

**American History to 1865**  
HIST 127-007, Fall 2021  
Mon. & Wed. 12:20-1:10, Chapman 201 (plus recitation)

**Staff**

Professor Kathleen DuVal, [duval@unc.edu](mailto:duval@unc.edu)

Office Hours: MW 9-10 a.m. & by appt., #466 Pauli Murray Hall (formerly Hamilton)

Teaching Assistant: TBA

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**Course Description**

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?

**Course Goals and Learning Objectives**

By the end of the semester, students completing this course should be able to:

- demonstrate a fundamental understanding of the era
- display a basic knowledge of events, developments, and trends in the era
- evaluate primary source evidence to formulate arguments about this era
- assess core methodologies and historical debates about this era
- think critically about ways that this era affirms and/or challenges perceptions of the more recent United States

**Honor Code:** Students are expected to be familiar with and observe the Honor Code:

<http://catalog.unc.edu/policies-procedures/honor-code/>

**Land Acknowledgement:** Chapel Hill has always been populated by indigenous peoples. Even before the university existed, there were teachers, students, elders, and youth inhabiting the spaces we enjoy today, trading knowledge and goods with one another. Today, there are over 123,000 American Indians residing in North Carolina from many different Nations, including the eight state-recognized tribes and four urban Indian organizations. North Carolina is home to the largest population of American Indians east of the Mississippi River. Therefore, it is fitting for the first public University committed to being of the people and for the people to serve the first people of North Carolina and beyond.

**Accessibility Resources:** UNC facilitates the implementation of accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in barriers to fully accessing University courses. See the ARS website for contact and registration information at <https://ars.unc.edu> or email [ars@unc.edu](mailto:ars@unc.edu). Feel free to contact Professor DuVal with accessibility needs within this class.

**Counseling and Psychological Services:** CAPS is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services, whether for short or long-term needs. Please visit the CAPS website <https://caps.unc.edu/> for help.

**Further Resources:** Any student who experiences discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Adrienne Allison – [Adrienne.allison@unc.edu](mailto:Adrienne.allison@unc.edu)), Report and Response Coordinators in the Equal Opportunity and Compliance Office ([reportandresponse@unc.edu](mailto:reportandresponse@unc.edu)), Counseling and Psychological Services ([caps@unc.edu](mailto:caps@unc.edu)), or the Gender Violence Services Coordinators ([gvsoc@unc.edu](mailto:gvsoc@unc.edu); confidential). Additional resources are available at [safe.unc.edu](http://safe.unc.edu).

### **Book List**

Eric Foner, *Give Me Liberty!* (Seagull 6<sup>th</sup> edition, Vol. 1) & *Voices of Freedom* (Vol. 1)

The Foner books are packaged together for Digital Delivery for one price through Student Stores. You must buy this package through Student Stores to have access to the required online resources and quizzes. These e-books will then appear on your Sakai site. Student Stores offers the option to add hard copies (purchase or rental) for an additional cost.

Kathleen DuVal & John DuVal, *Interpreting a Continent: Voices from Early America* (2009)

Do not purchase this book unless you want a hard copy. UNC students have unlimited access to the e-book through UNC Libraries. Access under Course Reserves on our Sakai site or by searching the title on the UNC Library website. Prof. DuVal will donate any royalties she receives to the UNC American Indian Center.

James McBride, *The Good Lord Bird* (2013)

This novel is widely available in new, used, e-book, and audiobook form. Warning: This novel deal with difficult topics including violence and slavery and may be distressing to read. The perspectives and language of their 19th-century characters may be shocking. In this interview, James McBride explains his use of humor to get at historical truths: <https://www.youtube.com/watch?v=7GKskSwAEHQ>.

The Weekly 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).

### **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 Native Americans, 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). She is a frequent book reviewer for the *Wall Street Journal*.

## Grading Scale

|         |    |         |    |         |    |
|---------|----|---------|----|---------|----|
| 93+     | A  | 80-82.9 | B- | 67-69.9 | D+ |
| 90-92.9 | A- | 77-79.9 | C+ | 60-66.9 | D  |
| 87-89.9 | B+ | 73-76.9 | C  | 0-59.9  | F  |
| 83-86.9 | B  | 70-72.9 | C- |         |    |

## 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 5% of your final grade, and your participation there will count for an additional 10% of your final grade.

