

HIS 211-02 History of the United States to 1865

Lectures: MW 12:00-111:00-11:50 in Bryan Building Room 132

Discussions: Fridays from 11:00-11:150

Professor: Dr. Mandy L. Cooper

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Office Hours: Monday & Wednesday 1-2 in MHRA 2145; Fridays 1-2 via Teams, and by appointment

UNCG is located on the traditional lands of the Keyanwee and Saura. Let us venture to honor them with our work together.

Teaching Assistant:

Emma Waldie

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Office Hours:

Course Description:

This class is a general survey of the major themes in U.S. history from the nation's pre-colonial origins to Reconstruction. Students will examine the key moments in making the United States, including contact, colonialism, the American Revolution, the early Republic, the Antebellum era, westward expansion, and the Civil War. The concepts of liberty and freedom, concepts which have become central to the way in which Americans define themselves yet are surrounded by contradictions, will act as unifying themes in this course.

While delving deeper into these key moments and events, students will also become acquainted with the "ordinary" men and women of diverse backgrounds who helped form the nation. This course will both tell history from the vantage point of recognizable figures and move beyond the "great man/woman" perspective into persons and groups such as women, Native Americans, African Americans, and immigrants.

Gender will act as a central thread for the people, places, ideas, and events we will explore. Students will discuss gender broadly in terms of its intersections with class, race, citizenship, labor, and identity. By putting gender at the center of historical investigation in this class, students will see how various historians have used (or at times ignored) gender as a category of historical analysis. This provides students with an opportunity to become acquainted with the historiography of early U.S. history and allow them to compare and contrast various scholars' interpretations of the past. In this course, students will explore gender in regards to the exchange of cultures among Europeans, Native Americans and African slaves; work, leisure, sex, and trade; the ideological and social implications of the American Revolution and the broader "age of revolutions"; the changing dynamics of class, work, citizenship, and race in the New Republic and antebellum periods; the rise of slavery; the beginnings of reform movements; the importance of and expansion into the West; and debates over secession and the Civil War.

The readings, lectures, and assignments have been structured to help students think critically about history and not simply memorize facts, dates, places, and names. The course relies on three kinds of sources: lectures, primary materials, and secondary readings. The lectures are intended to introduce analytical ideas: the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Primary source materials are

sources that were created in the historical time period that we're studying. They allow us, as historians, to enter into that period, to get closer to it, and to get a more direct sense of what was happening at the time. Secondary sources, such as the assigned book chapters and articles, are different: they are written after the fact, are filtered through someone else's observations, and are thus removed from the actual time period in question. The analysis of the two kinds of sources is also different. With primary sources, we are focusing on materials generated in the past; in learning how to critically analyze those materials, we are also coming to terms with the dynamics of the past. With secondary sources, we would be weighing what other people said about the past and determining which analysis we find most compelling. Students should leave this class with a better and deeper understanding of American history and why the past remains relevant today.

Student Learning Outcomes (SLOs) for this Course:

Historical Comprehension (Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods):

- Acquire a general knowledge of the history of the United States from pre-European contact until 1865
- Gain a better understanding of the United States' political, legal, economic, and social agenda until the end of the Civil War

Historical Analysis (Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view):

- Analyze the intersections of race, class, and gender over time and space
- Develop skills in analyzing primary sources and historical topics – and apply those skills to develop strong analytical arguments

Historical Interpretation (Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing):

- Demonstrate the ability to communicate analytical ideas effectively – both in discussion and in writing
- Construct a historical argument
- Critique scholars' interpretations of history

Minerva Academic Curriculum SLOs:

Diversity & Equity Through the Humanities and Fine Arts

- Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
- Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
- Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.
- *Note: In this course, student learning related to this MAC SLO will be assessed through class discussion, first and final exam essays, and a primary source analysis paper.

CIC College Writing (Analytical Essay)

- Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
- Create and revise written texts for particular audiences, purposes, and contexts.
- Through oral or written reflection demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.

