

# U.S. History to 1877

HIS 111 (Section 2) • MWF 9:45-10:50 a.m. • RW 336 • Fall 2009

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Office Hours: MW 1:35-2:45 p.m., or by appointment on MWF only  
Course website: <http://souther111.clevelandhistory.org>

## INTRODUCTION

This course explores the early contacts between Europeans and indigenous peoples in the Americas, European colonizing projects in North America, the origins of American slavery as a labor institution, the American Revolution, the formative years of the early Republic, the development of a national economy and distinctive American culture, the growing sectional rift between slaveholding and non-slaveholding states, the outbreak of the Civil War, and the tumultuous era of Reconstruction. In this course you will learn how specific historical events and eras fit within the broader context of American history as well as the broader Atlantic world. You will not only gain a deeper understanding of the origins and early development of the United States but also have an opportunity to sharpen your critical thinking skills through consideration of diverse historical interpretations and analysis of primary and secondary sources. The course also offers opportunities for you to demonstrate your ability to articulate historical arguments through in-class discussion and written assignments, as well as to apply basic historical concepts, methodologies, and approaches.

## REQUIRED TEXTS

Henretta, James A., David Brody, and Lynn Duménil, *America: A Concise History*, Third Edition, Volume 1: To 1877 (Boston and New York: Bedford St. Martin's, 2006).

Oates, Stephen B., *The Fires of Jubilee: Nat Turner's Fierce Rebellion* (New York: HarperPerennial, 1990, reprinted 2004).

## ASSIGNMENTS

### **Blog Comments.** 20%

Once a week, beginning in the second week, I will post a primary source or a historian's interpretation. A primary source is one that is a product of a particular time, not a later reflection or analysis. I will post these items on the course blog at <http://souther111.clevelandhistory.org>. After the initial posting, I will be posting each of these assignments exactly two weeks prior to their due dates. For each post, you must post a "comment," which must follow the guidance given in my blog post. Your comment must be in complete sentences with proper grammar (not texting shorthand). Your comment must be posted no later than 8:00 a.m. on its due date. You must post 10 posts out of the 13 opportunities. Late posts will NOT be posted and will NOT receive credit. Problems with your computer, its connection, or the blog are NOT acceptable excuses. I will monitor your comments and will provide feedback. You will get full credit for each comment unless it does not satisfactorily heed the instructions and/or does not satisfactorily engage the material. The point of these exercises is to create a space for fostering preparation for class. It is your responsibility to keep track of how many comments you have made, and if you do not receive credit for one, you may replace it with a later one as long as opportunities remain. Thus, if you do not attempt the first three of the semester, you will be in a position of having to do all remaining ones with no opportunity for replacing any.

**Secondary Source Essay: *The Fires of Jubilee*. 20%**

For this assignment, read all of *The Fires of Jubilee: Nat Turner's Fierce Rebellion*. This is a "secondary source," or one written by detached author after the fact. In this case, Stephen B. Oates, a university-based historian, researched and wrote this account of the Turner rebellion in the 1970s, some 140 years after the event occurred. As you read, look for evidence that the author supplies for who Nat Turner was, how and why he changed into a person capable of violence, the impact of slavery on African Americans, and how the author develops his narrative. Think about how Oates' choice of how to reconstruct both the event and its significance (outcomes) might be very different from how a historian might have written about the rebellion in the first couple of decades after it occurred. Finally, think about how Oates' account is similar to or different from a novel, a work of fiction. Does the author give you any clues of how he "reads" the past? In a well-developed, clearly written essay of no less than 1200 words, reflect on the book's view (or perspective) of slavery, of Nat Turner, and of his legacy, and speculate on how these perspectives may reflect a very different set of ideas about how to remember Turner than might have been true of people who lived in the time between Turner's rebellion and the Civil War. Feel free to be creative in your essay, but strive for a learned, intellectual tone and avoid informal, colloquial, or slang prose. Your essay must have a title that captures the main idea of your essay. I strongly suggest that you begin reading no less than two weeks before the due date and begin your essay no less than one week before the due date. Prepare your essay in a standard 12 pt. font, double-spaced, in MS Word, then upload it to Google Docs (<http://docs.google.com>). If you do not have a Google Account, you can easily create one at the site. Once uploaded, click "Share" and select "Email as attachment..." from the drop-down menu to email me your essay. Late essays will be penalized substantially (10% deduction for any work submitted between 9:45 a.m. and 11:59 p.m. on the due date, with an additional 10% deduction per day thereafter). Following your submission of this assignment, I will provide feedback and a grade via Google Docs.

