

History 1501: United States History to 1877
University of Connecticut
Spring 2016

Professor Cornelia H. Dayton
Office: Wood Hall 328

Prof. D's office hours: M4-5, Th10:30-noon
cornelia.dayton@uconn.edu

Lectures are TuTh 9:30-10:20, Physics Bldg 36

Discussion Sections are on Fridays

Teaching Assistants:

Ms. Olga Koullis: Wood Hall 305, Office 8-9:30 Tuesdays, Olga.koullis@uconn.edu

Mr. Shaine Scarminach: Wood Hall 14B, Office hours: Weds 12-2, Shaine.scarminach@uconn.edu

Ms. Margaret Stack, Wood Hall 14C, Office hours: Weds 12-1, Thurs 11-12, Margaret.stack@uconn.edu

Our course focuses on the years from the 1500s to the 1870s, a period that utterly transformed the geographical space we now call the United States. Europeans invaded a continent already inhabited by 4 to 5 million Native Americans. We will study the combustible mixing of three cultural groups—Indian, European, and African—in these centuries and trace their influences on the formation of a single country that emerged, in 1776, a nation-state that only slowly in the 1800s extended its jurisdiction beyond a small sliver along the east coast. Note that some areas of what became the US were not under the control of the federal government by the 1870s; and some colonies ruled by the British in 1776 did not choose to join the self-declared independent United States. We will also investigate the making of race and the often-contested nature of politics: who had power, who was left out, how power was exercised and to what ends.

The course has four component parts: lectures, discussion sections, readings, and assignments/exams. Your task is to integrate the four parts of the course so that you can develop your own viewpoints on the origins of American society.

READING: The assigned reading is indispensable to your understanding of the course and includes material not covered elsewhere. We invite you to read and learn about the history of North America in light of your own life experiences and those of family and friends. You each have a lot to bring to the course, to our conversations, and to the on-going debate that *is* the practice of history. Sometimes in our “lecture” sessions, and always in discussion sections, you will have opportunities to express your reactions to the readings and to refine your point of view through group discussion.

Required reading:

- ✚ Eric Foner, *Give Me Liberty! An American History*, Brief 4th Edition, Vol. 1 (W. W. Norton & Co., 2014). ISBN 978-0-393-92033-8 (pbk.)
- ✚ Michael P. Johnson, ed. *Reading the American Past: Selected Historical Documents*, 5th ed., Vol. 1 (Bedford/St. Martin's), ISBN
- ✚ Other readings made available on our HuskyCt site or in class

Both books are available in the Co-op bookstore but not on Library Reserve. Pdfs of our readings, whether from Johnson, *Reading the American Past*, or other sources, will be posted on HuskyCt.

Tip: Be sure you have done the week's reading for our Thursday class and your Friday section. There will frequently be unannounced short in-class writings on these readings and/or the previous lecture! Aso, be sure to **bring the week's readings to classes and section!**

LECTURES: The lectures are designed to supplement not replace or duplicate the assigned readings. *Both* attending lectures (and taking notes) and reading Foner’s textbook and other assigned materials are crucial to passing and doing well in the course. Lectures will often raise questions not included in the reading or suggest alternative interpretations. Of course, lectures represent the viewpoint of the lecturer and are no more definitive than are the materials you are reading. If questions arise during lecture, **PLEASE ASK**. Power Point slides that offer a basic outline of the lecture and some (but scarcely all) of the material to be covered will be posted late the night before each lecture (with an updated version posted by class time); these will remain up on HuskyCT through the semester (under the pertinent Week).

PORTFOLIOS: Twice during the semester, you will turn in a Portfolio of Primary Source Analyses. To get practice at this, in Week 2, you are required to bring one PSA that you’ve completed to Section—to get peer feedback. Each Primary Source Analysis follows the same format: 11 prompts/questions that are contained in the Primary Source Analysis Instructions on HuskyCt. (Occasionally, your instructors may add a 12th question.) Over the semester, you will complete 6 PSAs, on 6 documents you have **chosen** among the starred (*) documents listed on this syllabus (3 from Weeks 1-5 for Portfolio #1; 3 from Weeks 6-12 for Portfolio #2). Portfolio #2 will also contain one slightly different PSA—a Comparative PSA on a designated set of primary sources with a thesis/argument in your own voice (the worksheet for this, with instructions, will be posted on HuskyCt). You will be submitting your Portfolios via HuskyCT and SafeAssign. For submission, you need to string your PSAs together so that they are contained in one file; also, files must have an extension of .docx, .doc, or .rtf— otherwise they are not acceptable and are subject to the lateness penalty. **TIPS:** Do not turn in rough drafts: your PSAs must be complete! If you want to discuss our Primary Sources collaboratively, that’s fine, but be aware that each PSA you turn in must be in your own words. You are invited to bring PSAs to your Teaching Assistant’s office hours for feedback. Each PSA will receive an individual grade (on a 100-point scale); when calculating your overall Portfolio grade at the end of the semester, we will drop the PSA with the lower grade (not including the Comparative PSA worksheet). The Portfolios comprise **20% of your course grade**. (**Note:** There are no (other) papers in the course).