Course Texts:

- Harry L. Watson, *Building the American Republic, Volume 1: A Narrative History to 1877*. Chicago: University of Chicago Press, 2018.
 - NOTE: Download as a free ebook at buildingtheamericanrepublic.org.
 - Marked as BAR on the syllabus.
- Other secondary readings will consist of book chapter and articles. Book chapters will be posted on Canvas, and articles can be found on JSTOR. We will go over how to find and access articles through JSTOR in class.
- Primary sources will be hyperlinked on the syllabus.

Class Structure:

Each class will begin with a lecture that draws from your textbook and other readings. At certain points during class, I may stop and ask you to discuss specific points from the readings and lecture. Your response and discussion should reveal your knowledge of the assigned reading.

Discussion sections will be held each Friday. The majority of discussion sections will be devoted to discussing the week's primary and secondary source readings. Diverse and strong opinions are welcome; however, I expect students to conduct themselves in a professional and respectful manner at all times.

Reading Assignments:

Students should complete the assigned readings for a particular lecture before class. You will need to thoroughly read the book chapters and/or articles (posted on Canvas) and come to class prepared to discuss what you have read. We will discuss strategies for reading analytically (and quickly!) in class. While you are not required to purchase or read your textbook, I have included page numbers to give you an idea of what we will go over in class, though I will be covering other topics and using my own methods to organize lectures, and the textbook may be useful at times. If you miss a lecture, the textbook will serve you well, but you should also ask a classmate if he/she would be willing to share a copy of their notes for that day. The primary sources are brief (generally only one to two pages each), and we will go over them in class together. Students are expected to come to class having done the required reading and prepared to thoughtfully engage in the lecture, discussion, and primary source exercise. All primary sources are hyperlinked on the syllabus unless otherwise noted.

Podcast Analysis:

The first assignment will be a podcast analysis. Students will be provided with several podcast episodes to choose from and will write a 2-3 page analysis of one episode from the provided list.

Response Paper:

Students will write a response paper (800 words) to the readings for a particular class session of the student's choice. Students will sign up for these response papers on the second day of class. The response paper is due at the beginning of class on the day students sign up for.

Analytical Essay:

The final assignment will be an analytical essay of between 1200-1500 words (roughly 4-5 pages) that incorporates both primary and secondary sources from this course. Students will turn in a rough draft, receive feedback, and revise and resubmit their analytical essay

Exams: There will be two exams. Students will be provided with essay topics in advance.

Grading Scheme:

Participation: 10%

Podcast Analysis: 15%

Response Paper: 10%

Analytical Essay: 25%

Midterm Exam: 20%

Final Exam: 20%

Grading Scale:

Letter Grade	% points accumulated
A	93-100
A-	90.0-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	<60.0

Attendance Policy:

You are expected to attend every class. Please be aware that it will be very difficult for you to succeed in this course if you do not attend class. If you encounter extenuating circumstances that mean that you will miss class, you should speak to your TA personally.

Late Work:

All papers and assignments are due at the start of class on the date listed on the syllabus. You must take the exams on the dates listed on the syllabus.

Academic Integrity:

Plagiarism and academic dishonesty will not be tolerated. Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, webpages) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here: <https://drive.google.com/file/d/0B0rFGGhJvbDHUExSZmFFaWFmb00/view>.

Contra Power Statement:

As your instructor, I am committed to creating a productive and non-discriminatory learning environment of mutual respect. Title IX and UNCG's school policy prohibit gender-based harassment, sexual harassment, and sex discrimination for all members of the University community. Harassment can come in many forms - both direct and indirect - and can occur in subtle or overt ways. Traditionally, harassment is seen from a formal power-over structure. However, harassment can occur without a formal power structure. Contrapower, when a student harasses an instructor or peer, is a type of behavior that can create an intimidating environment in and outside of the classroom. Either form of harassment can include direct or indirect comments, physical intimidation, emails, anonymous notes, and course evaluations. **Both Contrapower and traditional forms of harassment are prohibited and subject to the same kinds of accountability applied to offenses against protected categories, such as race, national origin, religion, sexual orientation, etc.**

If you experience or witness such instances of harassment, please seek out the following resources:

- UNCG Counseling Center (non-reporting agency/confidential): 336.334.5874
- Murphie Chappell, Title IX Coordinator (reporting agent): 336.256.0362 or mechappe@uncg.edu
- University Police (reporting agent): 336.334.4444

For more information on UNCG's policies regarding harassment, visit [UNCG Sexual Harassment Policy](#)

Classroom Conduct:

Students are expected to assist in maintaining a classroom environment that is conducive to learning. In order to assure that all students have the opportunity to gain from time spent in class, unless

otherwise approved by the instructor, students are prohibited from engaging in any form of distraction. Inappropriate behavior in the classroom shall result, minimally, in a request to leave class. Please review the [Disruptive Behavior in the Classroom Policy](#) for additional information.