**Primary Source Essay: *Who Owns This Land?* 20%**

Visit the website <http://chnm.gmu.edu/exploring/19thcentury/whoownsthisland/assignment.php>. Read the directions carefully. Examine the "Documents on Reconstruction" on the website and take notes to support your argument. Prepare a written "speech" of 750-1000 words (in Google Docs, using the instructions from the first essay) that you might read on the Senate floor to persuade fellow Senators to follow your lead in their vote on confiscation and redistribution of Confederate lands to former slaves following the Civil War. Late essays will be penalized substantially (10% deduction for any work submitted between 9:45 a.m. and 11:59 p.m. on the due date, with an additional 10% deduction per day thereafter). Following your submission of this assignment, I will provide feedback and a grade via Google Docs.

**Midterm Exam. 20%**

The exam will be administered during regular class time and will cover material for Weeks 1-7. The exam will require you to engage with 5 short identification terms, an essay, and a document analysis (either a historical text, image, or map). You will have a choice of 7 terms, 2 essays, and 2 documents. The short identification section will ask you to define, indicate the appropriate decade for, and explain the broader significance of each term. The essay will be a response to a broad question that I draw from multiple class meeting topics. The document analysis will ask you to relate one of the items about which you blogged (see the first assignment above) to some broader question, or to another document.

**Final Exam. 20%**

The final exam will be administered on Dec. 9 at 8:30-10:30 a.m. It will mirror the format of the midterm exam but will cover material from Weeks 8-15.

**POLICIES**

**Announcements.** I will on occasion make important announcements in class, which I will then post on the course blog. If you miss class, it is your responsibility to check the blog for any announcements and bring any questions to my attention.

**Email.** I plan to respond to emails only twice a day (once in the morning and once in the afternoon), Monday-Saturday. I may respond at other times, but it is your responsibility to avoid placing yourself in urgent situations that necessitate quick responses by keeping abreast of course requirements. Never assume I received your email unless you receive my reply.

**Assignment Submissions.** Any assigned work submitted after the specified due date and time will incur a penalty of 10 percent (or 10 of 100 points) any time later in the day on the due date, with an additional 10 percent subtracted per subsequent day (including weekends and holidays). It is your responsibility to inform me promptly of any development that necessitates your missing one of the exams. Any make-up exam must be completed in consultation with me no more than 3 days after the specified exam time unless you can produce documentation stating why you need longer.

**Attendance.** If you anticipate being unable to be in class consistently, you should withdraw from the course. I will take account of absences and may deduct 1/3 of a letter grade from your final average if you accumulate more than three unexcused absences. Excused absences require notice via email or phone prior to the start of class (pending my approval) or appropriate written documentation thereafter (again, pending my approval). Note that this policy does not require you to attend when you are ill. If you are ill, I strongly urge you to stay at home until you are completely well.

**Student Conduct.** Unacceptable conduct includes but is not limited to: disruptive talking or noisemaking, arriving late or leaving early without appropriate notice, intimidating or threatening anyone in the classroom, sleeping, using personal electronic devices, doing other assignments, and “surfing” the Web during class time.

