

**United States History to 1877**  
**HIST 211 (CRN 13329)**  
**Fall 2018**

Dr. Margaret Wilson Gillikin  
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*The test will measure whether you are an informed, engaged, and productive citizen of the world, and it will take place in schools and bars and hospitals and dorm rooms and in places of worship. You will be tested on first dates, in job interviews, while watching football, and while scrolling through your Twitter feed. The test will judge your ability to think about things other than celebrity marriages, whether you'll be easily persuaded by empty political rhetoric, and whether you'll be able to place your life and your community in a broader context. The test will last your entire life, and it will be comprised of the millions of decisions that, when taken together, will make your life yours. And everything, everything, will be on it. (John Green)*

Office Hours:

Monday and Wednesday: 2-4

I enjoy meeting with students and welcome you to stop by my office anytime my door is open. I am typically available much more often than the stated office hours. Since I supervise interns in the public schools, my schedule varies from week to week; but I am generally in public schools on Thursdays and Fridays. Students are always encouraged to email me to make an appointment if posted times do not work for their schedules.

**Course Description:** This course is a survey of American history from before European contact through the Reconstruction era. We will examine the social, cultural, religious, political, and economic history of each of these eras with particular attention paid to the ways that various groups sought admission to the body politique. We will concentrate on how events have shaped the lives of ordinary individuals and how their actions and reactions have contributed to the creation of our nation, a new “government of the people, by the people, and for the people.” Students will learn the historical process tracing themes across time and space and will pay particular attention to the ways ideas and actions have changed over time. Students will work with primary and secondary source material to develop both content knowledge and analytical skills. The development of critical thinking skills is essential for success in college and in the workplace, and this course aids students in this development.

I recognize that some you may have had difficult experiences in history classes in the past. I ask that you approach this course with an open mind. My students often find that college history classes are much more enjoyable than high school classes were. You will not be asked to memorize dates in this course. I am more interested in your ability to make connections and think about the material. In order to be successful with this, you will need to study before and after each class. Those who have the most success in my classes are those who return to the readings after each class to see how our class discussion connects to the texts. This will make the quizzes much easier for you. For exams, you will receive a study guide that will assist you in your preparation. Students are encouraged to form study groups to discuss the course materials.

**General Education Goals:** This course satisfies the historical perspectives, arts and humanities, and constitutional requirements of the General Education Program. It satisfies the following General Education goals of the general education program for undergraduates:

Goal 1: To communicate clearly and effectively in standard English

Goal 3: To use critical thinking, problem-solving skills and a variety of research methods

1. identify sound and unsound reasoning
2. analyze and use a variety of information –gathering techniques
3. use the library and other information sources competently

Goal 4: To recognize and appreciate human diversity [both past and present] as well as the diversity of ideas, institutions, philosophies, moral codes and ethical principles

As one of the required U.S. surveys, this course also satisfies core requirements for history majors and minors. For that reason, students will satisfy the following goals for student learning outcomes of the history department's B.A. degrees:

SLO 4: Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form

SLO 5: Students will be able to discuss critically significant issues and themes of United States history

### **Student Goals of the Course:**

This course satisfies the following University Level Competencies (ULCs) for undergraduate students:

ULC 1: Winthrop graduates think critically and solve problems.

ULC 2: Winthrop graduates are personally and socially responsible.

ULC 3: Winthrop graduates understand the interconnected nature of the world and the time in which we live.

ULC 4: Winthrop graduates communicate effectively.

### **Global Learning Initiative:**

Category 1: Global Knowledge

Students will demonstrate awareness of various cultures and their impact on global society.

Students will demonstrate comprehension of various cultures and their impact on global society.

Category 2: Global Attitudes

Students will exhibit attitudes that reflect cultural self-awareness and respect for and acceptance of cultural perspectives different from their own.

### **Student Learner Outcomes:**

1. Students will demonstrate knowledge of the events that led to the creation of the American Republic and the challenges that it faced during its first one hundred years of independence.

2. Students will evaluate the ways that the various communities developed in the New World and participated in the conversations concerning what it means to be a republic.

3. Students will analyze the interplay of race, class, and gender in American history from the pre-European contact through the Reconstruction era.

