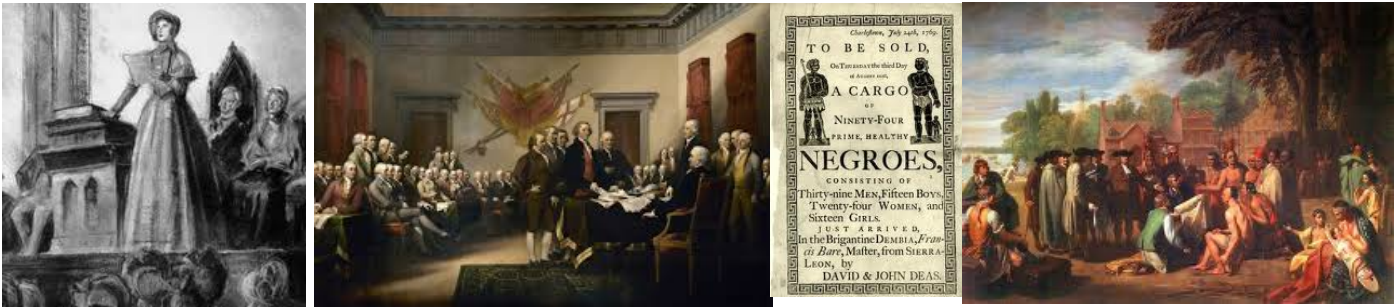


HISTORY 127: American History to 1865

Spring 2014

Instructor: Jennifer Donnally
Class Time: 7:30 to 8:45 M&W
Class Location: Gardner 001

Email: donnally@email.unc.edu
Office: Hamilton 509
Office Hours: 12:30 -2:00 Tues
5:00-6:30 pm Wed & by apt.



Course Subject and Themes: The aim of this course is to explain how America transformed itself, in a relatively brief era of world history, from a land inhabited by hunter-gatherer and agricultural Native American societies into one of the most powerful industrial nations on earth. Special attention will be paid to the extraordinary and transformative impact that the ideals of liberty and equality exerted on American politics, society and economic during the American Revolution and after. Finally, we will examine the dynamics of power in its many forms: the accumulation of economic fortunes that dominated the economy and politics; the dispossession of Native Americans from land that they regarded as theirs; the enslavement of millions of Africans and their African descendants for a period of almost 250 years; and the relegation of women and of racial, ethnic, and religious minorities to subordinate places in American society. We will not only examine how unequal power distributions occurred, but how different groups of Americans marshalled power to change American society and politics.

Questions we will ask include: What have been and are our responsibilities as citizens to each other? What is the proper role of government in economic and social life? Should the government regulate the economy? What role should America assume in world affairs? To what extent should the government enforce morality regarding religion, sexual practices, drinking and drugs, and other forms of mass culture? How did earlier generations of Americans respond to cultural conflicts and misunderstandings that often arise from conditions of diversity?

Course Objectives: Lectures, discussions, and assignments are designed to help students learn how to analyze documents from the past, take a position on a historical question, use evidence to support their views, and express their insights to others. The focus is on analyzing *why* things happened as much as learning what happened. Gaining these abilities helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future. Methodological questions we will ask include: How well do we understand individuals, institutions and groups in the past? Do our stories and narratives about them capture their history and complexity? Or do our stories wittingly or unwittingly simplify or alter what these individuals and groups experienced? Finally, what are the public uses of history in the present?

