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HIST 151H.01: The Americans - Conquest to Capitalism

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The Americans: Conquest to Capitalism

HIST 151

M/W/F 10:10-11:00

Fall 2007

Professor Kyle G. Volk

LA 260 / ex. 2989

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Office Hours: TU & W 11:10-12:10 and by appointment

Teaching Assistants: Pete Aagaard, Anna Amundson, Katie Green, David Keightley, & John Robinson

Course Description:

This introductory course surveys the political, economic, social, and cultural history of the United States from the colonial settlement of North America to the Civil War and Reconstruction (pre-1492 to 1877). It is designed to provide students with a firm grounding in Early American History with which to base future study. Topics include conquest & colonization; imperial crisis, the American Revolution, and the founding of American governments; political economy & the market revolution; religion & reform; sectionalism, slavery, and Civil War. Introducing students to what it means to “think historically” and fostering the development of critical thinking skills through the interpretation and discussion of primary sources and analytical writing assignments are key course goals.

Course Requirements:

1. Class Attendance & Participation (15% of final grade):

This is partially a discussion class – active, informed participation is imperative! This means:

- A.) Attendance is mandatory and will be taken at every discussion meeting. Unexcused absences will lower your grade. Having more than two unexcused absences will result in a zero (0/15) in your participation grade. Missing lecture will be at your own peril but be advised that the one day you miss may cover a significant portion of the exam(s).
- B.) Careful preparation for class. The thorough completion of assigned readings prior to class is a must. Take time to think critically about each text in its specifics, in its entirety, and as it relates to course lectures and textbook reading. Please come to discussion sections with the readings in hard copy (Print out primary sources from E-Reserve).
- C.) Thoughtful, constructive, and consistent participation in discussion sections! This means both talking with and listening to your classmates.

2. Written Assignments:

A.) Reading Quizzes (10% of final grade) – Simple quizzes will be periodically given at the beginning of discussion sections to ensure that everyone is keeping up with the reading. Materials will be drawn from both the textbook and the primary source readings. You can use any notes you have taken during these quizzes.

B.) One short 2-3 page analytical comment on Douglass's Autobiography (15% of final grade)

[Due 11/13 or 11/15 at the beginning of your discussion section. Late papers will automatically be reduced one full letter grade and must be turned in within one week of the due date. No paper will be accepted later than one week after it was originally due. No exceptions.]

C.) 2 In-class Mid-Terms (15% of final grade each, 30% total)

D.) Final Exam (30% of final grade)

***Please turn off all cell phones and other electronic devices that might distract your classmates, discussion leaders, and the instructor. If you are going to use a laptop computer, please sit towards the back of the lecture hall and only use your computer to take notes. If you are tempted to check email, surf the Internet, etc., turn off or remove your computer's wireless capabilities. Please do not send text messages in class.

ACADEMIC HONESTY – It should go without saying that all the work you do in this course should be your own. Plagiarism, cheating, or any other instances of academic misconduct will result in a failing grade in this course. The academic dean will also be notified and offenses could result in expulsion. Please consult the University of Montana policies in this area. If you have questions, please ask the instructor or teaching assistants BEFORE turning in an assignment.

Books required for purchase:

Eric Foner, Give Me Liberty! An American History, Vol. 1 [Seagull Edition] (Norton, 2006)

Benjamin Franklin, The Autobiography of Benjamin Franklin (Dover, 1996)

Thomas Paine, Common Sense [1776] (Penguin, 1976)

Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave [1845] (Penguin, 1982)

All other reading assignments are available on E-Reserve (accessible through the Library Catalog web page). Again, please print out and bring these documents with you to discussion sections. I recommend that at some point early in the semester you print out all of these primary documents so to avoid any technical problems later on.

E-RESERVE WEBSITE: <http://eres.lib.umt.edu/eres/coursepage.aspx?cid=3622&page=docs>

PASSWORD: Americans

***ADD/DROP Deadline: The last day to add/drop by Cyberbear is Sept. 17.

COURSE SCHEDULE

Section I: Becoming Colonial

WEEK 1

M (8/27) – Introductions & Overview

W (8/29) – The Old “New World,” the Exploratory Impulse, & Early Cultural Exchanges

F (8/31) – The Rise & Fall of the Spanish Empire

Discussion – Exploration & Contact

READ: Giovanni da Verrazzano, Relation of the Land by Him Discovered (1524)

*Chapter 1 in Foner

WEEK 2

M (9/3) – NO CLASS – LABOR DAY

W (9/5) – Cavaliers & Tobacco Culture

F (9/7) – Puritans & the “City Upon a Hill”

Discussion – Models of Socio-Political Order

READ: King James VI, Law of Free Monarchies (1598)

Third Virginia Charter (1612) [The First Settlements, Jack P. Greene]

John Winthrop, Model of Christian Charity (1630) [Biographical Note: John Winthrop]