*Paragraphs:* Some weeks include a Paragraph Question and guidelines on whose turn it is to write. When it is your turn, answer the question in approximately 175 words (about 3/4 of a page). Type and double-space your answer. Include examples from the readings, explain how they support your answer, and cite any sources with footnotes. We will grade these paragraphs for writing (structure, grammar, and usage), so take time to draft and edit them, and obey the length requirements. Please see the Writing Guidelines section of this Syllabus. Print your paragraph and turn it in at the start of your recitation. There will be a rewrite assignment for the first one. These paragraphs will count for 20% of your final grade.

*InQuizitive:* This quiz program is included with the *Give Me Liberty!* package that you bought from Student Stores. You will take quizzes on your textbook reading through this program. These quizzes will count for 5% of your final grade.

*Thought Pieces:* These periodic writing assignments will ask you to respond in approximately 500 words (the equivalent of 2 double-spaced pages) to a prompt. Unlike the Paragraphs, they will not be graded for writing, and it is fine for these to be more free-form writing. Your grade will reflect your engagement with the course material and thoughtful answers to the prompt. The Thought Pieces will count for 10% of your final grade.

*Midterm Exams (2):* These exams will consist of three parts. The first part will ask multiple choice and similar kinds of questions on the lectures and readings. The second part will ask you to identify (explain who/what, when, where, and the historical significance) terms from lecture that I have noted as Term IDs (with asterisks). The third part will ask you to identify two primary sources from either lecture or the course's primary source readings. For each exam, you may bring one 8 1/2 x 11 page of notes, single-sided if printed or double-sided if handwritten. These notes must be your own work, and you will turn them in with the exam. The two Midterm Exams together will count for 30% of your final grade.

*Final Exam:* The Final Exam will have the same format as the Midterms plus one primary source we have not read in class. The Final Exam will count for 20% of your final grade.

The rest of the syllabus contains week by week instructions and deadlines. This syllabus is subject to change at the professor's discretion, so please use the updated schedule on Sakai.

## Weekly Schedule

### Week 1—Introduction to U.S. History to 1865

Wed., Aug. 8 Introduction to History 127  
Thurs. or Fri. Recitation

#### Reading

*Interpreting a Continent* (access free through Course Reserves on Sakai):

- pp. 46-49, Osage Creation Account (Black Bear Clan Version)
- pp. 87-93, Great Law of the Iroquois League, c. 1300s (recorded late 1800s)

*Voices of Freedom* (part of the *Give Me Liberty!* package; access on Sakai):

- Document #22 Olaudah Equiano on Slavery, 1789

On Sakai:

- Book of Genesis (excerpt)

### Week 2—Old Worlds and New

Mon., Aug. 23 Worlds Apart  
Wed., Aug. 25 First Encounters  
Thurs. or Fri. Recitation

#### 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. 67-68 (& p. 52 if you read French), Montagnais Indians on Their First Encounter with the French, early 1500s

*Voices of Freedom*:

- Document #2 Giovanni da Verrazano, Encountering Native Americans, 1524

*Give Me Liberty!*, Chapter 1

#### Paragraph Question (last names A-G) (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 with footnotes) at least two examples and quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

**InQuizitive:** Complete the quiz for Chapter 1 by Friday at 11:55 p.m. You may also want to do the "How to Use InQuizitive" quiz (not for a grade).

### Week 3—Early Colonial Attempts

Mon., Aug. 30 Early Colonial Attempts: French & Spanish  
Wed., Sept. 1 Early Colonial Attempts: English & Dutch  
Thurs. or Fri. Recitation

## Reading

*Interpreting a Continent:*

- 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

*Voices of Freedom:*

- Document #6 Jewish Petition to the Dutch West India Company, 1655

*Give Me Liberty!*, Chapter 2

## Paragraph Question (last names H-P) (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 argument in your topic sentence. Through the rest of the paragraph support your argument, using (and citing with footnotes) at least two examples or quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

## Thought Piece

After attending this week's lectures, answer this prompt in approximately 500 words: Think back to Professor DuVal's lecture "Worlds Apart" (Aug. 23). What are some connections between that lecture and the history you have learned in Weeks 2 and 3? Upload to Sakai Assignments by Friday at 11:55 p.m.