Readings:

- Michael P. Johnson, *Reading the American Past, vol 1: To 1877*, fifth edition (2012).
- **Optional: *The American Journey: A History of the United States, Brief Edition, Volume 1, 6th Edition, 2011.* Authors:** David Goldfield, Carl Abbott, Virginia DeJohn Anderson, Jo Ann E. Argersinger, Peter H. Argersinger, William M. Barney, and Robert M. Weir.
**I highly recommend that you order this textbook if you have never taken American History, are having difficulty following the lectures or want additional assistance to review for the exams.*

ASSIGNMENT AND GRADES

Assignments	Grade Distribution
Reading Responses & Forum Participations (15%)	A = 90-100 B+ = 87-89.89
Class Participation (15%)	B = 80-89.89 ----- B = 84 – 86.89 B- = 80-83.89
Midterm (15%)	C = 70-79.89
Research Blog (30%)	D = 60-69.89
Final (25%)	F = 69.89 or below

Reading Responses & Forum Participation 15%

For some weeks, the syllabus lists a Paragraph Question. If it is your group’s turn to write, post an answer of approximately 150 to 300 words on the lesson’s forum. Include examples from the readings, explain how they support your answer, and cite any sources. The paragraph is due by 5:00 PM the day of class. I will not accept late paragraphs, un-typed paragraphs, or inordinately short or long answers.

I am in: Group 1 Group 2

Class Participation 15%

Your participation grade will reflect your attendance and active participation in the class. There are many ways you can participate in this class so I encourage you to find some way to make your voice heard. Ways you can participate include: verbal participation in lecture and discussion, in class writing assignments and small group exercises, and out of class participation on Sakai discussion forums where you can ask questions of clarification and continue discussion started from classmates' forum posts.

Mid Term **15%**

The midterm will consist of multiple-choice questions, short term id and quote identifications, and an essay question.

The Research Blog **30%**

Blog Topic Submission: By Tuesday, January 14, under "assignments" in Sakai submit a general research topic that you will develop throughout the semester with the help of a writing group. The research topic should be broad enough to have a history from at least the 1890s to the present, be specific enough to conduct a significant research project, and most important, be of particular interest to you. For example, you cannot study the passage of the fourteenth amendment in 1868 but you can study the legal history of the fourteenth amendment since its passage by focusing on how courts and politicians have come to interpret the amendment and the ramifications of those interpretations for American law and society.

Research topics can vary from American baseball, Jazz, and ballet to primary education, a Native American Nation, a religion, a city, or a family, including your own. You can study the history of birth control, working class women, a medical or scientific field, a branch of the military, America's foreign relations with a country, or even an American corporation. Former students of mine have written fabulous blogs on the history of the American musical, ice cream and college football. All topics are welcome for consideration but are subject to my approval.

Submission of Blog

Every student's blog should be made available to the rest of the class on Sakai. You will be upload the hyperlink to your blog on Sakai's "Resources" Page.

Blog Timeline (20%)

You will be creating a timeline of what you believe are the most important events in your topic's history. For each writing workshop, you will be turning in what you believe are the 5 most important events for your topic within the time period covered in class between blogs. The Blog format is different than a traditional paper. You can upload YouTube videos, insert hyperlinks to your primary sources, have family and friends follow you, etc. Describe each event you chose, telling me and your writing group the who, what, where, when, how and why. Answering why is the most important aspect of each description. Why was the event important in terms of developments for your own topic and wider American history? Why did you select it? Why should I or your writing partners' care about the event?

At the end of the semester, you should turn in a blog with 15 to 20 events and through a blog introduction and conclusion – and possibly additional entries in between events or transition paragraphs – you will present a clear argument as to why your topic matters in American History. Students will excel if they are able to clearly articulate the significance of their topic in relation to larger class themes and questions. The last and final workshop will be about polishing the blog into a final product and best addressing the question of significance within student blogs.

Writing Group & Workshops (10%)

As part of this assignment, you will be assigned a writing group made up of two to three other students who are researching similar topics/themes/methods to your chosen topic. Before the writing workshop, you are to have read and grade each of your partner’s blog submissions. Use the rubric provided in “Assignments” in Sakai. Before the workshop, you will turn in these evaluations to me by submitting them through the assignments. You can either email your rubrics and comments to group members or bring in hard copies to class. After the workshop, you will also turn in an evaluation of your group member’s performance during the writing workshop using the assignment tool on Sakai.