*Chapter 2 in Foner

WEEK 3

M (9/10) – Bacon’s Rebellion

W (9/12) – The Glorious Revolution

F (9/14) – Salem Possessed

Discussion – The Making of an American

READ: Benjamin Franklin, The Autobiography of Benjamin Franklin

*Chapter 3 in Foner

WEEK 4

M (9/17) – Slavery & Freedom in British North America

W (9/19) – The British Empire & the Eighteenth Century Atlantic World

F (9/21) – IN-CLASS MID-TERM EXAM

Discussion – REVIEW

*Chapter 4 in Foner

Section II: Becoming American

WEEK 5

M (9/24) – Imperial Crisis, Taxes, & the Making of Revolution

W (9/26) – The Social Roots of Revolution

F (9/28) – VIDEO: Mary Silliman’s War, Pt. 1

Discussion – Severing the Bonds

READ: Thomas Paine, Common Sense (1776)

The Declaration of Independence (1776) [In Foner, p. A-35]

*Chapter 5 in Foner

WEEK 6

M (10/1) – VIDEO: Mary Silliman’s War, Pt. 2

W (10/3) – Republicanism & the Enshrinement of Popular Sovereignty

F (10/5) – The Contagion of Liberty & the Limits of Equality

Discussion – Revolutionary Transformations

READ: Petitions by African Americans in New England

Abigail and John Adams, Letters on Women's Rights

James Madison, Memorial & Remonstrance Against Religious Assessments (1785)

Mary Silliman's War (We will discuss the movie)

*Chapter 6 in Foner

WEEK 7

M (10/8) – “The Critical Period” I

W (10/10) – “The Critical Period” II

F (10/12) – The Constitution of 1787: A Retreat from Democracy?

Discussion – The Madisonian Moment

READ: James Madison, “Vices of the Political System of the United States” (1787)

The United States Constitution (1787) [In Foner, p. A-39]

James Madison, Federalist #10 (1787) [The Utility of the Union...]

*Chapters 7 in Foner

WEEK 8

M (10/15) – Alexander Hamilton & the Problem of Political Economy

W (10/17) – Political Culture in the New Nation & The “Revolution of 1800”

F (10/19) – Jeffersonian America: The “Agrarian Vision” or An Empire for Slavery?

Discussion – Expansion & Exploration

READ: Primary Documents of the Lewis & Clark Expedition

*Chapter 8 in Foner

WEEK 9

M (10/22) – The Fate of the Agrarian Republic & the Second American Revolution

W (10/24) – “Good Feelings” or “Bad Feelings”?

F (10/26) – IN-CLASS MID-TERM EXAM

Discussion – REVIEW

Section III: A House Dividing

WEEK 10

M (10/29) – The “Market Revolution” in the North & West

W (10/31) – Social Transformations: Middle Class Families & Unruly Laborers

F (11/2) – The Ferment of Reform: Demon Rum & Anti-Slavery

Discussion – The Second Great Awakening

READ: Charles Grandison Finney, What A Revival of Religion Is (1835)

Lyman Beecher, “The Necessity of Revivals of Religion to the Perpetuity of our Civil and Religious Institutions” (1831)

*Chapters 9 & 12 in Foner

WEEK 11

M (11/5) – Andrew Jackson as a Symbol of the Age

W (11/7) – The Nullification Crisis & the Nature of the Union

F (11/9) – Whigs, Democrats, & the Political Culture of Jacksonian America

Discussion – Suffrage Expansion & Limitation

READ: “The Memorial of the Non-Freeholders of the City of Richmond” (1829) [Dem. in America...Foner]

“Rights of Woman,” Mechanics’ Free Press, Jan. 30, 1830 [Dem. in America...Foner]

“The Right of Suffrage,” New York Evangelist, Feb. 19, 1846 [Dem. in America...Foner]

Elizabeth Cady Stanton, Declaration of Sentiments (1848)

*Chapter 10 in Foner

WEEK 12

M (11/12) – NO CLASS – VETERANS DAY

W (11/14) – The Slave Market & the Old South

F (11/16) – The Experiences of Enslavement

Discussion – Slavery & the Slave Narrative

READ: Frederick Douglass, Narrative of the Life of Frederick Douglass, an American Slave

[2-3 pg. Analytical Essay due at the beginning of your discussion section]

*Chapter 11 in Foner

WEEK 13

M (11/19) – The Pro-Slavery Argument

W (11/21) – NO CLASS – THANKSGIVING

F (11/23) – NO CLASS – THANKSGIVING

NO DISCUSSION SECTIONS THIS WEEK

READ: *Chapter 13 in Foner & Begin Reading Abraham Lincoln, Selections

WEEK 14

M (11/26) – Manifest Destiny & the Impending Crisis

W (11/28) – The 1850s – An Age of Extremes

F (11/30) – Secession & Civil War

Discussion – Abraham Lincoln, Disunion, War, & Reunion

READ: Abraham Lincoln, Selections

*Chapters 13 & 14 in Foner

WEEK 15

M (12/3) – Civil War (cont'd) & Early Reconstruction

W (12/5) – Reconstruction II

F (12/7) – The Death of Reconstruction & the Problems of Industrial Capitalism

Discussion – REVIEW

READ: *Chapters 15 in Foner

FINALS WEEK

M (12/10) - Final Exam 8-10AM