

History 1377

The United States to 1877

Fall 2007

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Course Description:

This course is a portrait of the basic forces that shaped American history from the country's colonial roots to its rise as a world power in the late nineteenth century. It is a story of explosive growth, enormous material achievement, and soaring idealism. It is a story, too, of injustice, prejudice, and violence.

The first part of American history saw some of the nation's most shameful barbarities, but also some of its noblest efforts to achieve social justice. It witnessed the growth of the world's largest system of slavery; virtual removal of Native Americans east of the Mississippi River, the conquest of a vast empire of land from Spain and Mexico, and the triumph of a new set of urban and industrial values. It also witnessed the defeat and final collapse of slavery, the birth of the American reform tradition, and the rise of new ideals of liberty, equality, and democracy.

Superficially, the history we are going to study in this course may seem distant and even irrelevant. Even at the end of our period, America remained predominantly a nation of farmers and residents of small towns. And yet the issues raised during this period of American history could scarcely be more important or relevant. These Americans were the first to confront challenges we still face: of urban and industrial patterns of life; the first confrontation between Europeans and people of what we now call the third world; and the ordeal of total war.

Online Resources:

An outline of the major events, themes, and issues in American history plus an extensive collection of primary sources, reference resources, and interactive materials.

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| First Americans | http://www.class.uh.edu/mintz/hist1381/first_americans.htm |
| Colonial Era | http://www.class.uh.edu/mintz/hist1381/colonial_era.htm |
| Revolution | http://www.class.uh.edu/mintz/hist1381/revolution.htm |
| Early Republic | http://www.class.uh.edu/mintz/hist1381/early_republic.htm |
| Pre-Civil War Era | http://www.class.uh.edu/mintz/hist1381/pre_civil_war.htm |
| Slavery | http://www.class.uh.edu/mintz/hist1381/slavery.htm |
| Civil War | http://www.class.uh.edu/mintz/hist1381/civil_war.htm |
| Reconstruction | http://www.class.uh.edu/mintz/hist1381/reconstruction.htm |
| Gilded Age | http://www.class.uh.edu/mintz/hist1381/gilded_age.htm |
| A World Power | http://www.class.uh.edu/mintz/hist1381/world_power.htm |
| Progressive Era | http://www.class.uh.edu/mintz/hist1381/progressive_era.htm |
| World War I | http://www.class.uh.edu/mintz/hist1381/wwi.htm |
| 1920s | http://www.class.uh.edu/mintz/hist1381/1920s.htm |
| Great Depression | http://www.class.uh.edu/mintz/hist1381/1930s.htm |
| World War II | http://www.class.uh.edu/mintz/hist1381/wwii.htm |
| Cold War | http://www.class.uh.edu/mintz/hist1381/postwar.htm |

1960s <http://www.class.uh.edu/mintz/hist1381/1960s.htm>
1970-2000 http://www.class.uh.edu/mintz/hist1381/1970_2000.htm
New Millennium http://www.class.uh.edu/mintz/hist1381/21st_century.htm

Digital History <http://www.digitalhistory.uh.edu>
History Portal <http://www.class.uh.edu/mintz/hist1381/portal.htm>
Film Resources <http://www.class.uh.edu/mintz/hist1381/film.html>
Music Resources <http://www.class.uh.edu/mintz/hist1381/music.html>

Caution

Objectionable Materials Warning: Some of the film clips that we will watch during the semester contain scenes of explicit violence, sexual brutality, ethnic and gender stereotyping, nudity, obscenity, adult themes, profanity, and offensive language that might be found objectionable by some. There may also be ideas or practices endorsed by specific motion pictures that some might consider immoral or amoral. All of these films, however, were already in wide circulation in the culture at large and are, in the instructor's opinion, essential to understanding American cultural history. If these clips will make you uncomfortable, please do not enroll in the course.

Important Dates

Last Day to Drop a Course Without Receiving a Grade: Tuesday, September 4, 2007

Last Day to Drop a Course: Wednesday, October 31, 2007

Examinations

Midterm Examination: Thursday, September 27, 2007

Second Examination: Thursday, November 29, 2007

Each examination will include multiple-choice, identification, and essay questions based on the lectures, readings, and other class activities. You are responsible for all material presented in the lectures and readings, whether or not it is covered in the study guide. **NO MAKE-UPS** will be given under any circumstances.

Extra-Credit Opportunities: Extra-credit opportunities will be announced in class.

Class Policies:

Attendance: Class attendance is mandatory.

Academic Honesty: All work must be your own. In any case of cheating or plagiarism, the penalty will be flunking the course. For written work, keep your preparation materials, and be prepared to explain the meaning of everything you write.

Any unacknowledged use of the words, ideas, insights, or the original research of another is strictly prohibited. Cheating includes (but is not confined to):

- passing off someone else's work as your own
- giving or receiving any assistance during an examination

As a condition of taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com or a similar service for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers.