POP-UP WRITINGS: To help you keep up with the reading and to provide a touchstone for discussion and debate during our lecture sessions, sometimes during our lecture sessions you will be writing paragraphs (3-4 sentences) or short bulleted answers in response to a prompt. These unannounced (hence “pop-up”) writings will typically occur at the beginning of class time and last no more than 8 minutes. Be sure to have paper and pens with you so that you can easily write on a blank or ruled sheet for these. Mostly, they will be based on the reading for that week *or* the previous week; they will ask you both to demonstrate your comprehension of central points in the course materials and to interpret historical developments we are studying. Sometimes they may ask you what you already know about a subject—prior to being in this class. Some of these pop-up writings will be ungraded—designed for in-class use only. A few may be evaluated through peer review or swapping. **FIVE** will be turned in and evaluated by the teaching staff on a Check plus/Check/Check-minus basis. Your Pop-up Writings comprise **5% of your course grade**.

EXAMS: The format for the Week 7 midterm is described below. Think of the final as cumulative, in that the essay portion will ask you to think broadly about the whole course. For both exams, we will post details on the format and other guidance on the class website. For in-class writings and exams, use a pen, please (no pencil); in our exams, we will supply the Blue Books. For the midterm, a make-up exam will be given only with a note from the doctor or appropriate documentation; the make-up will be given at the instructor’s convenience and will be different, more challenging than the regular-administered exams; missing the make-up exam day will result in a zero on the missed exam. If you have bunched finals (2 or more exams on one day) or a religious conflict with our Final exam, or some other reason that might merit a re-scheduling, this is *not* handled by the course teaching staff: you **MUST** consult and get permission from the Dean of

Students Office PRIOR to April 23rd.

DISCUSSION SECTIONS: Discussion sections are vital to the course. Your section leader (Teaching Assistant) has primary responsibility for grading your written work and exams and for guiding you through assignments and facilitating discussion; regular engagement and participation at weekly section meetings is expected. You should come to the weekly section meeting having completed the assigned reading, prepared with questions and ready to discuss the reading critically and in detail.

ELECTRONICS POLICY: No laptops, phone, or other devices—**either** during lecture sessions or Friday sections. Phones/devices used for texting, etc., will be ordered to be put away, or else quarantined(!), until the end of the class session. We adopt the unplugged classroom as a learning strategy: it encourages you to focus on what is happening in the classroom; it facilitates peer-to-peer and student-instructor interactions; it gives us all a break from being on-line and on-electronic call. If you have an emergency situation in which you need to have a phone on during class, you must alert the instructor before the start of class. If you have an injury or condition that necessitates course note-taking with a device, you must bring documentation and sit where the instructors stipulate.

LATENESS POLICY: If you cannot submit a written assignment on time, you must request an extension from your Teaching Assistant in advance of the day on which it is due. Late portfolios will lose 1/3 of a grade every 24 hours. Extensions will be granted only for extenuating circumstances that can be documented like illness or some unforeseen emergency. Always keep a copy of your assignments in order to avoid problems stemming from lost, mislaid, or mis-delivered documents or technical/downloading glitches.

ACADEMIC INTEGRITY AND MISCONDUCT: I take academic honesty and integrity very seriously, and expect everyone in my classes to do so as well. Cheating and plagiarism includes but is not limited to: providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); presenting as one's own the ideas or words of another; arranging to submit the same paper to two course instructors as if each paper were the independent work of different student-authors; doing or arranging for unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more course without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in *The Student Code*. Take the time to check this out, so that you know the scoop: <http://community.uconn.edu/the-student-code-preamble/> opens up the opening page of the code. If in the context of our course you are unsure what constitutes academic dishonesty, don't hesitate to come to talk with your teaching assistant or the instructor.