Health and Wellness:

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

Academic Support & Disability Accommodations:

The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all students in it and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

Religious Observance:

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify both myself and your TA in advance of the date of the religious observance.

Policy on Children in Class:

It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff, and faculty parents.

1) I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Non-parents in the class, please reserve seats near the door for your parenting classmates.

Writing Center:

The Writing Center provides support for all types of writing assignments. Since you pay for the Writing Center via your student fees, you should take advantage of it to improve your writing. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center:

Besides providing help for in-class presentations, the Speaking Center has useful resources and tips for students who are shy about speaking up in class or section. (speakingcenter.uncg.edu)

Spartan Safe App

This app is designed to make all our experiences on campus as safe possible. The app empowers our campus community with the tools we need to be prepared, mitigate dangers, and respond appropriately to situations that occur. The app includes emergency alerts, tools for staying safe on campus, emergency response guides, campus maps, and a variety of other resources. Some of these features include:

- **Mobile Blue Light-** The Mobile Blue Light feature places an emergency blue light in your pocket. When you activate this emergency feature on campus, it simultaneously places an emergency call to UNCG Police Dispatch and shares your location with Police Communicators
- **Friend Walk-** The Friend Walk feature allows you to share your location with a family member or friend so that they can remotely monitor your location while you walk to your destination and ensure you arrive safely.
- **Chat with UNCG Police-** You don't always have to call. The chat with UNCG Police feature provides users with the ability to chat with a UNCG Police Communicator.
- **Report a Tip-** Have something to report? This feature provides you with several options to contact UNCG Police- including options to remain anonymous
- **Action Guides-** What do you do when something bad happens? Don't worry, we have you covered. Tons of guides and tips on what to do so you can be prepared before an emergency occurs.



Office Hours:

I am always happy to discuss any questions or concerns you have regarding this course. I am always available during office hours, and you are welcome to schedule an appointment outside of those times by emailing me.

History Department Websites:

Instagram: <https://www.instagram.com/uncghistory1/>

Facebook: <https://www.facebook.com/UNCGDepartmentofHistory>

Website: <https://his.uncg.edu/>

YouTube: https://www.youtube.com/channel/UCCmAM-qIz-lVzKR_YmoHq4A

Syllabus Updates: Please note that readings and due dates are subject to change. I will notify you of any changes to the course schedule in class.

Course Schedule:

Week One	Beginnings: Early America's Collision of Cultures
Mon., Jan. 8	Introduction -Class Introductions -Syllabus, Class Expectations -Introduction to Early America
Wed., Jan. 10	Native American Culture and Life Suggested Reading: Michael Oberg, <i>The Head in Edward Nugent's Hand: Roanoke's Forgotten Indians</i> , "Ossomocomuck," Chapter 1 Required Reading: BAR, 1-9
Fri., Jan. 12	Discussion – Introduction to Primary Sources & Reading for History Required Reading: Handouts on Canvas Primary Sources: - Sketch of an Algonquin village, 1585 - Native American Creation Stories
Mon., Jan. 15	No Class – Martin Luther King Jr. Day
Wed., Jan. 17	Clashing Cultures: European Exploration and Contact in North America Suggested Reading: Richard White, <i>The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815</i> , Introduction Suggested Reading: BAR, 9-33 Primary Sources - Bartolomé de las Casas describes the exploitation of indigenous people, 1542 - Thomas Morton Reflects on Indians in New England, 1637