I am in group: _____

My Partners Are: _____

For each blog you turn into a writing group, include a timeline with at least 5 key events with descriptions (Who, what, when, where and why). I encourage you to post pictures and links to youtube videos or other web pages you found useful in writing the blog. Be sure to cite any material or pictures you receive from websites, primary sources and secondary sources when you post.

Blog Resources

Consult “Assignments” to find exemplary blogs students in the past have completed, instructional videos on how to set up a blog, and my handouts and writing advice on how to succeed on this project.

Final 25%

The final will consist of multiple-choice questions, a terms matching section, short term id and quote identifications, and two essays. One essay will be accumulative, the other will focus on events and themes covered since the mid term.

CLASSROOM EXPECTATIONS & ACADEMIC POLICIES

STUDENT BEHAVIOR

- Respect other student's views during discussion, lecture on Sakai Forums.
- When communicating with instructor via email, please apply professional etiquette. Emails, whether from your smart phone or not, should have a respectful greeting, clearly identify the subject of your email in the subject line, politely ask question or for assistance and end with a salutation and your name. Instructor may not respond to student emails without clear subject headings or that reply to a general class email/announcement or emails inquiring about the course schedule.

Attendance Policy: Students who attend class regularly tend to be more successful in my class. To help assess your participation grade, attendance will be taken daily. If you plan on missing class for a legitimate reason – for instance a medical procedure or religious holiday, notify the instructor in advance of the class. If you have an unexpected family or medical emergency, please provide a note from a doctor or administrator as soon as possible.

Late Work Policy: If you have a family or health emergency, please notify me right away so I can extend deadlines and help you best succeed in the course despite the emergency. To be fair to all students, I will deduct 4 points from the assignment for each day students turn in late work for unexcused reasons.

Honor Code: The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Your full participation and observance of the Honor Code is expected. For more information see: <http://studentconduct.unc.edu/students>.

Plagiarism: All sources must be identified and referenced properly. You are responsible for informing yourself on what is and is not plagiarism. To make sure you understand plagiarism and how to avoid it, see the following resources: UNC Libraries' [Plagiarism Tutorial](#) and the Writing Center's information on understanding [plagiarism](#).

Students with Disabilities: Resources and help are available at the UNC Student Learning Center. For students with learning disabilities or ADHD, alternative test taking options are available as well as additional assistance if you register through the Student Learning Center. For more information see: <http://learningcenter.unc.edu/ldadhd-services/>

Prof. Donnally has been through UNC Safe Zone and Haven training for victims of domestic violence. She is an ally of LBGTQ communities and will do her best to help any student in need.

----- CLASS SCHEDULE -----

WEEK 1: Introduction to Historic Craft

Wednesday January 8: Course Introduction

WEEK 2: Three Worlds

Monday, January 13: Worlds Apart

- Optional Reading: *American Journey*, Chap 1: “Worlds Apart”

Wednesday, January 15: First Encounters

- Required Reading: Found in *Interpreting a Continent*,
 - pp 18-23, Christopher Columbus to Louis de Santangel, 1493
 - pp. 31-37, Alvar Nunez Cabeza de Vaca’s Shipwreck off the Texas Coast, 1528-1536
 - pp. 67-68, Montagnais Indians on Their First Encounter with the French, early 1500s.
- Sakai Forum Response (Group 1): Choose the Columbus or Cabeza de Vaca account. Imagine the perspective of the particular Indians that he met, what do you think was their general impression of him? State your argument in your topic sentence. Through the rest of the paragraph/s support your argument, using examples and quotations from the text.

