

# HIS 110: United States History to 1877

Tues/Thurs, 1:00-4:30pm

Phys. Sci. 110



**Instructor:** Donald Hickey

**Email:** dthickey@ school email address

**Office Hours:** physical location/hours/Zoom meeting options

## Course Description

- This course surveys the history of the United States from English colonial settlement to the post-Civil War era in 1877. This course focuses on the building of British American colonies and the establishment, disintegration, and reconstruction of the nation with an emphasis on how class, race, ethnicity, and gender impacted colonial development and structured the nation's agenda and the definition of citizenship. This course foregrounds the broad ranging experiences of citizenship and liberty and the historical boundaries of inclusion and exclusion within early United States society.

## Learning Objectives

How can we best understand the discourse and experiences of freedom and slavery in early United States history? The content needed to address this larger question will be provided through course lectures (background and context) and *primary source* readings (writings left behind by historical actors that historians use as “evidence” of the past). All

homework readings will be primary source documents that will be used to address the reflection assignments. You will notice that many of the documents are as short as one or two pages, but there are a fair number assigned each week, so plan your reading schedule accordingly. All documents require careful attention to discerning what the author was trying to convey, who their audience was, and drawing out the document's larger historical significance in the context it was produced. Students will need to be attentive to how race, class, and gender are treated throughout the course readings and the ways in which freedom and slavery are examined by historical actors. Encouraging students to "think like historians," this course focuses supports development of reading comprehension through primary source analysis. In this course, students will:

- ❖ **Learn** a basic narrative of historical events of early United States history
- ❖ **Improve critical reading** of primary and secondary historical sources
- ❖ **Understand and evaluate** historical ideas, arguments, and points of view
- ❖ **Evaluate** competing interpretations narratives of the past
- ❖ **Draw on Research and Evidence** and develop a research question and complete a well-supported piece of historical writing about it.
- ❖ **Improve Communication:** Present clear and compelling arguments based on critical analysis of diverse historical sources and effectively communicate your interpretations in writing

### Required Readings

- Eric Foner, ed. *Voices of Freedom: A Documentary History*, Volume 1, 6<sup>th</sup> edition (2019)

### Course Grading

Lecture attendance and participation (including in-class writing assignments): 15%

Online Quizzes (4): 20%

One-page reading reflections (4): 40%

Final Examination: 25% (students will select one of the following: traditional short essay exam, annotated bibliography, or creative historical fiction, more details forthcoming)

### Course Format and Requirements

Lectures and film viewings provide a narrative arc and context for the required primary source and journal article readings each week. In-class collaborative writing activities ask students to engage critically with course materials and concepts and evaluate with peers. To best be prepared for the in-class activities, it is imperative that students complete all readings by their assigned dates. Regular lecture attendance and participation are expected and required to pass the course. As such, attendance and participation are required to pass the course. More than four unexcused absences can result in a failing

course grade. In the event of an unavoidable scheduling conflict, a request for a single make-up writing assignment for participation credit can be made directly to the instructor **in advance** of the absence. Please contact the instructor as possible in the event of a family or medical emergency that may result in missing class.

### **Assignments and Assessment**

The course assignments include online quizzes, reading reflections, in-class writing activities, and a final examination with three options.

In-class writing assignments will be submitted on blue books at the end of each class. The online quizzes (weeks 1, 2, 3, 4) will feature ID terms drawn directly from the previous week's readings and/or lectures. Each quiz will be made available in Canvas following the **Thursday** lecture and will remain open until Sunday at 11:59PM. As soon as the quiz is started in Canvas, a 30-minute timer will begin to answer 10 multiple choice questions.

A one-page reading reflection essay is due to Canvas Week 1, 2, 3, and 4. In order to get full credit, these brief essays (double spaced sentences) need to be free of spelling/grammar errors and be a full page of content drawn from course materials. The first paragraph will summarize the content on the readings while the second paragraph addresses its historical significance. Reflection essays will be graded on clarity of writing and use of course readings. *NOTE: Students have the option of dropping the lowest graded reflection essay if a revised essay is submitted by email to the instructor before the final exam.*

Lastly, the final exam will feature three options (all submitted to Canvas): traditional exam essay questions, annotated bibliography, or creative historical fiction. A study guide and grading rubric for each option will be posted in Canvas.

