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Spring Semester, 2005

### **H 105: American History to 1877**

SECTION 02, MWF, 9 A.M.-9:50 A.M., Kettler Hall 146

**Course Description:** Through lectures, readings, and discussions this course introduces students to social, political, and economic developments in American History from the age of discovery to 1877. This course counts toward fulfillment of the General Education area III requirement.

**Course Learning Outcomes:** Upon successful completion of this course students will be better able to:

- Interpret major developments in U.S. history to 1877.
- Connect events and explain the relationship between them.
- Analyze information and arrange it in a coherent overview.
- Assess source material and analyze its meaning.
- Appreciate the diversity of American experiences.

Assessment of Learning Outcomes via exams, quizzes, and class discussions which require students to:

- Analyze major historical developments such as colonialism and revolution, slavery and emancipation, and war and reconstruction (on section "B" of exams).
- Analyze the effects of historical events and actors (on section "A" of exams).
- Write analytical and well organized historical essays (on section "B" of exams).
- Analyze and interpret primary historical documents (on section "C" of exams and on weekly in-class quizzes).
- Compare and contrast the experiences of diverse American groups (in class discussion of course reader and on sections "B" and "C" of exams).

**Required Texts:** (available at the IPFW book store)

1. Michael P. Johnson, *Reading the American Past: Selected Historical Documents* (vol. 1: to 1877), **Third Edition**, Bedford/St. Martin's, 2005. In the class schedule below this text is abbreviated as *Past*.

2. Michael P. Johnson, et. al., *The American Promise: A History of the United States* (vol. 1: to 1877), **Third Edition**, Bedford/St. Martin's, 2005. In the class schedule below this text is abbreviated as *Promise*.

**Course Requirements:**

## Graded Class work:

- Midterm Exam is worth 1/3 class grade.
- Final Exam is worth 1/3 class grade.
- Semester quiz grade is worth 1/3 class grade.

## Grading scale:

- 90-100% is an A; 80-89% is a B; 70-79% is a C; etc.

## Letter Grade/Percentage equivalence:

- A+ is 98%; B+ is 88%; etc.
- A is 95%; B is 85%; etc.
- A- is 92%; B- is 82%; etc.

**Exams (See Midterm and Final exam study guides below):**

There is **NO** multiple choice or fill in the blanks component to exams. Both the midterm and the final have the same format. There are 3 components to exams: 1) Term identification; 2) Essay; 3) Passage Analysis (compares and contrasts reading passages from *American Past*, which will be reproduced on exams. Students' task is not to memorize names and dates, but rather to analyze the contents of the reproduced passages.)

**Exam make-up policy:** Make sure you contact me well before-hand if you have a time conflict. If you contact me at least two weeks prior to the exam and I deem your reason for being unable to take the exam at the scheduled time acceptable, I will allow a make-up. Emergencies are a different matter. If you miss the exam because of an emergency contact me as soon as possible (e-mail is probably the fastest way, but the phone is also acceptable). If you can not contact me prior to the exam then contact me as soon as possible after it. I will listen to your case and decide whether or not I will allow you to make up the exam or not. Make-ups for the midterm will be given during the final. Students will be given a comprehensive exam that covers the entire course and is worth 2/3 of the final course grade.

**Quizzes:** The average score from a series of in-class quizzes on the assigned readings make up the final 1/3 of the course grade. These are "pop" quizzes that are given about once a week for the entire semester. (They are not necessarily given at regular intervals, however. Some weeks there may be no quizzes. Other weeks might have more than one quiz.) Quizzes are not intended to "trick" students, but rather to encourage them to read the assigned material in a careful and timely fashion. The quiz questions are taken directly from reading questions that are in *American Past*.