4. Students will examine the ways that attitudes, circumstances, and beliefs have changed over time and explore the reasons for the changes.
5. Using historical documents, students will develop skills for historical analysis. They will:
  - a. Analyze documents, records, and data (diaries, letters, photographs, maps, journals, newspapers, historical accounts)
  - b. Evaluate the authority and credibility of sources
  - c. Formulate historical questions and defend findings based on inquiry and interpretation
  - d. Communicate findings orally, in book reviews, and on exams

### **Required Readings and Materials:**

Purchases: (available through the Winthrop bookstore)

Berkin, Carol. *A Brilliant Solution: Inventing the American Constitution*. New York: Harcourt, 2002.

Kidd, Sue Monk. *The Invention of Wings*. New York: Penguin Books, 2014.

2 Blue books – exam test booklets

Online Resources:

Online Textbook: *The American Yawp* <http://www.americanyawp.com/>

Online Primary Source Reader: *The American Yawp Reader*

<http://www.americanyawp.com/reader.html>

Documents and Articles posted in Blackboard

### **Course Requirements:**

1. *Participation* in this course is required.
2. Students are expected to read all assigned readings BEFORE coming to class. Students are required to attend all classes and complete all written evaluations.
3. All papers and tests must be completed in order to be eligible to pass this class.

### **Attendance:**

I expect you to attend each class. I take attendance at the beginning of each class. If you come late to class, you must inform me after class in order to be marked tardy instead of absent. Those with no more than two absences may receive a bonus of 2 points on the final average at the end of the semester. I reserve the right to withhold this for students who have been repeatedly inattentive or disruptive.

**Class Preparation:** The schedule at the end of this syllabus contains reading assignments for each class. You are expected to read these materials prior to the class meeting. I reserve the right to have pop quizzes at any point during the semester to ensure that you are keeping up with the reading. These will be in addition to the regularly scheduled quizzes. The best classes result from student contributions to the material. As such, I encourage you to ask questions and make connections during class. Of course, this must be done in an orderly manner. Talking to your neighbors or otherwise disrupting class will not be tolerated.

**Computers:** Since most of our readings are electronic, I recommend that you bring a laptop or tablet to class. Cell phones are not appropriate for some of the sites we will be using. Each

student is expected to use technology responsibly and remain on the reading websites while in class.

**Cell Phones:** All cell phones must be turned off before entering the classroom. Cell phones must remain off and out of sight during the entire class period. If your phone rings or if you are using your phone (looking at it or texting/googling), you will be marked absent for that class. A second violation will result in the loss of 10 points off of your **final grade**. Furthermore, you are not allowed to have your cell phone out at any point during quizzes and exams.

**Communication:** Emails are frequently sent to the class using the listserv established for the class. If you added this class late, you will have to make a manual request to be added. **It is your responsibility to do this so that you don't miss important class announcements.** To do so, please follow these directions:

- To subscribe to a list, send a mail message to [imailsrv@class.winthrop.edu](mailto:imailsrv@class.winthrop.edu) with the following in the body of the message:  
**subscribe <coursecodesignator> <your\_full\_name>**  
**example: subscribe BIOL205H001 John Smith**
- You will need to remove any text that automatically appears in your email messages (signature, etc.)
- After subscribing, you will receive a message stating "You have been subscribed to BIOL205H001@class.winthrop.edu". You may also receive a second message stating an error such as "already subscribed to this list" or "list does not exist". You can ignore this error as long as you do receive the message stating "You have been subscribed".
- Students who are correctly subscribed that report they are not receiving messages from the list should check their autoforward settings. If the Winthrop email is being autoforwarded to another account or to an incorrect address, the student may not receive email. Students who have exceeded their email quota may not receive messages and should clean up their mailbox. Users having problems sending to the class lists should verify that their messages are composed in "plain text".

### **Grading Scale:**

93-100% = A	73-76% = C
90-92% = A-	70-72% = C-
87-89% = B+	67-69% = D+
83-86% = B	63-66% = D
80-82% = B-	60-62% = D-
77-79% = C+	50 -0% = F

### **Evaluation Method:**

*A Brilliant Solution* paper – 10%  
*The Invention of Wings* paper - 20%  
Mid-term exam – 20%  
Final exam – 25%  
Quizzes, outside assignments, and classwork– 20%  
Museum critique – 5%

### **Assignment Details:**

Quizzes – We will have at least 8 quizzes. These may include both material discussed in class and material from the readings. Each quiz will include material dating back to the last quiz (including the day of the last quiz). Students are encouraged to study in groups for these quizzes. These quizzes may not be made up if missed. If you are forced to miss for a University sanctioned event, please communicate this to me at least one week before the date of the quiz so that we can make other arrangements. Failure to communicate ahead of time will result in a zero. The lowest quiz grade will be dropped.