**InQuizitive:** Complete the quiz for Chapter 2 by Friday at 11:55 p.m.

## Week 4—Colonial Slavery

|                |                               |
|----------------|-------------------------------|
| Mon., Sept. 6  | No Class—Labor Day            |
| Wed., Sept. 8  | Slavery, An American Paradox? |
| Thurs. or Fri. | Recitation                    |

## Reading

*Interpreting a Continent:*

- pp. 157-158, New Netherland Act Emancipating Certain Slaves, 1644
- pp. 159-164, Virginia Codes Regulating Servitude and Slavery, 1642-1705
- pp. 165-170, Louisiana's Code Noir, 1724
- pp. 179-180, Afro-Floridians to the Spanish King, 1738
- pp. 181-185, George Whitefield Admonishes Southern Slaveholders, 1740
- pp. 186-187, Image: Advertisement for a Slave Sale, Charleston, c. 1770s
- pp. 228-229, Phillis Wheatley's "On Being Brought from Africa to America," 1773

*Give Me Liberty!*, Chapter 3

## Paragraph Question (last names Q-Z) (bring to recitation)

Choose the letter by the Afro-Floridians or the letter by George Whitefield. What was the author's purpose in writing this letter? State your argument in your topic sentence. Throughout

the rest of the paragraph, support your argument, using (and citing with footnotes) at least two examples or quotations from the text. Please remember that the quality of your writing will affect your grade on the Paragraph assignments.

**Rewrite Paragraph (last names A-G)** (bring to recitation)

**InQuizitive:** Complete the quiz for Chapter 3 by Friday at 11:55 p.m.

### **Week 5—North America by 1750**

Mon., Sept. 13            North America by 1750, Colonies

Wed., Sept. 15            North America by 1750, Native Ground

No Recitations this week: TAs will hold extra office hours.

### **Reading**

*Give Me Liberty!*, Chapter 4

**Rewrite Paragraph (last names H-P)** (bring to recitation)

### **Thought Piece**

Answer this prompt in approximately 500 words: What was North America like in 1750? Upload to Sakai Assignments by Friday at 11:55 p.m.

**InQuizitive:** Complete the quiz for Chapter 4 by Friday at 11:55 p.m.

### **Week 6—Imperial Crises**

Mon., Sept. 20            **\*\*First Exam\*\***

Wed., Sept. 22            Seven Years' War

Fri., Sept. 24: Instead of Recitations this week: come to Chapman 201 on Friday from 12:20-1:10 to watch *A Midwife's Tale* (or watch on your own if you have a time conflict:

<https://unc.kanopy.com/node/130816>)

### **Reading**

*Interpreting a Continent:*

- pp. 79-83, Pontiac's Speech to an Ottawa, Potawatomi, and Huron Audience, 1763

**Rewrite Paragraph (last names Q-Z)** (because there is no recitation this week, your TA will tell you how to submit these)

### **Thought Piece**

After watching *A Midwife's Tale*, answer this prompt in approximately 500 words: What did you learn about research and writing history? Upload to Sakai Assignments by Friday at 11:55 p.m.

## **Week 7—The Colonists are Revolting**

Mon., Sept. 27            Road to Revolution

Wed., Sept. 29            Independence

Instead of Recitations this week, watch a feature (fictionalized) film about the American Revolution, either:

- *The Crossing* <https://youtu.be/c9lkWXtAYLM>

- *1776* <https://digitalcampus.swankmp.net/uncch348236/play/874FD5F269166DFE>

- or *Hamilton* (unfortunately, UNC was not able to get a license to show *Hamilton*, so you must have access to Disney+ to choose this option)

### **Thought Piece**

After watching your chosen American Revolution film, answer this prompt in approximately 500 words: Choose one thing from the film and compare it to something you have learned in class lectures and/or readings. Upload to Sakai Assignments by Friday at 11:55 p.m.

### **Reading**

*Give Me Liberty!*, Chapters 5 & 6

**InQuizitive:** Complete the quizzes for Chapters 5 & 6 by Friday at 11:55 p.m.

## **Week 8—The Early United States**

Mon., Oct. 4                A New Republic

Wed., Oct. 6                Revolution of 1800

Thurs. or Fri.              Recitation

### **Reading**

*Voices of Freedom:*

- Document #32 Thomas Paine, “Common Sense,” 1776

On Sakai:

- Declaration of Independence, 1776

- The Articles of Confederation and Perpetual Union, 1778

- The Constitution of the United States, 1787

- Mercy Otis Warren, *Observations on the New Constitution* (excerpt), 1788

- The First Ten Amendments (“The Bill of Rights”), 1791

*Give Me Liberty!*, Chapters 7 & 8

### **Paragraph Question (last names A-G) (bring to recitation)**

Choose and explain one change between the Articles of Confederation and the Constitution. Make sure your topic sentence has an argument.