### **Grading Scale**

93-100: A, 90-92: A-, 87-89: B+, 83-86: B, 80-82: B-, 77-79: C+, 73-78: C, 70-73: C-, 60-69: D, Below 60: F

### **Late Assignment Policy**

The quizzes are not allowed to be made up. In the event of illness or other class absence, please contact the instructor about a makeup assignment, which is due within a week of the quiz missed. Late reading reflection papers can be accepted up to three days after the posted due date but carry an assessed 10% penalty per day late. No reading reflections will be accepted after three days.

## **Homework Time Management**

The general rule is: *For every one hour you spend in class, you should spend two hours out of class reading, studying, and completing assignments.* For summer sessions, that means you should dedicate 12 hours to this course per week outside of lecture. Creating a daily work schedule based on assignments and due dates is a recommended strategy to keeping up with deadlines and giving yourself the best chance to achieve a high grade.

## **Policy on Academic Integrity**

Academic integrity is the cornerstone of a university education. Academic dishonesty diminishes the university as an institution and all members of the university community. It tarnishes the value of a college degree.

All members of the college community have an explicit responsibility to foster an environment of trust, honesty, fairness, respect, and responsibility. All members of the university community are expected to present as their original work only that which is truly their own and to report observed instances of cheating, plagiarism, and other forms of academic dishonesty in order to ensure that the integrity of scholarship is valued and preserved.

In the event a student is found in violation of the college policy, the student may face both academic sanctions imposed by the instructor of record and disciplinary sanctions imposed either by the provost of the student's college or the Academic Tribunal convened to hear the case. Violations of the Academic Integrity policy can result in dismissal from the university and a permanent notation on a student's transcript. For full policy and procedures concerning academic integrity, visit ([official school policy page](#))

## **Inclusivity Statement**

In our in-class discussions and dialogues, we will have the opportunity to explore challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy. We sometimes will make mistakes in our speaking and our listening. Sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important aim of our classroom interactions will be for us to increase our facility with the sometimes-difficult conversations that arise inside issues of history as we deepen our understandings of multiple perspectives –and make the most of being in a room with people of many backgrounds, experiences, and positions.

## **Title IX**

Our college is committed to providing a safe learning environment that is free of all forms of gender discrimination and sexual harassment, which are explicitly prohibited under Title IX. If you have experienced any form of sexual harassment, sexual assault, domestic violence, dating violence, or stalking, know that you are not alone. The Title IX Office provides many resources that you can rely on for support. Please be aware that if you tell me about a situation involving Title IX misconduct, I am required to share this information with the Title IX Coordinator. Although I have to make that notification, you will control how your case will be handled, including whether or not you wish to pursue a formal complaint. The goal is to make sure that you are aware of the range of options available to you and that you have access to the resources you need.

Counseling & Psychological Services can provide confidential counseling support. You can also report gender discrimination and sexual harassment and violence directly to the College's Title IX Office, or by using their online reporting tool.

## **Disability Accommodation**

The Mission of the Disability Resource Center is to ensure equal educational access to the programs of our college. Equal educational access is a shared campus responsibility. This includes you as the agent of your equal educational experience, the DRC Service Coordinator as your guide, your instructors as the designers of your course objectives and learning assessments and staff and administrators as support across campus, all working in partnership to remove barriers and support student success. For available services and accommodations forms, please visit (college DRC website) and notify instructor of the request.

## Course Schedule

### Week 1: What is history and First Contact: When Worlds Collide

Day/Dates: Course Introduction, the “First Americans,” European Exploration during Age of Discovery, Europeans Settlements in the “New World,” What are the origins of English North America?

Required Readings: From Foner, *Voices of Freedom*: Preface and Adam Smith, *The Results of Colonization* (1776), Giovanni da Verrazano, *Encountering Native Americans* (1524), The Pueblo Revolt (1680), *Exchange between John Smith and Powhatan* (1608), *The Trial of Anne Hutchison* (1637), Roger Williams, *Letter to the Town of Providence* (1655), *Bartolome de las Casas on Spanish Treatment of the Indians* (1528), *Sending Women to Virginia* (1622) and *Advertisements for Runaway Slaves and Servants* (1738).

