will examine the new world that Native Americans, West Africans, and Europeans created in North America. We will consider: Why did Africans and Europeans come to the Americas? What did these three different peoples think of one another, and how did those opinions affect their relations? How and when did Europeans establish power over the other two groups, and what did they do with that power? In what ways did the men and women within the three groups differ? Why did British colonists separate from Britain, and how did that action affect power dynamics on the continent? What kind of nation did the rebels form? Whom did they include, and whom did they leave out? Why did the United States expand in the nineteenth century and at whose expense? Why did the nation break apart? How would choices made before 1865 affect the future? Are we still dealing with their effects today?

About Your Professor

Kathleen DuVal is a professor in the UNC History Department and a historian of early America, specializing in the history of interactions among American Indians, Europeans, and Africans. Professor DuVal is the author of many books and articles, including *Independence Lost: Lives on the Edge of the American Revolution* (2015) and *The Native Ground: Indians and Colonists in the Heart of the Continent* (2006).

Readings

All books are available at Student Stores and on reserve in the Undergraduate Library. The Class Schedule (later in this syllabus) lists reading assignments for each week. You must complete the required reading assignment by the time of your recitation (on Thursday or Friday). Optional reading assignments supplement the lectures.

Required Books:

Kathleen DuVal & John DuVal, *Interpreting a Continent: Voices from Early America* (2009)
Seth Rockman, *Welfare Reform in the Early Republic: A Brief History with Documents* (2003; 2014)

William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War* (2007)

Optional Textbook: Goldfield, Barney, et al., *American Journey*, vol. 1 (any edition)

The syllabus lists relevant chapters each week from this textbook, but other good college textbooks are equally useful references. See Sakai for a list of recommended textbooks.

Assignments

In-class Participation: Every student must register for a Thursday or Friday recitation section. If you find that you have difficulty speaking in class, please see your TA or me to discuss how you can participate more fully. Your attendance in recitation will count for 10% of your final grade, and your participation there will count for an additional 10% of your final grade.

Primary Documents Worksheets: For each of the approximately 30 primary documents that you read for this class, you will use the Primary Documents Worksheet to write a half-page set of answers, which you will bring to recitation that week. The Primary Documents Worksheets will count for 5% of your final grade.

Paragraphs: For some weeks, the syllabus lists a Paragraph Question. If it is your group's turn (assigned in recitation), submit an answer of 150 to 200 words (approx. 1/2 page). Type and double-space your answer. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. The paragraph is due in recitation. We will not accept late, un-typed, or inordinately short or long paragraphs. There will be a rewrite assignment for the first one. These paragraphs will count for 15% of your final grade.

Midterm: This exam will consist of three parts. In the first part, you will identify (explain who/what, when, where, and the historical significance) two terms from lecture that I have noted as Term IDs. In the second part, you will identify two quotations or images, which will come from primary source readings or primary sources I have noted in lecture as Primary Source IDs. In the third part, you will answer one essay on a major theme that was covered in lecture. Your writing for the midterm will total approximately the equivalent of three typewritten pages (you will write in a blue book). The midterm will count for 15% of your final grade.

Paper: In 1,500 to 2,000 words (about 5 double-spaced pages), your paper will support and explain an argument using (and citing) evidence from the primary sources in *Welfare Reform in the Early Republic (WRER)*.

- ❑ The paper must use at least four of the primary sources from *WRER*.
- ❑ The paper may draw on *WRER*'s introduction (pp. 1-29), one of the course's approved textbooks, and class lectures (secondary sources) for factual material but not for analysis.
- ❑ Submit your graded introductory paragraph along with your final paper.

Late Policy: Submit your paper to your TA at the beginning of lecture on the day it is due. We will subtract a third of a letter grade from a paper turned in later that day and another third of a letter grade every day it is late thereafter. Your TA will grant an extension only in the case of a serious emergency and prompt notification. The paper will count for 25% of your final grade.