**InQuizitive:** Complete the quiz for Chapters 7 & 8 by Friday at 11:55 p.m.

### **Week 9—Political and Economic Change**

Mon., Oct. 11            Empire of Liberty?  
Wed., Oct. 13            The Market Revolution

No Recitations this week: TAs will hold extra office hours.

#### **Reading**

*Give Me Liberty!*, Chapter 9

**InQuizitive:** Complete the quiz for Chapter 9 by Friday at 11:55 p.m.

### **Week 10—An Exam, a Movie, and a Break**

Mon., Oct. 18            \*\*Second Exam\*\*  
Wed., Oct. 20            Film: *Harriet* (2019) (or you may watch on your own:  
<https://catalog.lib.unc.edu/catalog/UNCb10093718>)

Fall Break—No recitations (but you might want to start reading the novel)

### **Week 11— The Market Revolution and Responses**

Mon., Oct. 15            Women and the Market Revolution  
Wed., Oct. 27            The Age of Jackson?  
Thurs. or Fri.            Recitation

#### **Reading**

*Voices of Freedom:*

- Document #54 Sarah Bagley, Freedom and Necessity at Lowell, 1845
- Document #55 Joseph Smith, The Wentworth Letter, 1842
- Document #56 Margaret McCarthy to Her Family in Ireland, 1850
- Document #59 Charles G. Finney, “Sinners Bound to Change Their Own Hearts,” 1836
- Document #63 Virginia Petition for the Right to Vote, 1829
- Document #64 Appeal of the Cherokee Nation, 1830

*Give Me Liberty!*, Chapter 10

#### **Paragraph Question (last names H-P) (bring to recitation)**

Choose and explain one difference between Sarah Bagley’s and Margaret McCarthy’s accounts. Make sure your topic sentence has an argument.

**InQuizitive:** Complete the quiz for Chapter 10 by Friday at 11:55 p.m.

### **Week 12—Antebellum America, Part I**

Mon., Nov. 1            Nineteenth-Century Slavery  
Wed., Nov. 3            Perspectives of Enslaved People  
Thurs. or Fri.            Recitation



## Reading

On Sakai:

- Harriet Jacobs, *Incidents in the Life of a Slave Girl* (1861)
- Elizabeth Keckley, *Behind the Scenes, or, Thirty Years a Slave, and Four Years in the White House* (1868)

*Voices of Freedom*:

- Document #66 Frederick Douglass on the Desire for Freedom, 1845
- Document #71 Letter by a Fugitive Slave, 1840
- Document #72 Solomon Northup, The New Orleans Slave Market, 1853

*Good Lord Bird*, Part I

*Give Me Liberty!*, Chapter 11

## Paragraph Question (last names Q-Z) (bring to recitation)

Choose two of the primary sources and explain one difference or similarity between them. Make sure your topic sentence has an argument.

**InQuizitive:** Complete the quiz for Chapter 11 by Friday at 11:55 p.m.

## Week 13—Antebellum America, Part II

Mon., Nov 8                      Antebellum Change & Reform

Wed., Nov. 10                  The Antebellum West

Thurs. or Fri.                  Recitation

## Reading

*Voices of Freedom*:

- Document #75 David Walker's Appeal, 1829
- Document #77 Catharine Beecher on the "Duty of American Females," 1837
- Document #78 Angelina Grimké on Women's Rights, 1837
- Document #79 Protest Statement of Lucy Stone and Henry Blackwell, 1855
- Document #81 A Protest against Anti-Chinese Prejudice, 1852

*Good Lord Bird*, Part II

*Give Me Liberty!*, Chapter 12

**InQuizitive:** Complete the quiz for Chapter 12 by Friday at 11:55 p.m.

## Week 14—Growing Divisions

Mon., Nov. 15                  Sectional Divisions

Wed., Nov. 17                  Bitter Issues of the 1850s

Thurs. or Fri.                  Recitation

## Reading

Finish reading *Good Lord Bird*

*Give Me Liberty!*, Chapter 13

**Thought Piece**

Answer this prompt in approximately 500 words: Would you recommend the novel that you read to a student of U.S. history? Upload to Sakai Assignments by Friday at 11:55 p.m.

**InQuizitive:** Complete the quiz for Chapter 13 by Friday at 11:55 p.m.

**Week 15—Impending Crisis**

Mon., April 26      A House Divided

Thanksgiving Break

**Optional Reading:** *Give Me Liberty!*, Chapter 14

**Week 16—Civil War**

Mon., Nov. 29      Civil War, 1861-1865

Wed., Dec. 1      Conclusions

**Final Exam**      day and time TBA