Fri., Jan. 19	<p>Discussion – Native America</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -The legend of Moshup, 1830 -A Gaspesian Indian defends his way of life, 1641 -Cliff Palace photograph
Mon., Jan. 22	<p>Tobacco, Indentured Servitude, and Slavery in the Chesapeake</p> <p>Suggested Reading: Kathleen Brown, <i>Good Wives, Nasty Wenches, and Anxious Patriarchs: Gender, Race, and Power in Colonial Virginia</i>, “Good Wives” and ‘Nasty Wenches’: Gender and Social Order in a Colonial Settlement,” (Chapter 3)</p> <p>Suggested Reading: BAR, 35-56</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> -“The Starving Time”: John Smith Recounts the Early History of Jamestown, 1609 -Nathaniel Bacon’s Declaration of Grievances (1676) -Song about Life in Virginia <p>** Podcast Analysis Assignment Discussed</p>
Wed., Jan. 24	<p>Religion and Family in New England</p> <p>Suggested Reading: BAR, 56-73</p> <p>Primary Sources</p> <ul style="list-style-type: none"> -John Winthrop dreams of a city on a hill, 1630 -Transcript of the Trial of Anne Hutchinson (1637)
Fri., Jan. 26	<p>Discussion – Beginnings of Slavery in North America: A Society with Slaves or a Slave Society?</p> <p>Required Reading: Ira Berlin, <i>Many Thousands Gone: The First Two Centuries of Slavery in North America</i>, Prologue & Introductions to Parts 1 & 2</p> <p>Suggested Reading: BAR 115-117, 119-123, 129-130, 137-139</p> <p>Primary Sources</p> <ul style="list-style-type: none"> -Olaudah Equiano describes the Middle Passage, 1789 -1619 Laws of Virginia, (Act XII and Act XIII) -Print of the Slave ship Brookes (1789) -Ran off. (Sept. 18, 1762)
Mon., Jan. 29	<p>The Middle Colonies</p> <p>Required Reading: BAR, 86-92</p> <p>Primary Sources</p> <ul style="list-style-type: none"> -“The Air is Sweet and Clear, the Heavens Serene, like the South Parts of France”: William Penn Advertises for Colonists for Pennsylvania, 1683. -The Dutch Arrive on Manhattan Island: An Indian Perspective

Wed., Jan. 31	<p>Women's Life in the Colonies</p> <p>Required Reading: Karin Wulf, <i>Not All Wives: Women of Colonial Philadelphia</i>, Introduction</p> <p>Suggested Reading: BAR, 134-137</p> <p>Primary Sources</p> <ul style="list-style-type: none"> - Accusations of witchcraft, 1692 and 1706 - Eliza Lucas Letters (1740-1741) - "We Unfortunate English People Suffer Here": An English Servant Writes Home
Fri., Feb. 2	<p>Discussion – Life in the English Colonies</p> <p>Suggested Reading: BAR, 93-100, 113-115, 124-129, 139-141</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Boston trader Sarah Knight on her travels in Connecticut, 1704 - Letters of Thomas Newe to His Father, from South Carolina (1682)
Mon., Feb. 5	<p>The Great Awakening and the Enlightenment</p> <p>Suggested Reading: BAR, 141-146</p> <p>Primary Sources</p> <ul style="list-style-type: none"> - The Great Awakening Comes to Weathersfield, Connecticut - Jonathan Edwards revives Enfield, Connecticut, 1741 <p>**Podcast Analysis Due</p>
Wed., Feb. 7	<p>Imperial Conflicts in North America</p> <p>Suggested Reading: BAR, 77-86, 100-102, 150-155</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Extracts from Gibson Clough's War Journal, 1759 - Pontiac Calls for War, 1763 - Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765
Fri., Feb. 9	<p>Discussion – Road to Revolution, Part 1: Parliamentary Acts & Early Colonial Responses</p> <p>Required Reading: BAR 156-170</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - The Sugar Act - The Stamp Act - New York Merchants Non-importation Agreement; October 31, 1765
Mon., Feb. 12	<p>Road to Revolution, Part 2: Colonial Discontent & Disillusionment</p> <p>Required Reading: BAR 170-176</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Circular Letter of the Boston Committee of Correspondence; May 13, 1774 - Patrick Henry, "Give Me Liberty or Give Me Death" (1775) - Virginia Declaration of Rights (1776)