Papers – You will write 2 papers for this course. Each paper should be **at least 4 full pages in length** but not more than 6 pages in length and should be double spaced in Times New Roman 12-point font. I will distribute details in the weeks to come. Papers that are less than 4 full pages (to the bottom of the page) will have 10 points automatically deducted.

Museum Critique – You are required to visit a historical museum this semester that represents American history prior to 1877. This can be a standard museum or a house museum. My recommendation is Brattonsville which is only about 12 miles from our campus. If you choose to go somewhere else, you will need to get my approval. I will post questions for this assignment in Blackboard. This critique should be at least two (2) pages long but not more than three (3). Papers that are less than 2 full pages (to the bottom of the page) will have 10 points automatically deducted.

Exams – You will have two exams for this course. They will be in class, and you will need a blue book for each exam (purchase at the book store). I will distribute a study guide one week before the midterm exam. Essay questions for the final are at the end of this syllabus. Each exam will include short answer questions, primary source documents from our readings, and one or two essay questions. The final exam will be given on **Tuesday, December 11 at 11:30 am** with no exceptions unless you have a legitimate conflict with another exam. In this case, please remember it is your responsibility to resolve the conflict. Travel plans and work schedules do not warrant an exam schedule change.

If you miss an exam, you will receive a zero (0). I allow make-up exams only with written documentation. If you are representing the university in an official capacity on the day an exam is scheduled, please let me know in writing at least one week prior to the exam. We will set up an appropriate alternate time for you take the exam.

\*\* I reserve the right to add other assignments as needed. This will be computed with the quizzes.

### **Late Papers:**

Papers are due in hard copy form AND in Blackboard at the beginning of class the day they are due. Papers submitted either way after that class period begins will be considered late. Museum critique papers are due only in Blackboard.

- There will be a 10 point deduction for each day late.
- **No papers accepted after 5 days.**

**\*\*You are not eligible to pass this class if you do not write both papers and the museum critique, and take the mid-term and final exams.**

### **Tutoring**

Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), and group/individual study spaces. The ASC is located on the first floor of Dinkins, Suite 106. Tutoring for this specific course is offered through the office. If you wish to request a tutor, you must attend ONE Tutee Seminar during the academic year, offered every Friday until midterms. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu) if you have any questions. For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

### **Students with Disabilities/Need of Accommodations for Access:**

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility. I ask that any student with an accessibility issue make an appointment to talk with me so that I can assist you to the best of my ability.

### **The Office of Victims Assistance**

The Office of Victims Assistance (OVA) provides services to survivors of sexual assault, intimate partner violence, and stalking as well as educational programming to prevent these crimes from occurring. The staff assists all survivors, regardless of when they were victimized in obtaining counseling, medical care, housing options, legal prosecution, and more. In addition, the OVA helps students' access support services for academic problems resulting from victimization. The OVA is located in 204 Crawford and can be reached at (803) 323-2206. In the case of an after-hours emergency, please call Campus Police at (803)323-3333, or the local rape crisis center, Safe Passage, at their 24-hour hot-line, (803)329-2800.

### **Academic Dishonesty**

Cheating, plagiarism, or any other form of academic dishonesty will result in you receiving an 'F' in this course. For examples of infractions of academic discipline, please consult the *Undergraduate Bulletin*. Some instances of academic misconduct include providing or receiving unauthorized assistance in academic work, using the same work for two or more courses, and presenting someone else's work as your own. We will use SafeAssign associated with Blackboard as one of our plagiarism checks; however, I also reserve the right to investigate through other means since this tool only analyzes certain elements of the text.