EVALUATIONS AND GRADING: Grades will be assigned on the following formula:

Pop-up writings (in-lecture)	5%
Portfolios	25%
Section participation and written work	20%
Midterm	20%
Final	30%

Extra participation points: you can earn 2.5 (on a 100-point scale) by attending and reporting on a history-related Campus Event: eligible events will be posted on the HuskyCt course calendar and announced in lecture. One eligible Campus Event is the public lecture given by Duke University professor Thavolia Glymph on the Civil War era, on Wed. March 30 at 4:30 at Konover (the Dodd Center). Your report should consist of a two-paragraph, informative summary of and commentary on the event, plus a question

that you would have liked to ask the speaker(s) or curator/creator (or did ask!). Submit your report as a posting to the dedicated Discussions thread on HuskyCT, preferably within a week of the event.]

Note: A student who fails to complete either of the portfolios, the midterm or final exams, or who earns an F in section participation or in pop-up writings, will **fail** the course.

Remember that your work will be evaluated and graded by the Teaching Assistant who leads your Friday section. Thus your TA is your go-to person for guidance on upcoming assignments and the course in general. In addition, Prof. Dayton is also a readily available resource for questions, conversation, and any concerns you have relating to our course. If you wish to ask for an assignment grade to be re-evaluated, you must first consult with your TA, who will review the issue. Only after that process is complete will Prof. Dayton consider the matter, and if you decide to submit the issue to her for review, be aware that the grade could be the same, or higher or lower.

CAMPUS RESOURCES: It is not uncommon for students in the midst of a semester to run into some sort of obstacle, distressing situation, or circumstance which makes getting their academic work done difficult. Don't hide, if this happens! The teaching staff in this course are here to help you get through the course and the semester successfully. Also, be aware that the university has a wide array of resources, tips, drop-in sessions and stress-reducing classes, and staff who have quite a lot of know-how to address what you are going through: see the Student Resources page (<http://dos.uconn.edu/student-resources/>) and <http://counseling.uconn.edu/>.

LEARNING OUTCOMES: after completing History 1501, students should be able to:

- Explain the magnitude of the US electing its first African-American president, and potentially its first female president, in the context of the nation's history
- Describe some of the major dynamics that occurred with the mixing of three cultural groups--Indian, European, and African--as these related to colonization processes and the formation of a nation-state
- Identify and debunk some of the myths and misperceptions that still circulate in popular culture about the indigenous America, the colonial period, and first seventy years of United States history
- Tell friends about some of the fascinating people, surviving sources and artifacts, new databases and crowdsourcing opportunities, and historical conundrums that you discovered through this course

Be aware that minor changes may be announced to this syllabus as we progress through the semester.

Our Schedule

Week 1, January 19 and 21: New Worlds

Reading: Foner, *Give Me Liberty*, Chap. 1

Johnson, *Reading the American Past*, "Introduction for Students," viii-xiv

Primary documents:

- Bartolomé de Las Casas, excerpt from his 1528 book, *History of the Indies* (Foner, 28)
- Josephe's statement in 1681 about the Pueblo Revolt (Foner, 29)
- Christopher Columbus's diary entries, October 1492 (Johnson, 20-23)*
- Web visit: read the first and last sections of Wikipedia's entry on Columbus Day: https://en.wikipedia.org/wiki/Columbus_Day

Week 2, January 26 and 28: Planting

Reading: Foner, *Give Me Liberty*, Chap. 2, Beginnings of English America, 1607-1660

Primary documents:

- Roger Williams, observations of New England Indians, 1643 (in Johnson, 61-65) *
- Anne Hutchinson's exchange with Gov. John Winthrop during her 1637 trial, WA 80-83*
- indentured servant Richard Frethorne's letter to his parents, 1623 (in Johnson, 37-41) *
- a printed servant indenture form, 1635 (1-page pdf)

Bring to section: Your Primary source analysis (**PSA**) of ONE of the 3 starred (*) documents assigned for this week. You must have a **hard copy with you** for peer swapping, general guidance, and to receive completion credit. After class, you will revise the PSA and include it in your Week 5 Portfolio.