Wed. Feb. 14	<p>Revolution!</p> <p>Required Reading: BAR 176-194</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>Thomas Paine calls for American independence, 1776</u> - General George Washington Explains Army Problems and Calls for Help, 1780 <p>NOTE: This source will be posted on Canvas.</p>
Fri., Feb. 16	Discussion: The Revolution & Its Meanings
Mon., Feb. 19	<p>The Revolution at Home</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>Abigail and John Adams Converse on Women's Rights, 1776</u> - <u>Women in South Carolina experience occupation, 1780</u>
Wed., Feb. 21	<p>A Revolution for Whom?</p> <p>Required Reading: BAR 198-206</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>"Natural and Inalienable Right to Freedom": Slaves' Petition for Freedom to the Massachusetts Legislature, 1777</u> - <u>"Having Tasted the Sweets of Freedom": Cato Petitions the Pennsylvania Legislature to Remain Free (1781)</u> - <u>Oneida Declaration of Neutrality, 1775</u>
Fri., Feb. 23	<p>Discussion – Building a Nation</p> <p>Required Reading: BAR 195-198, 206-214</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>The Articles of Confederation and Perpetual Union, 1781</u> - Constitutional Convention, Debates on Slavery (1787) <p>NOTE: This source will be posted on Canvas</p> <ul style="list-style-type: none"> - <u>Thomas Jefferson, Notes on the State of Virginia (1785)</u>
Mon. Feb. 26	<p>Legislation & Compromises in Making a Nation</p> <p>Required Reading: BAR 214-230</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>The Federalist Papers: No. 51</u>
Wed., Feb. 28	<p>Politics & Economics in the Early Republic</p> <p>Required Reading: Joanne Freeman, "Dueling as Politics," in <i>Affairs of Honor: National Politics in the New Republic</i>.</p> <p>Suggested Reading: BAR 231-258</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - <u>George Washington, "Farewell Address," 1796</u>

Fri., March 1

FIRST EXAM

NO CLASS – SPRING BREAK

Mon., March 11 The Native American West
Suggested Reading: BAR 432-433
Primary Sources:
- [A Confederation of Native peoples seek peace with the United States, 1786](#)
****Analytical Paper Assignment Handed Out**

Wed., March 13 The Spanish-American West
Required Reading: James F. Brooks, “Violence, Exchange, and the Honor of Men” in *Captives & Cousins: Slavery, Kinship, and Community in the Southwest Borderlands*
Suggested Reading: BAR 433-436

Fri., March 15 Discussion: The West
Suggested Reading: Adam Jortner, “The Empty Continent: Cartography, Pedagogy, and Native American History,” in *Why You Can’t Teach United States History without American Indians*.
Suggested Reading: BAR 266-267, 436-438
Primary Sources:
- [Tecumseh calls for pan-Indian resistance, 1810](#)

Mon., March 18 Manifest Destiny & Westward Expansion
Required Reading: BAR 258-260, 300-302, 430-432, 441-446
Primary Sources:
- [President Monroe outlines the Monroe Doctrine, 1823](#)
- [John O’Sullivan declares America’s manifest destiny, 1845](#)

Wed., March 20 Different Types of Revolutions: Market, Transportation, and Industrial
Required Reading: BAR 275-288
Primary Sources:
- [James Madison asks Congress to support internal improvements, 1815](#)
- [A traveler describes life along the Erie Canal, 1829](#)

Fri., March 22 Discussion – Life in a Changing America
Required Reading: BAR 289-300, 302-310
Primary Sources:
- [Harriet H. Robinson remembers a mill workers’ strike, 1836](#)
- [Wyandotte woman describes tensions over slavery, 1849](#)
- [Diary of a woman migrating to Oregon, 1853](#)