Week 3: Early Colonial Attempts

Monday, January 20 – Observe MLK Jr. Holiday

Wednesday, January 22 – Early Colonial Attempts

- Required Reading: Found in *Interpreting a Continent*
 - pp 87-93, Great Law of the Iroquois League, c. 1300s (recorded late 1800s)
 - pp. 94-96 (& p 86 if you read French), Samuel de Champlain on Founding Quebec, 1608
 - pp. 97-100, John Winthrop on Founding New England, 1630.
 - Pp. 101-105, Laws for the Province of Pennsylvania, 1682
- Sakai Forum Post (Group 2): Choose two of the following colonies: New France (Champlain), New England (Winthrop), or Pennsylvania. Using the relevant documents, compare the purposes of the two colonies you have chosen. State your comparison in your topic sentence. Through the rest of the response explain your point, using at least one example or quotation from each of the two texts.
- Optional Reading: *American Journey*, Ch 2: “Transplantation, 1600-1685”

Week 4: Colonial Societies and Cultures

Monday, January 27: Colonial Winners and Losers

- Required Reading: See Sakai and *Readings*.
 - Primary Sources:
 - pp. 34-36 The Pueblo Indians Call for War, 1680, see Sakai.
 - Pp 47-49, The Count of Paredes' Report on the Pueblo Indians' Revolt, 1681, Sakai.
 - Pp. 49-51, The Testimony of Pedro Naranjo, A Pueblo Indian, 1681, Sakai.
 - pp. 1-7, Stanford History Curriculum, "King Philip's War" see link.
- Optional Reading: *American Journey*, Ch 3: "The Creation of New Worlds."

Wednesday, January 29: Slavery, an American Paradox?

- Required Reading: See Sakai, sources *Major Problems in the History of the American South, vol 1* (1999) and *Major Problems in African-American History, vol 1* (2000)
 - Primary Sources: Found in *Readings in America's Past*
 - Pp. 37-41, Richard Frehorne Describes Indentured Servitude in Virginia
 - Pp. 48-51, Nathaniel Bacon, Declaration 1676 in *Readings*
 - pp. 36-40, Virginia's Statutes, 1630-1705, see Sakai.
 - Pp. 86-89, "Interracial Sexual Relations and Their Consequences, the Case of Elizabeth Key, 1655-1656."
 - Secondary Source
 - Pp. 45-55: Kathleen M. Brown, "Gender and Race in Colonial Virginia," see Sakai.
- Sakai Forum Response (Group 1): Chose two of the following groups of people: a) white Indentured Servants b) enslaved African and African Americans c) free white men & white women d) free black men & women e) Male Virginia Elites/Planters f) Native Americans. Drawing on two or more primary or secondary sources, compare and contrast how Virginia statutes between 1630 and 1705 defined/limited/expanded your two group of people's lives and notions of freedom and slavery. State your comparison in your topic sentence.

Week 5: North America by 1750

Monday, February 3: The View from the Colonies vs. the View from Native Ground

- Assignment: Post 5 events for your blog and make available to writing group
- Optional Reading: *American Journey*, Ch 4: "Convergence and Conflict."

Wednesday, February 5: Writing Workshop I

Week 6: Imperial Crisis

Monday, February 10: Seven Year's War (French and Indian War)

- Required Reading: Found in *Interpreting a Continent* and *Readings in America's Past*
 - pp. 79-83, Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763, *IAC*
 - pp. 271-277, George Washington Recalls his Defeats at Fort Duquesne, 1754-55, *IAC*
 - pp. 99-102, Mary Jemison is Captured by Seneca Indians, *RAP*
- Sakai Forum Post (Group 2):
- Optional Reading: *American Journey*, Ch 5: "Imperial Breakdown, 1763-1774,"

Wednesday, February 12: Road to Revolution

- Required Reading: Found on Sakai from *Major Problems in the Era of the American Revolution, 1760-1791*.
 - Primary Sources:
 - pp. 99-100, Virginia Stamp Act Resolutions, 1765
 - pp. 103-105, "William Pym" Asserts Parliamentary Supremacy, 1765
 - pp. 112-113, Parliament Repeals the Stamp Act but Declares Its Authority, 1766
 - pp. 117-119, Charleston Merchants Propose a Plan of Nonimportation
 - Secondary Sources:
 - pp. 13-25, T.H. Breen, "Boycotts Made the Revolution Radical."

