

University of Connecticut – Torrington
History 1501
Fall 2009
Wednesdays 3:45 – 6:15

Instructor: Robert P. Forbes
Department of History
Office Hours: Thursdays 3:30 – 5:30
Office Phone: (860) 626-6891

The United States to 1877

This course has two principal aims: to give you a good basic grounding in the foundations of society in the United States, and to introduce you to the discipline of history, and the process of thinking historically. Some of the themes we will explore will include the exploration, conquest, and settlement of the land; the impact of the environment on culture, and vice-versa; the formation of national identity, and the question of American “exceptionalism.”

The following required books may be purchased at the Coop:


John M. Murrin, Paul E. Johnson, et al., *Liberty, Equality, Power*, vol. I: to 1877, Enhanced Concise Fourth Edition (Thompson, 2009)

Paul Finkelman and Donald R. Kennon, eds., *Congress and the Emergence of Sectionalism*. Ohio University Press, 2008.

Joseph Ellis, *American Creation: Triumphs and Tragedies in the Founding of the Republic* (Vintage, 2008)

Bruce Levine, *Half Slave and Half Free: The Roots of Civil War* (Hill & Wang, 2005)

Eric Foner, *A Short History of Reconstruction* (Harper Perennial, 1990)

In addition, there will be numerous readings (marked with a ) posted to the class's HuskyCT site; the readings marked **OLR** are in the On-Line Reserve section. The site also contains links to useful websites and other on-line resources. Please see me if you have questions about how to access or use HuskyCT.

Special Events.

Class Requirements

Your input is essential, and so **attendance** is mandatory. If you should be unavoidably delayed or prevented from attending, you must speak to or email me ahead of time, unless that is impossible. Please be on time.

On-line comments: You should post a comment on the class HuskyCT site of 100-200 words related to the week's reading to the class web page by 5:30 p.m. on the Monday before class. This can take the form of a question the reading provoked in you, an issue you would like to have discussed in class, or a reaction to a comment by one of your fellow students (you are responsible for reading theirs also). Comments and class participation will account for 5 percent of your grade.

Quizzes: There will be several short quizzes interspersed throughout the course, worth up to 5 points each.

Constitution Project: By Class 3 (September 16), each of you will be assigned one of the thirteen colonies to study and familiarize yourself with. For Class 6, on October 7, you will submit a report on your state and its issues and concerns regarding the drafting and ratification of the Constitution. Part of that day's class will be devoted to a Constitutional Convention, in which you will advocate for the interests of your state and section, and the national interest. You will receive detailed instructions for this project later in the course. This project will be worth 30 points.

Secession Crisis Assignment: Using primary and secondary sources, you will write an analysis of 3-4 pages of how the people of your state viewed the secession crisis of 1860-61, the choices they made, and why they made them. This assignment will be worth 25 points.

There will be a final examination, worth 25 points.

Cellphones, Laptops and Recording Devices

Please, NO cell phones, text messaging, or newspapers in class. Please turn cell phones completely off, including vibration setting and put them away. It is disturbing to the entire class--and disrespectful to the instructor--to have students get up during class to receive phone calls or to have to lecture while they are text messaging. If you have a particular emergency, please inform me before class that you will be expecting a call. Should you need to use the restroom you must leave your phone visible on your desk, otherwise you will not be permitted to leave the classroom. Please remember to do so, so that your leaving the classroom does not cause an unnecessary interruption. (If you do not own a phone, you might want to let the instructor know at the beginning of the semester.)

Laptop Use

While use of laptops is permitted in this class, it is restricted to note taking. Any student found to be surfing the internet, checking email, playing games or doing anything on the laptop that is not connected with note taking, will forfeit their right to use their laptop for the duration of the semester. If such behavior is found to be a problem in the classroom, the instructor has the right to prohibit the use of laptops in the classroom altogether. PLEASE DO NOT COMPROMISE YOUR FELLOW STUDENTS' PRIVILEGE OF

USING LAPTOPS IN THE CLASSROOM BY ENGAGING IN ANY OF THE BEHAVIORS SPECIFIED ABOVE.

Class Policy on Academic Integrity

“A fundamental tenet of all educational institutions is academic honesty; academic work depends upon respect for and acknowledgement of the research and ideas of others. Misrepresenting someone else's work as one's own is a serious offense in any academic setting and it will not be condoned. Academic misconduct includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for academic evaluation (e.g. papers, projects, and examinations); any attempt to influence improperly (e.g. bribery, threats) any member of the faculty, staff, or administration of the University in any matter pertaining to academics or research; presenting, as one's own the ideas or words of another for academic evaluation; doing unauthorized academic work for which another person will receive credit or be evaluated; and presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the instructors involved. A student who knowingly assists another student in committing an act of academic misconduct shall be equally accountable for the violation, and shall be subject to the sanctions and other remedies described in The Student Code.”¹

Schedule of Classes

1. 9/2 Introduction: What’s exceptional about the United States?

Readings: *Liberty, Equality, Power*, Ch. 1

2. 9/9 The environment of the New World and the impact of contact with the Old

Readings: *Liberty, Equality, Power*, Ch. 2

☞ Bartolomé de las Casas, *Destruction of the Indies*

☞ Alfred W. Crosby, “Conquistadors & Pestilencia,”

OLRWilliam Cronon, *Changes in the Land*, ch. 2

☞ James Fenimore Cooper, *The Pioneers* (1823), ch. 22

3. 9/16 Colonies in America

Readings: *Liberty, Equality, Power*, Ch. 2 (continue)

☞ Christopher Columbus: Excerpts from Ship’s Log

☞ Pope Alexander VI, *Inter Cetera* (1493)

☞ William Strachey, *Laws of Virginia* (1610-11)

☞ Mayflower Compact

☞ Colony of Connecticut, *Fundamental Orders* (1638/9)

¹ “Statement on Academic Integrity,” UConn Department of Mathematics TA Network website http://www.math.uconn.edu/TANet/Teaching/academic_integrity_statements.pdf. The website does not state where the statement was copied from.