**Academic Integrity.** Using someone else's ideas or phrasing and representing those ideas or phrasing as our own, either on purpose or through carelessness, is a serious offense known as plagiarism. “Ideas or phrasing” includes written or spoken material ranging from whole papers and paragraphs to sentences and phrases. “Someone else” can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the Web; another student at CSU or elsewhere; and a paper-writing “service” (online or otherwise) which offers to sell written papers for a fee. Source: Capitol Community College's guide to plagiarism (based on the MLA style): <http://webster.commnet.edu/mla/plagiarism.shtml>. I will assign a grade of “0” on any plagiarized work and reserve the right to notify the University according to University procedures.

**Writing Assistance.** The Department of History offers a History Tutoring Center where you may seek assistance in preparing written work. The Center is located in RT 1913, and may be reached at (216) 687-3921.

**Student Disabilities.** If you have a disability, it is your responsibility to contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

## DAILY SCHEDULE

For blog post comment assignments below, see the course website up to two weeks prior to each due date.

Date	Topic	Reading Assignment	Assignment Due
<b>Week 1</b>			
Mon Aug 24	Course Introduction		
Wed Aug 26	Europe, Africa, & the Americas before 1492	Henretta, Chap. 1	
Fri Aug 28	The Spanish Conquest & Columbian Exchange	Henretta, Chap. 1	
<b>Week 2</b>			
Mon Aug 31	Imperial Conflict & the Prelude to English Colonization	Henretta, Chap. 1 & 2 (pp. 37-44)	
Wed Sept 2	Chesapeake Colonization	Henretta, Chap. 2	Blog post comment
Fri Sept 4	New England Colonization	Henretta, Chap. 2	
<b>Week 3</b>			
Mon Sept 7	<b>Labor Day (No Class)</b>		
Wed Sept 9	The Eastern Indians' New World	Henretta, Chap. 2	Blog post comment
Fri Sept 11	The Imperial Slave Economy	Henretta, Chap. 3	
<b>Week 4</b>			
Mon Sept 14	British Imperial Government in North America	Henretta, Chap. 3	
Wed Sept 16	The Enlightenment & Great Awakening	Henretta, Chap. 4	
Fri Sept 18	The French & Indian War	Henretta, Chap. 4	Blog post comment
<b>Week 5</b>			
Mon Sept 21	Growing Colonial Discontent, 1763-70	Henretta, Chap. 5	
Wed Sept 23	The Emergence of Patriot Ideology, 1770-76	Henretta, Chap. 5	
Fri Sept 25	The Declaration of Independence	Henretta, Chap. 6	Blog post comment
<b>Week 6</b>			
Mon Sept 28	The American Revolution, 1776-81	Henretta, Chap. 6	
Wed Sept 30	The Confederation, 1781-89	Henretta, Chap. 7	
Fri Oct 2	Making the U.S. Constitution, 1785-90	Henretta, Chap. 7	Blog post comment
<b>Week 7</b>			
Mon Oct 5	Jeffersonian & Hamiltonian Visions for the United States	Henretta, Chap. 7	
Wed Oct 7	Jeffersonian Republicanism & Westward Expansion	Henretta, Chap. 8	
Fri Oct 9	James Madison & the War of 1812	Henretta, Chap. 8	Blog post comment
<b>Week 8</b>			
Mon Oct 12	Columbus Day (No Class)		
Wed Oct 14	Midterm Exam		Midterm Exam
Fri Oct 16	Conference Trip (No Class)	Begin Oates, <i>Fires of Jubilee</i>	
<b>Week 9</b>			
Mon Oct 19	Making a Republican Society	Henretta, Chap. 9	
Wed Oct 21	Growing Sectionalism & the Missouri Crisis	Henretta, Chap. 9	
Fri Oct 23	The Emergence of Northern Industry	Henretta, Chap. 10 Finish Oates, <i>Fires of Jubilee</i>	Blog post comment