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**Please use the weekends to read the sections of *American Yawp*. This schedule is subject to change. Updates will be posted in Blackboard.**

Topic	Readings	Grades
Week 1 8/22 (W)	Introduction and Historical Thinking <a href="https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically">https://www.historians.org/publications-and-directories/perspectives-on-history/january-2007/what-does-it-mean-to-think-historically</a>	
Week 2 <i>American Yawp</i> Sec. 1 & Sec. 2		
8/27 (M) The New World	Creation Stories <a href="http://www.americanyawp.com/reader/the-new-world/indian-creation-stories/">http://www.americanyawp.com/reader/the-new-world/indian-creation-stories/</a>	
8/29 (W) Colliding Cultures	Columbus - <a href="http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/">http://www.americanyawp.com/reader/the-new-world/journal-of-christopher-columbus/</a> De Las Casas - <a href="http://www.americanyawp.com/reader/the-new-world/bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/">http://www.americanyawp.com/reader/the-new-world/bartolome-de-las-casas-describes-the-exploitation-of-indigenous-peoples-1542/</a> California Missions - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=529">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=529</a> French Fur Trade - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=698">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=698</a>	
Week 3 <i>American Yawp</i> -Sec. 3		
9/3 (M) – Labor Day		
9/5 (W) British North America – Roanoke and Jamestown	Rationale for New World Colonization - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=70">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=70</a> 1609 Pamphlet advertising Virginia: <a href="https://dp.la/primary-source-sets/powhatan-people-and-the-english-at-jamestown/sources/1403">https://dp.la/primary-source-sets/powhatan-people-and-the-english-at-jamestown/sources/1403</a> Life in Early Virginia - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=73">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=73</a>	Practice Quiz
Week 4 <i>American Yawp</i> – Sec. 3		
9/10 (M) British North America – A City on a Hill	City on a Hill - <a href="https://www.pbs.org/wgbh/pages/frontline/shows/apocalypse/primary/ciudad.html">https://www.pbs.org/wgbh/pages/frontline/shows/apocalypse/primary/ciudad.html</a> Pilgrims from Indian Perspective - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=699">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=699</a> (see next page) Anne Hutchinson trial - <a href="http://www.swarthmore.edu/SocSci/bdorsey1/41docs/30-hut.html">http://www.swarthmore.edu/SocSci/bdorsey1/41docs/30-hut.html</a>	
9/12 (W) British North	Equiano - <a href="http://www.americanyawp.com/reader/british-north-america/olaudah-equiano-describes-the-middle-passage-1789/">http://www.americanyawp.com/reader/british-north-america/olaudah-equiano-describes-the-middle-passage-1789/</a>	Quiz 1

America - Rise of Slavery – Chesapeake and Carolina	Recruiting settlers - <a href="http://www.americanyawp.com/reader/british-north-america/recruiting-settlers-to-carolina-1666/">http://www.americanyawp.com/reader/british-north-america/recruiting-settlers-to-carolina-1666/</a> Letter from Carolina - <a href="http://www.americanyawp.com/reader/british-north-america/letter-from-carolina-1682/">http://www.americanyawp.com/reader/british-north-america/letter-from-carolina-1682/</a> Eliza Lucas letters - <a href="http://www.americanyawp.com/reader/colonial-society/eliza-lucas-letters-1740-1741/">http://www.americanyawp.com/reader/colonial-society/eliza-lucas-letters-1740-1741/</a>	
<b>Week 5 American Yawp – Sec. 3 &amp; Sec. 4</b>		
9/17 (M) British North America - Middle Colonies	Daniel Pastorius - <a href="http://www.americanyawp.com/reader/british-north-america/francis-daniel-pastorius-describes-his-ocean-voyage-1684/">http://www.americanyawp.com/reader/british-north-america/francis-daniel-pastorius-describes-his-ocean-voyage-1684/</a> William Penn to the King of the Indians - <a href="https://hsp.org/sites/default/files/attachments/letter_from_william_penn_transcription.pdf">https://hsp.org/sites/default/files/attachments/letter_from_william_penn_transcription.pdf</a> New Netherlands - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=99">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=99</a>	Quiz 2
9/19 (W) Colonial Society	Jonathan Edwards - <a href="http://www.americanyawp.com/reader/colonial-society/jonathan-edwards-revives-northampton-massachusetts-1741/">http://www.americanyawp.com/reader/colonial-society/jonathan-edwards-revives-northampton-massachusetts-1741/</a> Ben Franklin on Whitefield <a href="https://nationalhumanitiescenter.org/pds/becomingamer/ideas/text2/franklinwhitefield.pdf">https://nationalhumanitiescenter.org/pds/becomingamer/ideas/text2/franklinwhitefield.pdf</a> Gibson Clough’s War Journal - <a href="http://www.americanyawp.com/reader/colonial-society/extracts-from-gibson-cloughs-war-journal-1759/">http://www.americanyawp.com/reader/colonial-society/extracts-from-gibson-cloughs-war-journal-1759/</a>	
<b>Week 6 American Yawp – Sec. 5</b>		
9/24 (M) The American Revolution- Origins of the War	Retrospect of the Boston Tea Party - <a href="http://www.americanyawp.com/reader/the-american-revolution/george-r-t-hewes-a-retrospect-of-the-boston-tea-party-1834/">http://www.americanyawp.com/reader/the-american-revolution/george-r-t-hewes-a-retrospect-of-the-boston-tea-party-1834/</a> Declaration of Independence - <a href="http://www.americanyawp.com/reader/the-american-revolution/declaration-of-independence-1776/">http://www.americanyawp.com/reader/the-american-revolution/declaration-of-independence-1776/</a> Thomas Paine - <a href="http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/">http://www.americanyawp.com/reader/the-american-revolution/thomas-paine-calls-for-american-independence-1776/</a> Jefferson and deleted section on slavery - <a href="http://www.blackpast.org/primary/declaration-independence-and-debate-over-slavery">http://www.blackpast.org/primary/declaration-independence-and-debate-over-slavery</a>	
9/26 (W)	<b>Mid-term exam</b>	
<b>Week 7 American Yawp – Sec. 5 &amp; Sec. 6</b>		

