

THE UNITED STATES TO 1877 Syllabus (Sample)

This course is given in cooperation with the Early College Experience Program at the
University of Connecticut
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Course Description:

Three credits.

United States to 1877 surveys political, economic, social, and cultural developments in American history through the Civil War and Reconstruction.

Course Objectives:

The UConn ECE United States to 1877 course seeks to provide the student with a detailed critical and analytical survey of the history of the United States to 1877. Secondly, the course exists to produce a student who will develop and ultimately obtain active collegiate level study, writing, and reading skills. Lastly, the course also intends to prepare students for the UConn ECE HIS 1501-807 exam and subsequent UConn credit.

Required Text:

David Edwin Harrell, *et al. Unto a Good Land: A History of the American People*. Wm. B Eerdmans Publishing Co. – print edition

Secondary Texts

Unger, Irwin and Tomes, Robert R. *American Issues: A Primary Source Reader in U.S. History*. Upper Saddle River: Prentice Hall, 1999. (*This book does not need to be purchased but the instructor will periodically handout sources from this reader to supplement the primary sources that go with the text*)

Selected handouts.

Class Requirements/Expectations:

This UConn ECE course, The United States to 1877, is meant to be the equivalent of the freshman level course offered at UConn. Consequently, it will require college level effort. Solid reading and writing skills, along with a willingness to devote considerable time to homework and study will be the prerequisite of success. While the reading and writing load is considerable, it is certainly worthwhile.

It is expected that all the students in the class understand and abide by the following policies:

- Students **must** complete all assigned readings and be prepared to discuss the readings in class. It is assumed that students are taking notes on all readings.

- All work must be original.
- Students are expected to take notes in class.
- Students are expected to be punctual and prepared for the day's topic.
- Papers may not be handed in via e-mail, except in extreme circumstances.
- Computer related excuses for late work will not be accepted
- Official due dates for material will be handed out as the course proceeds.
- Cheating and plagiarism will result in an immediate zero for the affected coursework.
- Students who need additional help may set up a meeting to take place during school hours or immediately before or after school hours.

Grading Policy:

Grades are calculated on the basis of points. Tests have a greater point value than homework. At the end of each semester, a student's grade is calculated by dividing the points earned by the total points possible. (e.g.: If a student earns 80 points out of a possible 100 pts., the score is an 80 %).

1. Participation/organization/preparation-make up approximately 5% of grade. This portion of the grade consists of your daily "readiness" for the class time, including-but not limited to-being on time for class, offering meaningful discussion and/or written work in class, being an asset to others during the class, as well as abiding by school policies such as dress code, behavior, etc.
2. Writing assignments and quizzes are approximately 45% of grade. All writing assignments must be typed and turned in at the beginning of class on the assigned due date. Deductions of one letter grade per day will be applied to late assignments. Do not email assignments unless you have problems printing your assignment and have prior approval from the teacher.
3. Tests and the final exam make up approximately 50% of grade. The final exam is a cumulative exam given by the instructor.

*** Please note that your CHS grade and UConn grade differ. Your CHS grade is determined by CHS, your UConn course grade is determined by the grading rubric set by the University department.**

Make-up Work Policy:

According to school policy, "A student will have 1 school day for every day missed to a maximum of 5 school days to complete make-up work not given prior to absence." If a student is going to miss only a partial day, the work for this course is considered due and a zero will result if not turned in before the beginning of class.

Course Content and Outline:

Unit 1- Weeks 1-3 Colonial America

Chapter 1: Early Claims & Colonies in the New World (*Select pages*)

- Primary Sources:
 - Christopher Columbus, *Letter to Ferdinand and Isabella of Spain (1493)*
 - The Columbian Exchange (1590)*
 - Thomas Harriot, *The Algonquian Peoples of the Atlantic Coast (1558)*
 - John White, *The Lost Colony (1590)*

Chapter 2: The English Foothold: The Chesapeake & New England

- Primary Sources
 - The Act Concerning Servants and Slaves*
 - Mayflower Compact*
 - John Winthrop, "A Model of Christian Charity" (1630)
 - The Taking of the Fort at Mystic: A Brief History of the Pequot War*
 - Fundamental Orders of Connecticut*
 - The Trial of Anne Hutchinson (1638)
 - George Alsop, *The Importance of Tobacco (1660)*

Chapter 3: Empire & North America

- Primary Sources
 - Navigation Act of September 13, 1660
 - Excerpt from Cotton Mather's "Memorable Providences, Relating to Witchcrafts and Possessions" (1689)
 - William Penn's *Charter of Privileges (1701)*
 - Olaudah Equiano, *The Middle Passage (1788)*

Chapter 4: American Society and Culture in Colonial America

- Primary Sources
 - Jonathan Edwards –*Sinners in the Hands of an Angry God*

Unit Test #1

Unit 2- Weeks 4-5 American Independence

Chapter 5: Self-governing Colonies in a Changing Empire

- Primary Sources
 - Benjamin Franklin, *Testimony Against the Stamp Act (1766)*
 - John Dickinson, from *Letters from a Farmer in Pennsylvania (1768)*

The Boston “Massacre” or Victims of Circumstance? (1770)
James Otis, *The Rights of the British Colonies Asserted and Proved*
(1763)