Ethan A. Schmidt (2010) “The Well-ordered commonwealth: Humanism, utopian perfectionism, and the English colonization of the Americas,” *Atlantic Studies*, 7:3, 309-328.

**Assignment Due:** Online Quiz 1 and Reading Reflection 1

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### Week 2: British Imperial Crisis and Revolution

Day/Dates: The Expansion of Anglo-North America, Empire in Crisis, and the American Revolution

Required Readings: From Foner, *Voices of Freedom*: Nathaniel Bacon on Bacon’s Rebellion (1676), *Olaudah Equiano on Slavery* (1789), *Association of the New York Sons of Liberty* (1773), Thomas Paine, *Common Sense* (1776), *Abigail and John Adams on Women and the American Revolution* (1776), *Letter of Phillis Wheatley* (1774), Benjamin Rush, *Thoughts on Female Education* (1787), William Penn, *Pennsylvania Charter of Privileges and Liberties* (1701), Pontiac, *Two Speeches* (1762 and 1763), *Farmington, Connecticut Resolutions on the Intolerable Acts* (1774), Thomas Jefferson, *On Race and Slavery* (1781).

Hammond, John Craig. “Slavery, Settlement, and Empire: The Expansion and Growth of Slavery in the Interior of the North American Continent, 1770-1820.” *Journal of the Early Republic*, vol. 32, no. 2, 2012, pp. 175-206.

**Assignment Due:** Online Quiz 2 and Reading Reflection 2

### Week 3: Founding a Nation and Manifest Destiny

Day/Dates: The United States Constitution and the Early Republic, Indian Removal, “Manifest Destiny,” and War with Mexico

**Required Readings:** From Foner, *Voices of Freedom*: Judith Sargent Murray, “*On the Equality of the Sexes*” (1790), *Tecumseh Speech to Osage* (1810), Mercy Otis Warren on *Religion and Virtue* (1805), Joseph Smith, *The Wentworth Letter* (1842) John L. O’Sullivan, *Manifest Destiny* (1845), Benjamin F. Bache, *A Defense of the French Revolution* (1792), Abigail and John Adams, *On Women and the American Revolution* (1776), *Appeal of the Cherokee Nation* (1830), *A Protest Against Anti-Chinese Protest* (1852).

Isenberg, Andrew C., And Thomas Richards. “Alternative Wests: Rethinking Manifest Destiny.” *Pacific Historical Review* 86, no. 1 (2017): 4–17.

**Assignment Due:** Online Quiz 3 and Reading Reflection 3

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### Week 4: Slavery and the Civil War

Day/Dates: Southern Slavery and the Cotton Kingdom, 1850s in Crisis: The American Civil War

**Required Readings:** From Foner, *Voices of Freedom*: Solomon Northrup, *The New Orleans Slave Market* (1853), *Frederick Douglass on the Fourth of July* (1852), Chief Justice Roger B. Taney, *The Dred Scott Decision* (1857), *The Lincoln Douglas Debates* (1858), *South Carolina Ordinance of Secession* (1860), Abraham Lincoln, *Address at Sanitary Fair* (1864), *Mary Livermore and the War* (1883), Alexander H. Stephens, *The Cornerstone Speech* (1861), Robert Owen, *The First Discourse on a New System of Society* (1825), *Frederick Douglass on Black Soldiers* (1863), *Letter by the Mother of a Black Soldier* (1863).

Manning, Chandra. “The Shifting Terrain of Attitudes Toward Abraham Lincoln and Emancipation.” *Journal of the Abraham Lincoln Association* 34, no. 1 (2013): 18–39.

**Assignment Due:** Online Quiz 4 and Reading Reflection 4

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### Week 5: Postwar America and Reconstruction

Day/Dates: Reconstruction and the Consequences of the Civil War

**Required Readings:** From Foner, *Voices of Freedom*: *Petition of Black Residents of Nashville* (1865), *Petition of Committee on Behalf of the Freedmen to Andrew Johnson*

(1865), *The Mississippi Black Code* (1865), *A Sharecropping Contract* (1866), Elizabeth Cady Stanton, "Home Life" (1875), Frederick Douglass, "*The Composite Nation*" (1869), Robert B. Elliot, *Civil Rights* (1874).

**Assignment Due:** Prepare for Final Exam