Week 7: American Independence

Monday, February 17: The Colonists are Revolting

- Required Reading: Found on Sakai and from *Major Problems in the Era of the American Revolution, 1760-1791*.
 - Primary Sources:
 - pp. 227-229, Chickasaw Indians Seek Help, 1783
 - pp. 170-173, The Declaration of Independence, 1776
 - pp. 231-233, Thomas Hutchinson Criticizes the Declaration of Independence, 1776
 - pp. 257-258, Massachusetts Slaves Argue for Freedom, 1773
 - pp. 259-260, Lord Dunmore Promises Freedom to Slaves Who Fight for Britain
 - pp. 260-61, Three Virginia Counties Defend Slavery, 1785
 - pp. 290-93, "Abigail and John Adams Debate Women's Rights, 1776.
 - Secondary Sources:
 - Pp. 4-8, Barbara Clark Smith, "The Revolution Preserved Social Inequality."
 - Pp. 8-13, Gordon Wood "The Revolution Destroyed Monarchy and Paved the way for Democracy."
- Sakai Forum Response (Group 1): Who has the best interpretation of the causes and effects of the American Revolution, T.H. Breen, Barbara Clark Smith or Gordon Wood? Support your argument using citations from primary sources.
- Optional Reading: *American Journey*, Ch. 6 "The War for Independence, 1774-1783."

Wednesday, February 19: The Constitutional Convention

- Required Reading: Found on Sakai, from *Taking Sides: Clashing Views on Controversial Issues in American History*, vol 1, editors Larry Madaras and James M. SoRelle. (1995)
 - Primary Sources:
 - pp. 402-410, Congress Debates the Issues, 1787.
 - Secondary Sources:
 - pp 130-143, John P. Roche, excerpt from “The Founding Fathers: A Reform Caucus in Action,” *American Political Science Review*.
 - pp. 144-153, Michael Parenti, excerpt from *Democracy for the Few*, 5th edition.
- Sakai Forum Post (Group 2): Were the Founding Fathers Democratic Reformers? Yes or No? Support your argument using citations from primary sources.
- Optional Reading: *American Journey*, Ch 7: “The First Republic”

Week 8: A New Republic

Monday, February 24: The Revolution of 1800

- Assignment: Post 5 new events for your research blog and share with group members. Turn in 1 event/paragraph in assignments for Prof. Donnally to review before class.
- Required Reading:
 - Primary Sources
 - Pp. 165-169, Alexander Hamilton on the Economy, “Report on the Subject of Manufactures,” 1791, *RAP*
 - Pp. 182-197, President George Washington’s Parting Advice to the Nation, 1796
- Sakai Forum Participation (Everyone): What essay question would you ask on the midterm? How would you go about answering it?
- Optional Reading: *American Journey*, Ch 8: “A New Republic and the Rise of Parties, 1789-1800.”

Wednesday, February 26: Writing Workshop II

- Mid Term Study Guide Available on Sakai

Week 9: Empire or Liberty?

Monday, March 3: Empire or Liberty?

- Optional Reading: *The American Journey*, Ch 9: The Triumph and Collapse of Jeffersonian Republicanism, 1800-1824.

Midterm Review Session: 9:00 to 10:00 PM Monday after class

Wednesday, March 5: MIDTERM

Spring Break

March 10-Friday March 14

Week 10: Political and Economic Change

Monday, March 17: The Market Revolution

- Required Reading: TBA
- Optional Reading: *American Journey*, Ch 12, "The Market Revolution and Social Reform, 1815-1850"

Wednesday, March 19: The Case for and Against Andrew Jackson

- In Class Activity: Teach In
- Required Reading: See Sakai for Stanford History Group & Historical Education Documents
 - Group 1: Indian Removal
 - Group 2: The Banking Crisis
 - Group 3: Nat Turner's Revolt
 - Group 4: Secession
- Optional Reading: *American Journey*, Ch 10: The Jacksonian Era, 1824-1845,"

Week 11: Slavery

Monday, March 24: Nineteenth Century Slavery

- Assignment: Post 5 new events for your research blog and share with group members. Turn in 1 event/paragraph in assignments for Prof. Donnally to review.
- Required Reading:
 - Primary Sources:
 - Pp. 206-209, Frances Anne Kemble Discusses Slavery and Nature in Georgia, 1838-1839
 - pp. 209-210, A Georgia Planter Tells Why Cotton Pays, 1847
- Optional Reading: *American Journey*, Ch 11: "Slavery and the Old South, 1800-1860."