Chapter 6: Struggle for Independence – The American Revolution

- Primary Sources
 - The Crisis comes to a Head: April 19, 1775
 - A Freelance Writer Urges His Readers to Use Common Sense (1776)
 - Petition of “A Grate Number of Blackes of the Province” to Governor Thomas Gage and the Members of the Massachusetts General Court (1774)
 - Joseph Warren, “Account of the Battle of Lexington” (1775)
 - Thomas Jefferson, “Original Rough Draft” of the Declaration of Independence (1776)

Unit Test #2

Unit 3- Weeks 6-9 The Federal Union & Early Republic

Chapter 7: From Confederation to Federal Union (1781-1788)

- Primary Sources
 - George Washington, *The Newburgh Address* (1783)
 - Divergent Reactions to Shay’s Rebellion
 - Patrick Henry Speaks Against Ratification of the Constitution (1788)
 - James Madison Defends the Constitution (1788)
 - Alexander Hamilton, Final Version of “An Opinion on the Constitutionality of an Act to Establish a Bank” (1791)
 - Excerpts from *The Federalist Papers* in *A Primary Source Reader in U.S. History*

Chapter 8: First Presidents and Crucial Precedents (1789-1809)

- Primary Sources
 - Questions Concerning the Constitutionality of the National Bank (1791)
 - George Washington, *Farewell Address* (1796)
 - The Alien and Sedition Acts (1798)
 - Questions of Constitutionality and the Roots of Nullification (1798)
 - Marbury v. Madison* (1803)
 - Thomas Jefferson, “*First Inaugural Address*” (1801)
 - Constitutionality of the Louisiana Purchase (1803)

Chapter 9: The Early Republic – Nationalism, Capitalism, Sectionalism, and Religious Revival

- Primary Sources
 - Report and Resolutions of the Hartford Convention (1814)
 - The Case for the Erie Canal

Thomas Jefferson Reacts to the “*Missouri Question*” (1820)
The Monroe Doctrine and a Reaction (1823)
Henry Clay, “*Defense of the American System*” (1832)
The Harbinger, Female Workers of Lowell (1836)

Unit Test #3

Unit 4- Weeks 10-11

Chapter 10: Modernizing North – Industrial Revolution, Immigration, Urbanization, Religious Revivalism, and Reform Movements

- Primary Sources
 - Joseph Smith and the Beginnings of Mormonism (1823)
 - Lyman Beecher, Six Sermons on Intemperance
 - Charles Finney, “What a Revival of Religion Is”
 - A Lowell Mill Girl Tells Her Story (1836)
 - Ralph Waldo Emerson, “Self Reliance” (1841)
 - Declaration of Sentiments and Resolutions, Woman’s Rights Convention, Seneca Falls, New York (1848)
 - Horace Mann on Education and National Welfare

Chapter 11: The Old South – Plantation Economies, White Southerners, and Slave Culture

Unit Test #4

Unit 5- Weeks 12-15 Age of Jackson and Democratization Manifest Destiny & A House Dividing

Chapter 12: The Jacksonian Era & Democratic Politics

- Primary Sources
 - A “Corrupt Bargain” or Politics as Usual? (1824)
 - Andrew Jackson, First Annual Message to Congress (1829)
 - “Memorial of the Cherokee Nation” (1830)
 - President Andrew Jackson’s Proclamation Regarding Nullification (1832)
 - The Force Bill (1833)

Chapter 13: Territorial Expansion, Manifest Destiny, and the Mexican War

- Primary Sources
 - Across the Plains With Catherine Sager Pringle in 1841
 - John L. O’Sullivan, “The Great Nation of Futurity”

Chapter 14: The Coming of Civil War

- Primary Sources
 - Nat Turner, Confession (1831)
 - Benjamin Drew, Narratives of Escaped Slaves (1855)
 - William Lloyd Garrison, from *The Liberator* (1831)

Harriet Beecher Stowe, from *Uncle Tom's Cabin*
A Dying Statesman Speak out Against the Compromise or 1850
Frederick Douglas, Independence Day Speech (1852)
Kansas Begins to Bleed (1856)
White Southerner Speaks Out Against Slavery (1857)
Dred Scott v. Sanford (1857)
Abraham Lincoln, "A House Divided" (1858)

Unit Test #5

Unit 6- Weeks 16-17 The Civil War & Reconstruction

Chapter 15: The Civil War

- Primary Sources
Mary Chestnut, A Confederate Lady's Diary (1861)
A Confederate General Assess First Bull Run (1861)
Clara Barton, Medical Life at the Battlefield (1862)
Abraham Lincoln, Gettysburg Address (1863)
General William Tecumseh Sherman on War (1864)

Chapter 16: Reconstruction and the New South

- Primary Sources
Carl Schurz, Report on the Condition of the South (1865)
Mississippi Black Code (1865)
The Fourteenth Amendment (1868)
A Sharecropper Contract (1882)
Booker T. Washington, Atlanta Exposition Address (1895)
W.E.B. Du Bois, from "Of Mr. Booker T. Washington and Others" (1903)
From *Plessy v. Ferguson* (1896)

Unit Test #6

Week 18

Review and Final Exam

Final Exam