Mon., March 25	<p>Jacksonian Politics & Culture</p> <p>Suggested Reading: BAR 288-289, 400-421</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Cherokee petition protesting removal, 1836 - Andrew Jackson's veto message against re-chartering the Bank of the United States, 1832 <p>**Rough Draft Due</p>
Wed., March 27	<p>The Second Great Awakening & the Beginnings of Reform Movements</p> <p>Suggested Reading: Nancy Hewitt, "From Seneca Falls to Suffrage? Reimagining a 'Master' Narrative in U.S. Women's History," in <i>No Permanent Waves: Recasting Histories of U.S. Feminism</i></p> <p>Suggested Reading: BAR 309-3</p> <p>Primary Sources: 327</p> <ul style="list-style-type: none"> - Revivalist Charles G. Finney emphasizes human choice in salvation, 1836 - William Lloyd Garrison introduces <i>The Liberator</i>, 1831 - Dorothea Dix defends the mentally ill, 1843
Fri., March 29	NO CLASS – SPRING HOLIDAY
Mon., Apr. 1	<p>The Myth of the Old South</p> <p>Required Reading: Walter Johnson, "Making a World Out of Slaves," in <i>Soul By Soul: Life Inside the Antebellum Slave Market</i></p> <p>Suggested Reading: BAR 351-360, 367-374</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - George Fitzhugh argues that slavery is better than liberty and equality, 1854 - Solomon Northup describes a slave market, 1841 - Mary Polk Branch remembers plantation life, 1912
Wed., Apr. 3	<p>Enslaved Life and Culture</p> <p>Suggested Reading: BAR 360-367,</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Nat Turner explains the Southampton rebellion, 1831 - Harriet Jacobs on rape and slavery, 1860
Friday, Apr. 5	<p>Discussion – Reform Movements in the Antebellum Era</p> <p>Suggested Reading: BAR 327-338</p> <p>Primary Sources:</p> <ul style="list-style-type: none"> - Angelina Grimké, <i>Appeal to Christian Women of the South</i>, 1836 - Sarah Grimké calls for women's rights, 1838 - Declaration of Sentiments of the Seneca Falls Convention (1848) - Frederick Douglass, "What to the Slave is the Fourth of July?" 1852
Mon., Apr. 8	Political Crises and Compromises

Required Reading: Elizabeth R. Varon, "Oh For a Man Who is a *Man*: Debating Slavery's Expansion," *Disunion! The Coming of the American Civil War, 1789-1859*

Suggested Reading: BAR 381-385, 395-397, 438-441, 447-456, 463-465

Primary Sources:

- [Sectional crisis map, 1856](#)
- [Missouri Controversy Documents, 1819-1920](#)

Wed., April 10

The Election of 1860 & Secession

Required Reading: Charles B. Dew, "Conclusion: Apostles of Disunion, Apostles of Racism" in *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*

Suggested Reading: BAR 483-491

Primary Sources:

- [1860 Republican Party Platform](#)
- [South Carolina Ordinance of Secession \(1860\)](#)

Fri. Apr. 12

Discussion: Wage Work vs. Slavery – From Sectionalism to Secession

Suggested Reading: BAR 347-348, 457-461, 465-483

Primary Sources:

- [Alexander Stephens on slavery and the Confederate constitution, 1861](#)
- Hinton R. Helper, *The Impending Crisis* (1857)
NOTE: This source posted on Canvas
- The Lincoln-Douglas Debates (1858)
NOTE: This source posted on Canvas

Mon., Apr. 15

A House Divided: The Beginning of the Civil War

Required Reading: BAR 493-510

Primary Sources:

- [General Benjamin F. Butler reacts to self-emancipation, 1861](#)

Wed., Apr. 17

The Home Front – Social Change and the Inner Civil War

Suggested Reading: BAR 512-519

Fri., Apr. 19

Discussion: The Civil War

Suggested Reading: BAR 510-512, 519-526

Primary Sources:

- [Emancipation Proclamation](#)
- [Ambrose Bierce recalls his experience at the Battle of Shiloh, 1881](#)

****Final Draft of Analytical Paper Due**

Mon., Apr. 22

The Tide Turns

Required Reading: James M. McPherson, "The Beginning of the End," in *Crossroads of Freedom: Antietam, The Battle That Changed the Course of the Civil War*

Suggested Reading: BAR 526-530

Wed. Apr. 24 Review & Wrap-Up

Final Exam Due Wednesday, May 1 at 10AM