Wednesday, March 26: Writing Workshop III

Week 12: The Antebellum Era

Monday March 31: Change and Reform in the Antebellum East

- Required Reading: TBA

Wednesday, April 2: Conquest and Conflict in the Antebellum West

- Required Reading:

- Primary Sources
 - Pp. 97-99, General Manuel Mier y Teran Reports on the Texas-Coahuila Territory, 1828-1829.
 - pp. 99-101, Eulala Yorba Gives an Eyewitness Account of the Siege of the Alamo, 1836.
- Optional Reading: *American Journey*, Ch 13: “The Way West, 1815-1850. Antebellum Change

Week 13: The Impending Crisis

Monday, April 7: Sectionalism

- Assignment: Post a draft of your entire blog, including your introduction, arguments, transition posts, etc for feedback on argument, analysis and the whole project.
- Required Reading:
 - Primary Sources:
 - pp. 34-35, Senator Stephen Douglas Explains the Objectives of His Bill, February 1854.
 - Pp. 35-36, Senator Charles Sumner of Massachusetts Ridicules the Southern Gentry, May 1856
 - Pp. 38-39, Senator William H. Seward of New York Warns of an Irrepressible Conflict, October 1858
 - Pp. 39-41, Senator Albert G. Brown of Mississippi Renounces the Protection of the Union, December 1859
 - Secondary Sources:
 - Pp. 284-293, Joel H. Silbey, excerpt from *The Partisan Imperative: The Dynamics of American Politics before the Civil War*
 - Pp. 394-303, Michael F. Holt, excerpt from *The Political Crisis of the 1850s*.
- Sakai Forum Post (Everyone): Have historians overemphasized the Slavery Issue as a Cause of the Civil War? Support your answer with quotes/examples from the primary sources.
- Optional Reading: *American Journey*, Ch 14, “The Politics of Sectionalism, 1846-1861.”

Wednesday, April 9: Writing Workshop IV

Week 14: The Civil War

Monday April 14: Civil War: Americans Re-imagine the Role of the State

- Assignment: Turn in your blog to Prof. Donnally
- Required Reading:
 - Primary Sources:
 - Pp. 191-192, Martin Ryerson Reports How Workers are Reacting to the Draft, July 1863.
 - Pp. 221-22, The North Carolina Legislature Protests the Confederate Draft and Martial Law, May 1864.

- Optional Reading: *American Journey*, Ch 15, “Battle Cries and Freedom Songs: The Civil War 1861-1865.”

Wednesday, April 16: The Civil War: Americans Re-imagine the Meaning of Democracy

- Required Reading:
 - Primary Sources:
 - Pp. 304-305, Frederick Douglass Urges Resistance to Oppression, 1857. *Major Problems in African American History*, vol 1
 - Pp. 279, General Benjamin F. Butler Discovers the ‘Contrabands,’ July 1861
 - P. 280-81, The Freedmen’s Inquiry Commission Considers Policy toward the Ex-Slaves, June 1863.
 - pp. 159-160, Abraham Lincoln, “The Gettysburg Address”
 - pp. 160-161, Abraham Lincoln Recounts how he Proceeded toward Emancipation, April 1864.
 - Pp. 344-345, South Carolina African Americans Present their Demands, November 1865.

Week 15: Wrapping Up

Monday, April 21: The Significance of the Civil War & Emancipation in International Perspective

- Optional Reading: *American Journey*, Ch 16 “Reconstruction, 1865-1877.”

Wednesday, April 23: Final Review

- In Class Teacher Evaluations

May 5: Final, 6:30 to 9:00 PM