Final Exam: The final exam will last for two hours and have four parts: term identifications, primary source identifications, a cumulative essay question, and an essay question on *Making of a Confederate*. Your writing for the final will total approximately the equivalent of four typewritten pages (you will write in a blue book). The final exam will count for 20% of your final grade. You may take the final from 12-2 on either May 4 or May 6. Please note that our scheduled final is May 6, the last day of finals, so we will not be able to schedule later makeup finals. If you cannot take the final at the regular time, please take it on May 4.

Class Schedule

Week 1—Three Worlds

Mon., Jan. 11	Lecture: Introduction to History 127
Wed., Jan. 13	Lecture: Worlds Apart
Thurs. or Fri.	Recitation



Week 2—Encounters

Mon., Jan. 18	No class—Martin Luther King Day
Wed., Jan. 20	Lecture: First Encounters
Thurs. or Fri.	Recitation

Required Reading:

Interpreting a Continent:

- pp. 18-23 (& p. 12 if you read Spanish), Christopher Columbus to Luis de Santángel, 1493
- pp. 31-37, Alvar Nuñez Cabeza de Vaca's Shipwreck off the Texas Coast, 1528-1536
- pp. 65-66, Image: Rock Painting, Pecos River Valley, Texas, 1500s
- pp. 67-68 (& p. 52 if you read French), Montagnais Indians on Their First Encounter with the French, early 1500s

Optional Reading: *American Journey*, ch. 1

Paragraph Question (Group 1) (bring to recitation): Choose the Columbus or Cabeza de Vaca account. What was the author's impression of the people he met in the Americas? State your argument in your topic sentence. Through the rest of the paragraph support your argument, using (and citing) at least two examples and quotations from the text.

Week 3—Early Colonial Attempts

Mon., Jan. 25	Lecture: Early Colonial Attempts: French & Spanish
Wed., Jan. 27	Lecture: Early Colonial Attempts: English & Dutch
Thurs. or Fri.	Recitation

Required Reading:

Interpreting a Continent:

- pp. 87-93, Great Law of the Iroquois League, c. 1300s (recorded late 1800s)
- pp. 97-100, John Winthrop on Founding New England, 1630
- pp. 194-198, Letter from Marie de L'Incarnation to Her Son, 1667
- pp. 101-105, Laws for the Province of Pennsylvania, 1682

Optional Reading: *American Journey*, ch. 2

Paragraph Question (Group 2) (bring to recitation): Choose one of the following colonies: New England (Winthrop), New France (L'Incarnation), or Pennsylvania. Using the relevant document, explain what the author believes is the purpose of the colony. State your answer in your topic sentence. Through the rest of the paragraph explain your point, using (and citing) at least two examples or quotations from the text.

Week 4—North America by 1750

Mon., Feb. 1	Lecture: Slavery, An American Paradox?
Wed., Feb. 3	Lecture: North America by 1750, Colonies
Thurs. or Fri.	Recitation

Required Reading:

Interpreting a Continent:

pp. 228-229, Phillis Wheatley's "On Being Brought from Africa to America," 1773
pp. 252-259, Antonio de Otermín Describes the Pueblo Revolt, 1680
pp. 261-269, Antoine Simon Le Page Du Pratz Describes French Conflict with the Natchez, 1729

Optional Reading: *American Journey*, ch. 3

Paragraph Question (Group 3) (bring to recitation): Choose the Otermín or Du Pratz account. Explain one reason why the violence erupted, according to the author of the account. State your answer in your topic sentence. Throughout the rest of the paragraph, explain your point, using (and citing) at least two examples or quotations from the text.

Rewrite due for Group 1.



Week 5—Mid-Eighteenth Century

Mon., Feb. 8	Lecture: North America by 1750, Native Ground
Wed., Feb. 10	Lecture: Seven Years' War (French and Indian War)

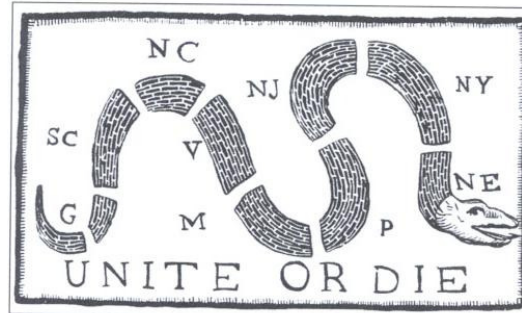
****NO RECITATIONS THIS WEEK—come to Haynes Art 121 at 11:15 Fri. to see the film *A Midwife's Tale*****

Rewrite due for Group 2.