Accommodations for Students with Disabilities: Your instructor is committed to ensuring that students with health impairments, learning disabilities, physical disabilities, psychiatric disorders, or other disabilities are able to successfully compete with non-disabled students. Students requesting an accommodation must contact the instructor at the beginning of the semester.

Under UH's policy, only students who are registered with the Center for Students with DisABILITIES may request academic accommodations; students must also have an approved recommendation from UH's Academic Accommodations Evaluation Committee. UH's disabilities policy is available at: <http://www.uh.edu/provost/documents/disability.html>.

Cell Phones and Pagers: Cell phones, beepers, or pagers are a significant distraction and must be placed on vibrate or silent mode prior to coming to class. Do not answer phones during class. If you are expecting an emergency phone call, you must make arrangements with the instructor prior to class. Those using a cell phone must leave the classroom for the remainder of the class period. Students who repeatedly violate this policy will be dropped from the class.

Disruptive Behavior: Any behavior that adversely affects the normal educational functioning or the professional standards of the class will result in failure for the course.

Student Support Services:

University Studies Division, 320 Student Service Center: support for students in transition, freshmen students on Academic Notice, Texas Academic Skills Program (TASP) eligible students, pre-health professional students and prospective students. For helpful information, access the USD website at <http://www.uh.edu/academics/usd>.

Academic Advising, available for declared majors in the college or department of their major.

Center for Students with DisABILITIES, Justin Dart, Jr. "Live the Dream" Center for Students with DisABILITIES CSD Building # 568, Room 100 (832)842-7104: provides numerous academic support services to individuals with any type of learning disability, health impairment, physical limitation or psychiatric disorder.

Learning Support Services, 321 Social Work: tutoring in most subjects and workshops in reading and study skills and exam preparation.

University Career Services, 106 Student Service Center: computer-based career search tools and major choice workshops.

University Counseling and Psychological Services, 226 Student Service Center: personal counseling and academic workshops in choice of major, time management, test anxiety, adjustment from high school to college, etc.

Writing Center, 217 Agnes Arnold Hall: writing tutoring.

Calendar of Topics and Readings

Required Reading for the First Exam:

AMERICA AND ITS PEOPLES, chapters 1-9; AFRICAN AMERICAN VOICES, pp. 1-10, 31-68; and NATIVE AMERICAN VOICES, 1-101.

Required Reading for the Second Exam:

AMERICA AND ITS PEOPLES, Chaps. 9-16; AFRICAN AMERICAN VOICES, 10-28, 69-172; NATIVE AMERICAN VOICES, 27-33; 103-129.

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| August 21: | Introduction to the Course |
| August 23: | The First Americans/Europe Discovers the New World |
| August 28: | Shakespeare's England |
| August 30: | Origins of Racial Slavery |
| September 4: | Puritanism as a Revolutionary Ideology |
| September 6: | The Roots of Revolution |
| September 11: | The Revolutionary War/Gender, Race, and Class and the Revolution |

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| September 13: | The Constitution and the Bill of Rights |
| September 18: | The First New Nation |
| September 20: | Jeffersonian Era |
| September 25: | Review session |
| September 27: | First Examination |
| October 2: | The Rise of American Popular Culture |
| October 4: | Evangelical Revivalism/American Transcendentalism |
| October 9: | The Birth of the American Reform Tradition |
| October 11: | Radical Reform |
| October 16: | Clearing the Land of Indians |
| October 18: | The Texas Revolution |
| October 23: | Ideology and Power in Jacksonian America |
| October 25: | The South as a Slave Society |
| October 30: | The Modernizing North |
| November 1: | Manifest Destiny/The West of the Imagination |
| November 6: | The Conquest of the West |
| November 8: | Political Crisis of the 1850s |
| November 13: | The Civil War |
| November 15: | Reconstruction |
| November 20: | The Rise of a New Industrial Order |
| November 22: | Thanksgiving Holiday |
| November 27: | Review session |
| November 29: | Second Examination |

Study Questions for the First Examination

Questions based on African American Voices and Native American Voices:

1. Explain why New World slaves came from Africa; describe how slave traders acquired their merchandise; and discuss the impact of the slave trade on Africa. Trace the growth of slavery in Britain's American colonies. Be sure to assess the role of economic factors, racial prejudice, and demographic conditions. Examine the impact of enslaved Africans and African Americans on American culture before the Civil War, including agriculture, architecture, cuisine, the economy, language, music, and religion.
2. Describe the impact of European contact on the Indian peoples north of Mexico. Compare and contrast the relations between the Indians and the Spanish, French, and English colonists. Describe the survival strategies that Indians adopted to preserve their cultural identities.