10/1 (M) The American Revolution	Experiences of Americans SC Women - <a href="http://www.americanyawp.com/reader/the-american-revolution/women-in-south-carolina-experience-occupation-1780/">http://www.americanyawp.com/reader/the-american-revolution/women-in-south-carolina-experience-occupation-1780/</a> Common Soldiers - <a href="http://www.history.org/foundation/journal/autumn04/soldier.cfm">http://www.history.org/foundation/journal/autumn04/soldier.cfm</a> Recruitment Advertisement in the Virginia Gazette (at bottom of the Common Soldiers page)	
10/3 (W) The New Nation –	<i>A Brilliant Solution</i> – Major Debates Articles of Confederation - <a href="http://avalon.law.yale.edu/18th_century/artconf.asp">http://avalon.law.yale.edu/18th_century/artconf.asp</a> Constitution - (read full Constitution and the title of each amendment) <a href="https://www.usconstitution.net/const.pdf">https://www.usconstitution.net/const.pdf</a> Federalist 10 - <a href="https://history.hanover.edu/courses/excerpts/111federalist.html">https://history.hanover.edu/courses/excerpts/111federalist.html</a>	Quiz 3
Week 8 <i>American Yawp</i> – Sec. 6		
10/8 (M) US Constitution	<i>A Brilliant Solution</i> – Ratification Debates	
10/10 (W) The Early Republic – Washington Presidency, 1 <sup>st</sup> Party System	Hector St. Jean de Crèvecoeur - <a href="http://www.americanyawp.com/reader/a-new-nation/hector-st-jean-de-crevecoeur-describes-the-american-people-1782/">http://www.americanyawp.com/reader/a-new-nation/hector-st-jean-de-crevecoeur-describes-the-american-people-1782/</a> Republican Motherhood - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=243">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=243</a> George Washington’s “Farewell Address” - <a href="http://www.americanyawp.com/reader/a-new-nation/george-washington-farewell-address-1796/">http://www.americanyawp.com/reader/a-new-nation/george-washington-farewell-address-1796/</a>	Paper on <i>A Brilliant Solution</i> due
Week 9 <i>American Yawp</i> – Sec. 7		
10/15 (M) Fall Break		
10/17 (W) The Early Republic – Jefferson	Jefferson’s First Inaugural Address - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=4037">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=4037</a> Slavery and Racism in Jeffersonian America - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=208">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=208</a> Slavery in the Early Republic - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=215">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=215</a>	Quiz 4
Week 10 <i>American Yawp</i> – Sec. 7 & Sec. 8		
10/22 (M) The Market Revolution	Internal Improvements - <a href="http://www.americanyawp.com/reader/the-market-revolution/james-madison-asks-congress-to-support-internal-improvements-1815/">http://www.americanyawp.com/reader/the-market-revolution/james-madison-asks-congress-to-support-internal-improvements-1815/</a> Life Along the Erie Canal - <a href="http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/">http://www.americanyawp.com/reader/the-market-revolution/a-traveler-describes-life-along-the-erie-canal-1829/</a>	