Optional Reading: *American Journey*, ch. 4

Week 6—The Colonists are Revolting

Mon., Feb. 15 Lecture: Road to Revolution
Wed., Feb. 17 Lecture: Independence
Thurs. or Fri. Recitation



Required Reading (all on Sakai):

Group 1: The Articles of Confederation and Perpetual Union, 1778

Group 2: The Constitution of the United States, 1787

Group 3: Mercy Otis Warren, *Observations on the New Constitution* (excerpt), 1788

All Groups: The First Ten Amendments ("The Bill of Rights"), 1791

Optional Reading: *American Journey*, ch. 5

Paragraph Question (All Groups): What essay question would you ask on the midterm? Briefly, how would you answer it?

Rewrite due for Group 3.

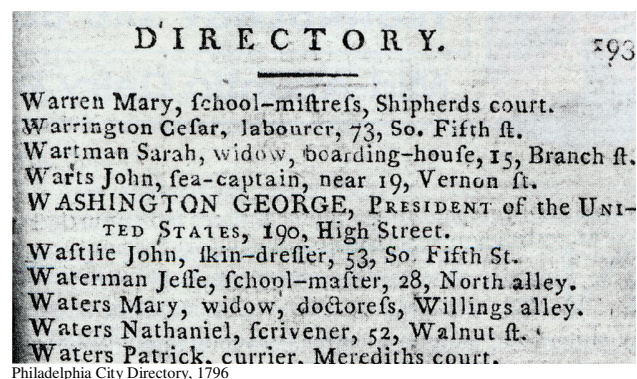
Week 7—A New Republic

Mon., Feb. 22 **MIDTERM**

Wed., Feb. 24 Lecture: A New Republic

****NO RECITATIONS THIS WEEK****

Optional Reading: *American Journey*, ch. 6



Philadelphia City Directory, 1796

Week 8—The Early United States

Mon., Feb. 29 Lecture: Revolution of 1800
Wed., March 2 Lecture: Empire of Liberty?
Thurs. or Fri. Recitation

Required Reading:

Primary documents regarding Alexander Hamilton and Aaron Burr (on Sakai)

Optional Reading: *American Journey*, chs. 7 & 8

Week 9—Political and Economic Change

Mon., March 7 Lecture: The Market Revolution
Wed., March 9 Lecture: Women and the Market Revolution
Thurs. or Fri. Recitation

Required Reading:

Welfare Reform in the Early Republic:

(Use the Primary Documents Worksheet specific to Welfare Reform in the Early Republic.)

Introduction, pp. 1-29 (secondary source)

The New York Society for the Prevention of Pauperism, 1818, pp. 49-56

Joseph Tuckerman, Of Intellectually and Morally Neglected Children, pp. 63-66

The Friendly Society of St. Thomas's African Church, 1797, pp. 67-69

The Providence Female Society, 1801, pp. 69-72

Letter to Graduates of the House of Refuge, 1829, pp. 91-94

Subjects of the New York Colored Orphan Asylum, 1837-1838, pp. 95-97

Rules and Regulations of the Salem Almshouse, 1816, pp. 102-105

Petition of New Jersey Working Widows to the U.S. Senate, 1816, pp. 131-132

The Working People of New Castle County, Delaware, 1829, pp. 133-136

Thomas Skidmore, Rights of Man to Property, 1829, pp. 136-138

Frances Wright, Lecture on Existing Evils and Their Remedy, 1829, pp. 139-145

The Manayunk Working People's Committee, 1833, pp. 157-160

Philadelphia National Laborer, On Wage Slavery, 1836, pp. 161-164

Optional Reading: *American Journey*, chs. 9 & 11 (ch. 12 in the brief ed.)