<b>Week 10</b>			
Mon Oct 26	The Market Revolution & Its Impact	Henretta, Chap. 10	
Wed Oct 28	The Rise of Popular Politics & the Election of 1824	Henretta, Chap. 11	Blog post comment
Fri Oct 30	The Era of Jacksonian Democracy	Henretta, Chap. 11	<i>Fires of Jubilee</i> essay
<b>Week 11</b>			
Mon Nov 2	Religion & Reform: Individualism & Communalism	Henretta, Chap. 12	
Wed Nov 4	Southern Slavery & Resistance: Discussion of Oates, <i>Fires of Jubilee</i>		
Fri Nov 6	The Spread of the Southern “Cotton Kingdom”	Historical Census Browser	Blog post comment
<b>Week 12</b>			
Mon Nov 9	Religion & Reform: Women & Abolitionism	Henretta, Chap. 12	
Wed Nov 11	<b>Veterans Day (No Class)</b>		
Fri Nov 13	Manifest Destiny & the Texas Question	Henretta, Chap. 13	Blog post comment
<b>Week 13</b>			
Mon Nov 16	The Mexican War & Its Aftermath	Henretta, Chap. 13	
Wed Nov 18	The Growing Crisis of Union in the 1850s	Henretta, Chap. 13	
Fri Nov 20	Secession, Unionism, & the Outbreak of Civil War	Henretta, Chap. 14	Blog post comment
<b>Week 14</b>			
Mon Nov 23	Emancipation	Henretta, Chap. 14	Blog post comment
Wed Nov 25	Turning the Tide in the Civil War	Henretta, Chap. 14	
Fri Nov 27	<b>Thanksgiving Holiday (No Class)</b>		
<b>Week 15</b>			
Mon Nov 30	Presidential Reconstruction, 1863-66	Henretta, Chap. 15	
Wed Dec 2	Congressional Reconstruction, 1867-77	Henretta, Chap. 15	Second Essay; Blog post comment
Fri Dec 4	Shining a Light Beyond 1877		
<b>Exam Period</b>			
Wed Dec 9	Final Exam (Weeks 8-15) 8:30-10:30 a.m.		Final Exam

## GENERAL EDUCATION REQUIREMENTS

### Arts and Humanities

1. Courses must be offered at the 100/200 level in an arts and humanities discipline including but not limited to English, History, Philosophy, Art History, Music History, Religious Studies, or Modern Languages. Courses offered in other disciplines may be approved if they meet the other conditions indicated below.
2. Courses must provide students with background knowledge and analytical skills that will allow them to:
  - a. Demonstrate understanding of how human beings interpret, translate, and represent diverse experiences of the world through language, literature, the historical record, philosophical systems, images, sounds, and performances.
  - b. Apply that understanding to the study of the human condition, cultural heritage, cultural artifacts, creativity, and history.

**\*\*Additional criterion for courses NOT specifically focused on Asia, Latin America, Africa or the Middle East:**

Courses must be survey courses that provide an overview of a broad topic or field of knowledge.

### Writing

To qualify in the skill area of writing a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of writing.
2. Include writing assignments that directly relate to the course goals.
3. Include instruction in writing-to-learn and/or writing-to-communicate. While writing-to-learn emphasizes the student's experience, writing-to-communicate highlights the reader's experience. Both are necessary to produce a thoughtful text that observes academic writing's conventions.
4. Require that students write a total of 2,000 words (8 pages, double-spaced, in 12-point font, with 1" margins) in multiple assignments.
5. Assign writing throughout the semester.

### Critical Thinking

To qualify in the skill area of critical thinking a course must:

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of critical thinking.
2. Require students to attain skills beyond lower-level knowledge, thereby requiring:
  - a. higher-order thinking (analysis, synthesis, evaluation); **OR**
  - b. skills that involve the use of content knowledge (e.g. finding information to solve a problem); **OR**
  - c. the recognition of the importance and usefulness of knowledge and skills gained in the course (e.g. recognize the ability to and importance of working with others to solve intellectual problems).