Week 3, February 2 and 4: Anglo-America Develops, 1660-1750

Reading: Foner, *Give Me Liberty*, Chap. 3

Primary documents:

- Virginia's 1643 tax law and two court cases testing it (1-page pdf)
- Richard Ligon on how sugar planters made Barbados and Jamaica the English empire's richest colonies, 1657 (4-page pdf).*
- Andover, Mass.'s minister's slave marriage vows* (1-page pdf)

Week 4, February 9 and 11: Consolidation amid Conflicts

Reading: Foner, *Give Me Liberty*, Chap. 4

Primary documents:

- advertisements for runaways (Read these in Johnson, 90-93, *AND* on 2-page pdf)
- Mary Jemison on her experience of capture and adoption as a Seneca, 1755 (in Johnson, 99-103) *
- Pontiac's speeches, 1762 and 1763 (Foner, 134)

Week 5, February 16 and 18: Some Colonists Decide to Rebel

Reading: Foner, *Give Me Liberty*, Chap. 5 through p. 157

Historian's take: Joseph Ellis on Drafting & Editing the Declaration (5-page pdf)

Primary documents:

- 3 Bostonians on political tensions (in Johnson, 103-110)*** [you have the option of writing a PSA on each one of these three documents]
- Thomas Paine, excerpt from *Common Sense*, 1776 (Johnson, 119-123) *
- Jonathan Boucher, loyalist, defines liberty, 1775 (Foner, 167)
- Declaration of Independence (Foner, A-2) *

Map quiz, sometime this week: Which of Britain's American colonies opted *against* rebellion?

DUE: Portfolio#1, consisting of 3 PSA worksheets on eligible documents (including your Week 2 PSA—revised and improved!): Bring hard-copy to section **AND** submit your Portfolio (as 1 or 2 files) to HuskyCt/Safe Assign by the start of your Friday section

Week 6, February 23 and 25: Revolutionary Change Withheld

Reading: Foner, *Give Me Liberty*, Chap. 5 (158-166) and Chap. 6 (167-top 176, 178-192)

Primary documents:

- Abigail and John Adams, letters, 1776 (Johnson, 123-30) *
- Sarah Osborn, a woman of the Continental Army, testifies to qualify for a

- pension, 1837; Painting of Deborah Sampson, with short bio (2-page pdf)
- Petitions of enslaved Massachusetts men, 1773 and 1777 (Foner, 187)
- Boston King's memoir of joining the British, 1798 (Johnson, 134-138)*
- Joseph Brant, Mohawk, lobbies the British government, 1776 and 1783 (Johnson, 138-42)*

Week 7, March 1 and 3: "We the People" in the 1780s

Reading: Foner, *Give Me Liberty*, Chap. 7; the Constitution and Bill of Rights (Foner, A-5 to A-12)

Primary documents:

- Virginia slaveholders petition against the abolition of slavery, 1784-1785 (1-page pdf)
- Thomas Jefferson on slavery and race, 1782 (Johnson, 147-151)*

MIDTERM exam: will be held in our class session on Thursday **March 3**. The exam has two in-class parts: (1) test of your historical knowledge via true/false and matching challenges, on course materials for Weeks 1-7; and (2) this part will take the form (TBD, announced well beforehand) of either an essay or a primary source analysis (of a source you have not seen before). Part 3 of the exam takes place outside of class: it is a timed, on-line quiz on Foner, Ch. 7 and the Constitution/Bill of Rights. If applicable, you may bring to the exam a single sheet of bulleted notes that you must hand in with your blue book.

Week 8, March 3 and 10: The Republic's First Decades

Reading: Foner, *Give Me Liberty*, Chaps. 8 and part of Chap. 9 (249-266)

Primary documents:

- French planter (anonymous), observations on the French and Haitian revolutions, 1791 (Johnson, 178-82)*
- Judith Sargent Murray arguments on "the Equality for the Sexes," 1790 (2-page pdf)*
- Charity Bryant and Sylvia Drake of Weybridge, Vermont: were they married? Read Laura Miller's *Salon* summary of Rachel Hope Cleves's 2014 book (weblink, on HuskyCt)
- Massachusetts mill operatives testify on factory conditions, 1845 (3-page pdf and photograph)*

Week 9, March 22 and 24: Markets, Labor, Migrations, and Politics

Reading: Foner, *Give Me Liberty*, rest of Chap. 9 (267-279) and Chap. 10

Historians' takes: Read EITHER (following your TA's directions): A) a conversation between William Cronon and Richard White on Indian peoples as "environmentalists" (4.3-page pdf), OR B) James R. Chiles on 'Was Congress all that different back in the 1800s?' (4-page pdf)