March 14-18 SPRING BREAK—NO CLASS

Week 10—The Age of Jackson

Mon., March 21 Lecture: The Case For and Against Andrew Jackson
PARAGRAPH DUE IN LECTURE MONDAY

Wed., March 23 Lecture: Nineteenth-Century Slavery
NO RECITATIONS THIS WEEK—UNC holiday

Paragraph Question (All Groups): Write the question that your paper will answer, and draft the introductory paragraph for your paper. Briefly, list the primary evidence you intend to use to support your argument.

****Note:** This week, the paragraph is due at the beginning of lecture Monday**

Week 11—Antebellum America, Part I

Mon., March 28 Lecture: Life in the Slave Quarters

Wed., March 30 Lecture: Antebellum Change & Reform

Thurs. or Fri. Recitation

Required Reading (both on Sakai):

Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861), excerpts

Solomon Northup, *Twelve Years a Slave* (1853), excerpts

Optional Reading: *American Journey*, chs. 10 & 13 (chs. 10 & 11 in the brief ed.)

Week 12—Antebellum America, Part II

Mon., April 4 Lecture: The Antebellum West

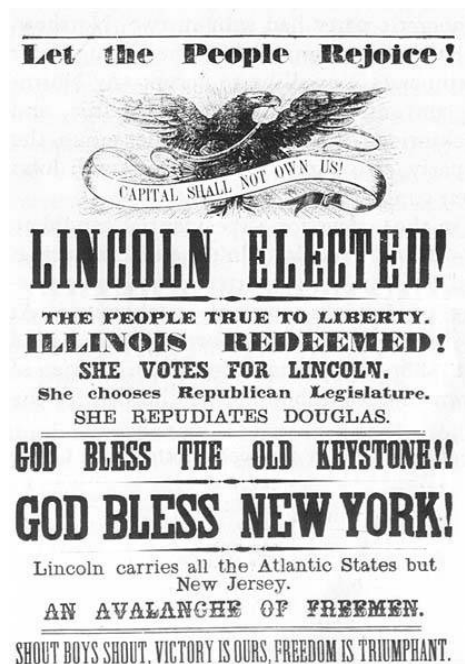
Wed., April 6 Film: *Amistad*

****PAPER DUE BEGINNING OF CLASS****

(Re-submit your graded introductory paragraph with your paper.)

****NO RECITATIONS THIS WEEK—come to Haynes Art 121 at 11:15 Fri. to finish *Amistad*****

Optional Reading: *American Journey*, ch. 14 (ch. 12 in the brief ed.)



Week 13—The Impending Crisis

Mon., April 11 Lecture: Sectional Divisions
Wed., April 13 Lecture: Bitter Issues of the 1850s
Thurs. or Fri. Recitation

Required Reading:

Making of a Confederate, first half

Optional Reading: *American Journey*, ch. 12 (ch. 13 in the brief ed.)

Week 14—Civil War

Mon., April 18 Film
Wed., April 20 Lecture: A House Divided
Thurs. or Fri. Recitation

Required Reading:

Making of a Confederate, second half

Optional Reading: *American Journey*, chs. 15 & 16 (ch. 14 in the brief ed.)

Paragraph Question (All Groups): If you were writing the final, what question would you ask about *Making of a Confederate*, and, briefly, how would you answer it?

Week 15—Conclusions

Mon., April 25 Lecture: Civil War, 1861-1865
Wed., April 27 Lecture: Conclusions

****NO RECITATIONS THIS WEEK—Professor & TAs will hold extra office hours****

Optional Reading: *American Journey*, ch. 17 (ch. 15 in the brief ed.)

Final Times (choose one): Wednesday, May 4, 12-2, Haynes Art 121
 Friday, May 6, 12-2, Haynes Art 121

Please see our Sakai site for supplementary materials, including the grading scale, information on the honor code, guidelines and tips for assignments, and academic and wellness resources.