Identification (Be prepared to identify and state the significance of the following items):

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| Columbian Exchange | Indentured Servitude | Predestination |
| Mercantilism | Bacon's Rebellion | Divine Ommipotence |
| Enclosure | Pilgrims | Original Sin |
| Plantation settlement | Puritans | Max Weber |

Great Awakening
Jonathan Edwards
Seven Years War
Proclamation of 1763
Stamp Act
Quebec Act
Intolerable Acts
Articles of Confederation

Charles Beard
Shays' Rebellion
3/5s Compromise
Bill of Rights
Hamilton's Financial Program
Whiskey Rebellion
Strict and Loose Construction
Alien and Sedition Acts

Virginia and Kentucky Resolves
Marbury v. Madison
Judicial Review
Louisiana Purchase
Burr Conspiracy
Impressment
Embargo of 1807
Hartford Convention

Study Questions:

1. Assess the significance of Columbus's voyages. Were his voyages a vehicle of progress or more negative in their results?
2. Identify mercantilism; explain how England put this policy into practice; contrast mercantilism with capitalism.
3. Discuss the origins of American slavery.
4. Describe the religious ideas of the Puritans; identify Puritanism's major tenets; why did Puritanism decline?
5. Describe the long term and short term causes of the American revolution and explain why the colonists won.
6. Describe the differences between the Articles of Confederation and the Constitution.
7. The Constitution has been described as a "document of compromises." Identify the most important disputes at the Constitutional Convention and the compromises that were worked out to resolve them.
8. Contrast the philosophies and policies of Alexander Hamilton and Thomas Jefferson.
9. Describe the causes and consequences of the War of 1812.

Study Guide for the Second Examination

Questions based on African American Voices and Native American Voices:

1. Discuss the economics and demographics of American slavery in the nineteenth century, including the profitability or unprofitability of slavery, its impact on the southern economy, the material conditions of slave life, and the impact of slavery on the family. Also, discuss the forms of slave resistance; identify the major revolts before the Civil War; and offer an explanation of when revolts were most likely to occur.
2. Identify the dominant Indian policies that the United States century pursued before the 1870s and how Native Americans responded. Offer an explanation of why Andrew Jackson pursued the policy that he did and why the United States instituted such a callous and inhumane policy, and describe this policy's impact on Native Americans.

Identification:

Era of Good Feelings
Monroe Doctrine
McCullough v. Maryland
Dartmouth v. Woodward
Panic of 1819
Missouri Compromise
Panic of 1819
Anti Masons
Spoils System
Indian Removal
Nullification
Bank War

Panic of 1837
Disestablishment
Evangelical Revivalism
Charles Finney
American Transcendentalism
Ralph Waldo Emerson
Henry David Thoreau
Temperance, Horace Mann
Colonization, Abolition
William Lloyd Garrison
Frederick Douglass
Women's Rights

Sarah and Angelina Grimke
Elizabeth Cady Stanton
Manifest Destiny
Mexican War
Treaty of Guadalupe Hidalgo
Wilmot Proviso
Compromise of 1850
Fugitive Slave Act
Popular Sovereignty
Nativism
Know Nothings
Kansas-Nebraska Act

Bleeding Kansas
Dred Scott
Slave Power Conspiracy
John Brown
Harpers Ferry
Hinton Helper

Emancipation Proclamation
New York City Draft Riots
Total War
Freedmen's Bureau
Black Codes

Presidential and Radical
Reconstruction
Johnson's Impeachment
13th, 14th, and 15th Amendments
Sharecropping
Compromise of 1877

Study Questions:

1. Describe the roots of early nineteenth century reform movements.
2. Identify the major ways that American politics changed between 1800 and 1840 and explain why a second party system developed between 1820 and 1840.
3. Describe Andrew Jackson's Indian and banking policies and assess the significance of Jackson's presidency.
4. Why did Americans move into the West during the 1820s, '30s, and '40s. Was the West stolen? Assess the justifications for Americans' westward movement.
5. Describe the material conditions of slave life: life expectancy, housing, nutrition, clothing. Compare Southern slavery with slavery elsewhere in the Americas. Discuss the impact of slavery on the southern economy, education, and receptivity to social innovation. Describe the ways slaves resisted slavery. Identify Nat Turner and Denmark Vesey. To what extent were slaves able to create a separate and distinctive slave culture and community? What role did religion serve for enslaved African Americans? Assess the impact of slavery upon the slave family.
6. Discuss the basic causes of the Civil War. Was the war, in your view, an "irrepressible conflict" or was it an unnecessary war caused by "fanatics" and "blundering politicians"?
7. Why did the North win the Civil War?
8. Describe the major issues faced by the nation during the Reconstruction period. Describe the effect of Reconstruction rule on the South. Examine the reasons why Reconstruction came to an end by 1877.