Primary documents:

- New York lawyer and state constitutional convention delegate James Kent opposes expanding the vote, 1821 (1-page pdf)*
- 3 documents on Cherokee removal (forced relocation): Extract from Pres. Andrew Jackson's 7th Annual Message to Congress, Dec. 7, 1835 (web link, see HuskyCT); and 2 Cherokee men's responses (Johnson, 211-216)*** [you have the option of writing a PSA on each one/any of these three documents]

Week 10, March 29 and 31: The Centrality and Divisiveness of Slavery

Reading: Foner, *Give Me Liberty*, Chap. 11

Primary documents:

- Louisiana laws governing slavery, 1824 (2-page pdf)*
- Joseph Taper's letter from Ontario, Canada, on his escape from slavery, 1840 (2-page pdf)*
- James Henry Hammond's pro-slavery argument, 1845 (Johnson, 261-65)*
- Frederick Douglass, excerpt from "What, to the Slave, Is the Fourth of July?", 1852 (Foner A25-28)*

Bring to section: Your **Comparative Primary source analysis worksheet (CPSA)** on the documents assigned for this week. You must have a **hard copy with you** for peer swapping, general guidance, and to receive completion credit. After class, you will revise the CPSA and include it in your Week 12 Portfolio.

Week 11, April 5 and 6: Reform Movements

Reading: Foner, *Give Me Liberty*, Chap. 12

Primary documents:

- Seneca Falls convention delegates, Declaration of Sentiments, 1848 (Foner A-22-24)*
- 2 documents TBA*

You are encouraged to bring a PSA to Friday section this week.

Week 12, April 12 and 14: A House Divided

Reading: Foner, *Give Me Liberty*, Chap. 13

Web visit: Norton StudySpace: U.S. Tours→"Path to Civil War": Read the pushpins in chronological order

Primary documents:

- 2 contending voices on the War Declared on Mexico in 1846—President James Polk and Congressman Abraham Lincoln (5-page pdf)* *
- Chinese and white miners at the head of Auburn Ravine, California, 1852 (daguerreotype by Starkweather) (read the background info, a 2-page pdf; zoom in by clicking twice on the digitized image:
<http://content.cdlib.org/ark:/13030/tf4r29n6p3/>)
- Chief Justice Roger Taney's decision in the U.S. Supreme Court case of *Dred Scott v. Sandford*, 1857, excerpt (2-page pdf)*
- Lincoln-Douglas Debates, excerpt, 1858 (Foner, 392-93)*

Due: Portfolio #2, consisting of 3 PSAs on eligible documents from Weeks 6-12, **plus** your CPSA worksheet (from Week 10—revised, if you like!): Bring hard-copy to section **AND** submit your Portfolio (as 1 or 2 files) to HuskyCt by the start of your Friday section

Week 13, April 19 and 21: Civil War

Reading: Foner, *Give Me Liberty*, Chap. 14

Historians' takes: James M. McPherson on A War that Never Goes Away (4-page pdf; required); **and** Read EITHER (following your TA's directions): A) Brian Holden Reid on the Battle of Bull Run in 1861 (4.5 page-pdf) OR B) Gerald Parshall on Who Was Lincoln? (3-page pdf)

Web visit, optional: Norton StudySpace: U.S. Tours→"Civil War Battles"—read the pushpins in chronological order

Primary documents:

- Abraham Lincoln: 1) Gettysburg Address, 1863 (Foner, A-29), and 2) 2nd Inaugural address, 1865 (Foner, A-30)
- Images (see HuskyCt)
- Susie King Taylor, *Reminiscences of my Life in Camp*, 1902 (Johnson, 295-98)

Week 14, April 26 and 28: The Short Life of Reconstruction

Reading: Foner, *Give Me Liberty*, Chap. 15

Primary documents:

- Mississippi Black Code (laws), Nov. 1865 (Johnson, 311-314)
- Newspaper notices of former enslaved persons seeking family members, 1865-70: read any 9 of the 18 notices (Johnson, 315-320)
- Louis Manigault returns to his Georgia plantation after the war, 1867 (Johnson, 320-324)
- Elias Hill's testimony in congressional hearings on the Klu Klux Klan, 1871 (Johnson, 324-327)

Final Exam: 2 hours, on the day when it is officially scheduled; its components will be similar to the midterm (including an on-line quiz on course materials for Weeks 13 & 14, with exam details announced well in advance)