☐ John Locke, *The Fundamental Constitutions of Carolina* (1669)

4. 9/23 The emergence of American identity

Readings: *Liberty, Equality, Power*, chs. 3-4

☐ Bishop George Berkeley, *America or the Muse's Refuge: A Prophecy*

☐ Biographical note on Bishop Berkeley

☐ Albert Harkness, Jr., "Americanism and Jenkins' Ear," *The Mississippi Valley Historical Review*, Vol. 37, No. 1 (Jun., 1950), pp. 61-90

Ellis, *American Creation*, "Prologue: The Founding"

5. 9/30 Revolution

Readings: *Liberty, Equality, Power*, 128-166

☐ [*The Journal of Nicholas Cresswell, 1774-1777*](#) (Virginia loyalist), pp. 125-149.

Ellis, *American Creation*, chs. 1 & 2

☐ Thomas Paine, *Common Sense*, part 2

☐ Thomas Paine, *The Crisis*, part 1

FRIDAY, OCTOBER 2 – SPECIAL PROGRAM

Prof. Eric Foner, one of the nation's most distinguished historians and the author of one of your assigned books, will be speaking on the bicentennial of Abraham Lincoln's birth. Auditorium, 5:30. ATTENDANCE STRONGLY ENCOURAGED

6. 10/7 The Constitution and emergence of parties

Constitutional Convention

Readings: *Liberty, Equality, Power*, 166-192, 216-226

Ellis, *American Creation*, chs. 3 & 5

Jan Lewis, "The Three-Fifths Clause and the Origins of Sectionalism," *Congress and the Origins of Sectionalism* pp. 19-46

☐ *The Federalist*, nos. 2 and 10

☐ Speech of Patrick Henry at Virginia Ratification Convention

☐ George Washington, "Farewell Address"

7. 10/14 Jeffersonian America



Readings: *Liberty, Equality, Power*, pp. 194-215, 226-248

Ellis, *American Creation*, chs. 4 & 6




☐ Jefferson, *First Inaugural Address*

☐ John C. Calhoun, "Speech on the Bonus Bill" (1816)

8. 10/21 The Rise and Fall of Nationalism

Readings: *Liberty, Equality, Power*, pp. 308-316
Robert P. Forbes, "The Missouri Controversy and Sectionalism,"
Congress...Sectionalism, pp. 73-96
 James Monroe, *First Inaugural Address*
 John Quincy Adams, *First Annual Address*

9. 10/28 Jacksonian Democracy and Whiggish Republicanism

Readings: *Liberty, Equality, Power*, pp. 264-307, 316-332
Bruce Levine, *Half Slave and Half Free*,
 Daniel Webster on Jackson's election
 Newspaper accounts of Jackson's inauguration
 Website: The United States Exploring Expedition, 1838-1842



Recommended: OLR Daniel Walker Howe, *The Political Culture of the America Whigs*,
ch. 1

10. 11/4 Hazards to the Union




Readings: William W. Freehling, "Andrew Jackson, Great President(?),"
Congress...Sectionalism, 133-151
Michael Les Benedict, "States' Rights, State Sovereignty, and
Nullification," *Congress...Sectionalism*, 152-18
Bruce Levine, *Half Slave and Half Free*,

11. 11/11 A House Dividing

Readings:

Liberty, Equality, Power, pp. 333-356
 Fugitive Slave Act, 1850
 "[CAUTION! Colored People](#)," broadside, 1851
Bruce Levine, *Half Slave and Half Free*,

12. 11/18 The Crisis

Readings: *Liberty, Equality, Power*, pp. 409-441
 "[Rendition of Anthony Burns](#)," engraving, 1854
 Abraham Lincoln, Cooper Union Address
 Excerpts from Southern Declarations of Secession
Bruce Levine, *Half Slave and Half Free*, chs. 9-10

THANKSGIVING RECESS

13. 12/2 War Becomes Revolution

Readings: *Liberty, Equality, Power*, pp. 442-455

- 📖 Excerpts from Diary of Mary Chesnut
- 📖 Excerpts from letters of Robert Gould Shaw
- 📖 Emancipation Proclamations (preliminary and final), 1862
- Bruce Levine, *Half Slave and Half Free*, “Afterword”
- Eric Foner, *A Short History of Reconstruction*, chs. 1-3

Film: *Glory*

THANKSGIVING RECESS

13. 12/9 Reconstruction and centennial

Readings: Foner, *Reconstruction*, chs. 4-8

OLR [David Ross Locke, “The Struggles of Petroleum V. Nasby,”](#) excerpt:
 “Petroleum V. Nasby Communes with Spirits.”

📖 [“Reconstruction and its Aftermath,”](#) *African American Odyssey*,
 Library of Congress website

📖 Charles Francis Adams, Jr., [The Maypole of Merrymount, I](#), *Atlantic Monthly*, 39 (May 1877), 557-568.

Readings: Foner, *Reconstruction*, chs. 9-12

FINAL EXAM WEDNESDAY 12/16, 3:00-5:00