	Lowell Mill Strike - <a href="http://www.americanyawp.com/reader/the-market-revolution/harriet-h-robinson-describes-a-mill-workers-strike-1863/">http://www.americanyawp.com/reader/the-market-revolution/harriet-h-robinson-describes-a-mill-workers-strike-1863/</a>	
10/24 (W) Democracy in America – Rise of Jackson	Election of 1824 - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=322">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=322</a> Black Philadelphians and the Vote - <a href="http://www.americanyawp.com/reader/democracy-in-america/black-philadelphians-defend-their-voting-rights-1838/">http://www.americanyawp.com/reader/democracy-in-america/black-philadelphians-defend-their-voting-rights-1838/</a>	Quiz 5
Week 11 <i>American Yawp</i> – Sec. 9 & Sec. 10		
10/29 (M) Democracy in America – Jacksonian Democracy	Rationale for Removal - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=676">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=676</a> Opposition to Removal - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=669">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=669</a>	
10/31 (W) Religion and Reform	<i>Invention of Wings</i> – slavery Charles Finney – Human Choice in Salvation - <a href="http://www.americanyawp.com/reader/religion-and-reform/revivalist-charles-g-finney-emphasizes-human-choice-in-salvation-1836/">http://www.americanyawp.com/reader/religion-and-reform/revivalist-charles-g-finney-emphasizes-human-choice-in-salvation-1836/</a> Testimony of Sarah M. Grimké on Slavery - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=283">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=283</a>	Quiz 6
Week 12 <i>American Yawp</i> – Sec. 11		
11/5 (M) 19 <sup>th</sup> Century Women	<i>Invention of Wings</i> – women Sarah Grimké - <a href="http://www.americanyawp.com/reader/religion-and-reform/sarah-grimke-calls-for-womens-rights-1838/">http://www.americanyawp.com/reader/religion-and-reform/sarah-grimke-calls-for-womens-rights-1838/</a> Woman in the Nineteenth Century - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3599">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=3599</a>	
11/7 (W) The Cotton Revolution – Southern Society	Cotton Gin - <a href="https://www.eliwhitney.org/7/museum/eli-whitney/cotton-gin">https://www.eliwhitney.org/7/museum/eli-whitney/cotton-gin</a> Missouri Controversy - <a href="http://www.americanyawp.com/reader/democracy-in-america/missouri-controversy-documents-1819-1920/">http://www.americanyawp.com/reader/democracy-in-america/missouri-controversy-documents-1819-1920/</a> David Walker - <a href="http://www.americanyawp.com/reader/religion-and-reform/david-walkers-appeal-to-the-colored-citizens-of-the-world-1829/">http://www.americanyawp.com/reader/religion-and-reform/david-walkers-appeal-to-the-colored-citizens-of-the-world-1829/</a> The Liberator - <a href="http://www.americanyawp.com/reader/religion-and-reform/william-lloyd-garrison-introduces-the-liberator-1831/">http://www.americanyawp.com/reader/religion-and-reform/william-lloyd-garrison-introduces-the-liberator-1831/</a>	Paper on <i>Invention of Wings</i>
Week 13 <i>American Yawp</i> – Sec. 12 & Sec. 13		