To earn good grades on these quizzes **do the following:**

- answer all parts of the question

- provide specific relevant information from the readings
- demonstrate a grasp/understanding of the readings
- express your ideas clearly and effectively in writing

In addition to guidance on what to do on the quizzes, let me warn about one thing that you **should not do**:

- "drop quotes." That is, include a long quotation with no analysis or explanation of its meaning. The lowest 3 quiz grades will be dropped.
- There are **NO make-ups** for missed quizzes

### **Class Schedule, Reading Assignments, and Exam dates:**

Week 1: America Before 1492

1/10: *Promise*, chap. 1

1/12: Pre-Columbian America

1/14: NO CLASS

Week 2: Europeans and the New World, 1492-1600

1/17: Martin Luther King Jr. Holiday

1/19: *Promise*, chap. 2; *Past*, 2-1 & 2-2

1/21: *Past*, 2-3, 2-4 & 2-5.

Week 3: The Southern Colonies in the Seventeenth Century

1/24: *Promise*, chap. 3; *Past*, 3-1 & 3-2.

1/26: *Past*, 3-3 & 3-4.

1/28: *Past*, 3-5.

Week 4: The Northern Colonies in the Seventeenth Century

1/31: *Promise*, chap. 4; *Past*, 4-1 & 4-2.

2/2: *Past*, 4-3.

2/4: *Past*, 4-4 & 4-5.

Week 5: Colonial America in the Eighteenth Century, 1701-1770

2/7: *Promise*, chap. 5; *Past*, 5-1.

2/9: *Past*, 5-2 & 5-3.

2/11: *Past*, 5-4 & 5-5.

Week 6: The British Empire and the Colonial Crisis, 1754-1775

2/14: *Promise*, chap. 6; *Past*, 6-1 & 6-2.

2/16: *Past*, 6-3.

2/18: *Past*, 6-4 & 6-5.

Week 7: War for America (chap. 7); Building a Republic (chap. 8)

2/21: *Promise*, chap. 7; *Past*, 7-1 & 7-2

2/23: *Past*, 7-3, 7-4 & 7-5.

2/25: *Promise*, chap. 8; *Past*, 8-1, 8-2 & 8-3.

Week 8: Building a Republic (continued).

2/28: *Past*, 8-4 & 8-5.

3/2: IN-CLASS EXAM PREP

3/4: **MIDTERM EXAM**

Spring Break: 3/7-3/13

Week 9: The New Nation Takes Form, 1789-1800

3/14: *Promise*, chap. 9; *Past*, 9-1 & 9-2.

3/16: *Past*, 9-3 & 9-4.

3/18: *Past*, 9-5.

Week 10: The Republican Ascendancy

3/21: *Promise*, chap. 10; *Past*, 10-1 & 10-2.

3/23: *Past*, 10-3.

3/25: *Past*, 10-4 & 10-5.

Week 11: Expanding Republic (chap. 11); West & North (chap. 12)

3/28: *Promise*, chap. 11; *Past*, 11-1 & 11-2.

3/30: *Past*, 11-3, 11-4 & 11-5.

4/1: *Promise*, chap. 12; *Past*, 12-1, 12-2 & 12-3.

Week 12: West and North (chap. 12); Slave South (chap. 13)

4/4: *Past*, 12-4 & 12-5.

4/6: *Promise*, chap. 13; *Past*, 13-1, 13-2 & 13-3.

4/8: *Past*, 13-4 & 13-5.

Week 13: House Divided (chap. 14); Civil War (chap. 15)

4/11: *Promise*, chapter 14; *Past*, 14-1, 14-2, & 14-3.

4/13: *Past*, 14-4 & 14-5.

4/15: *Promise*, chap. 15; *Past*, 15-1 & 15-2.

Week 14: Civil War (chap. 15); Reconstruction (chap. 16)

4/18: *Past*, 15-3, 15-4 & 15-5.

4/20: *Promise*, chap. 16; *Past*, 16-1, 16-2 & 16-3.

4/22: *Past*, 16-4 & 16-5.

Week 15: Reading Week (no assigned readings or lectures)

4/25: In-class exam preparation

4/27: Independent exam prep. (No class)

4/29: Independent exam prep. (No class)

Final Exam: May 2, 8A.M.-10A.M., Kettler Hall 146

## Course Study Guides

### 1. Midterm Study Guide

**The midterm covers chapters 1 through 8 in the two course texts and the corresponding lecture material.** Include information from the course texts and class lectures on your exam. The only thing that you need to bring to the mid-term is a pen or pencil to write with. An exam booklet will be provided for you to take your exam. You may NOT use any notes when taking the exam. You will have 50 minutes to take the exam. You should answer exam questions with complete sentences. However, if you find that you are running out of time you should switch to outline form. It is MUCH better to finish in outline form than to stop before you have completed the exam.