11/12 (M) Manifest Destiny	Tecumseh - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=662">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=662</a> Fantasy Image of the Southwest - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=533">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=533</a> Lewis and Clark Expedition - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=168">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=168</a>	
11/14 (W) The Sectional Crisis	Nullification - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=371">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=371</a> Prigg v Pennsylvania - <a href="http://www.americanyawp.com/reader/the-sectional-crisis/prigg-v-pennsylvania-1842/">http://www.americanyawp.com/reader/the-sectional-crisis/prigg-v-pennsylvania-1842/</a> Harriet Beecher Stowe - <a href="http://www.americanyawp.com/reader/the-sectional-crisis/harriet-beecher-stowe-uncle-toms-cabin-1852/">http://www.americanyawp.com/reader/the-sectional-crisis/harriet-beecher-stowe-uncle-toms-cabin-1852/</a>	Quiz 7
<b>Week 14 American Yawp – Sec. 13</b>		
11/19 (M) The Sectional Crisis (1850s)	Dred Scott Case - <a href="http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=293">http://www.digitalhistory.uh.edu/disp_textbook.cfm?smtID=3&amp;psid=293</a> Republican Party Platform - <a href="http://www.americanyawp.com/reader/the-sectional-crisis/1860-republican-party-platform/">http://www.americanyawp.com/reader/the-sectional-crisis/1860-republican-party-platform/</a> SC Secession Document - <a href="http://www.americanyawp.com/reader/the-sectional-crisis/south-carolina-declaration-of-secession-1860/">http://www.americanyawp.com/reader/the-sectional-crisis/south-carolina-declaration-of-secession-1860/</a>	Museum Critique Due
<b>11/21 (W) Thanksgiving Break</b>		
<b>Week 15 American Yawp – Sec. 14 &amp; Sec. 15</b>		
11/26 (M) The Civil War	Alexander Stephens on Slavery - <a href="http://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/">http://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/</a> Civil War Nurses - <a href="http://www.americanyawp.com/reader/the-civil-war/poem-about-civil-war-nurses-1866/">http://www.americanyawp.com/reader/the-civil-war/poem-about-civil-war-nurses-1866/</a> Lincoln’s Second Inaugural - <a href="http://www.americanyawp.com/reader/the-civil-war/abraham-lincolns-second-inaugural-address-1865/">http://www.americanyawp.com/reader/the-civil-war/abraham-lincolns-second-inaugural-address-1865/</a>	Quiz 8
11/28 (W) <b>No class – NCSS Conference</b>	Charlotte Forten - <a href="http://www.americanyawp.com/reader/reconstruction/charlotte-forten-teaches-freed-children-in-south-carolina-1864/">http://www.americanyawp.com/reader/reconstruction/charlotte-forten-teaches-freed-children-in-south-carolina-1864/</a> Jourdon Anderson - <a href="http://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/">http://www.americanyawp.com/reader/reconstruction/jourdon-anderson-writes-his-former-master-1865/</a>	

	Mississippi Black Code - <a href="http://www.americanyawp.com/reader/reconstruction/mississippi-black-code-1865/">http://www.americanyawp.com/reader/reconstruction/mississippi-black-code-1865/</a>	
Week 16 <i>American Yawp</i> – Sec. 15		
12/3 (M) Reconstruction	General Reynolds - <a href="http://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/">http://www.americanyawp.com/reader/reconstruction/general-reynolds-describes-lawlessness-in-texas-1868/</a> Jim Williams - <a href="http://www.slate.com/articles/news_and_politics/history/2016/03/how_a_detachment_of_u_s_army_soldiers_smoked_out_the_original_ku_klux_klan.html">http://www.slate.com/articles/news_and_politics/history/2016/03/how_a_detachment_of_u_s_army_soldiers_smoked_out_the_original_ku_klux_klan.html</a>	
12/11 (T)	<b>Final exam at 11:30 AM</b>	

**\*\*Schedule subject to change. Students will be notified through email and Blackboard.**

**Final exam questions:** For the final exam in addition to short answer questions, you will write your essay in class on the day of the exam, but you should be thinking about this throughout the semester and making notes as you read. You should write a well-structured essay that uses particular primary sources. You will want to carefully plan out your essay. The two possible questions are listed below:

1. We have covered a lot of space and time in this class. Historians use themes to look for both change and continuity over time. Some common themes that have appeared in recent scholarship are the expansion of democracy, the technological advancements, the development of capitalism, and the role of race or class. Choose one of these or perhaps something else that struck you as you read for this class and explain how this is a central theme in the history of early America? Why do you think this is a central theme and how does this help us understand our past and present? Your essay must cover a wide range of the time period of this class.
2. In explaining the behavior of people in the past, some historians emphasize economic motives while others emphasize cultural values. In reality, these two are intertwined. Explain the role of economics and religion in the development of colonial and early national America. How did each of these motivations influence the period, and how did each of these motivations influence one another? Your essay must cover a wide range of the time period of this class.