The Mid-term has 3 parts: A) Terms; B) Essay; and C) and a selection from *American Past*. Section B is worth 50% your exam grade. Sections A and C are each worth 25% of your exam grade. You should dedicate about half your time to section B, and roughly a quarter of your time to A and a quarter of your time to section C (however, some students find that section C takes a little longer than section A, so budget time accordingly).

**Part A:** Terms. Answers have 2 parts:

- **1) Description of the term:** A description provides answers to the "W" questions: who/what is the term?; where did the term take place?; when did the term happen?
- **2) Explanation of historical significance of the term:** How and to what extent did the specific term affect the course of history? An effective analytical strategy to answer this question is to consider a term's social, economic, and political significance. (However, in some instances a term may not have all three.) Another acceptable strategy is to list as many ways a term shaped history as you can.
- While quantity is by no means the only ingredient in an effective answer, successful answers to a term often require a full single-sided page in a blue book or more.

**I will select five of the following terms and put them on the exam. You will be required to answer ONE of them:**

Arawaks (Tainos); Aztecs(Mexica); Algonquian Indians; League of 5 Nations (Iroquois); Opechancanough; Christopher Columbus; Hernando Cortes; John Smith; William Penn; John Locke; Thomas Paine; John Winthrop; Biblical Commonwealth; Precious metals; Sugar; Tobacco; Fur Trade; Mercantilism; Navigation Acts; Triangular Trade; indentured servants; Head-right system; English Colonization of Ireland; Spanish Re-Conquest of Spain; Pequot War; Bacon's Rebellion; French and Indian War; Shays' Rebellion; Stamp Act; Townshend Duties; Boston Massacre; Boston Tea Party; Coercive Acts; Continental Congress; Articles of Confederation; Federalists; Anti-Federalists

**Part B:** The Essay. Essays will be evaluated on three criteria:

- 1) Thesis. Simply put, the thesis is your main argument. The thesis is a concise response to the essay question, which is included in the introductory paragraph. An effective thesis is usually argumentative. An effective thesis is also perceptive and demonstrates a strong grasp of the subject matter.
- 2) Content. The content is the historical facts and evidence that you use to support your thesis in the body of the essay. You are expected to provide a detailed account that includes specific historical events and developments. The more specific content the better. You are required to include relevant information from lectures and the assigned texts, especially *American Promise*. While quantity is not the only criteria that you are graded on, successful answers often require 5 blue book single-sided pages or more.
- 3) Style. Style refers to how well the essay is organized. Develop and organize your essay in a way that is easy for the reader to follow and also emphasizes your main argument.
- While quantity is by no means the only ingredient in an effective answer, successful answers to essay questions often require five single-sided pages in a blue book or more.

**Below are 4 essay themes. On your exam there will be one essay question, which is based on one of the themes below, or a combination of the themes.**

- The course of European Colonization (English, Spanish, French, and Dutch) and its impact on Indigenous Peoples
- Compare and contrast the course, style, and consequences of English and Spanish Colonization
- Compare and contrast Britain's Northern, Middle, Southern, and Caribbean Colonies
- The causes, process, and consequences of the American Revolution

**Part C: Passage analysis.** Students will be required to summarize and compare and contrast two or more reading passages from American Past. Students' task is **not** to memorize names, dates, and passages, for passages (including names, dates, and titles) will be reproduced right on your exam sheet. Rather, students' task is to carefully analyze the content of the passages and provide evidence (in the form of summaries of content of passages or short quotes) to support their analysis. Effective answers will provide complete answers to the **specific questions I ask** about the passages.

class=Section2>

**Example of Passage Analysis Question from a previous midterm:**

The following two documents from Reading the American Past are types of lectures that offer advice about how one should live. These lectures reveal authors' underlying assumptions about life, or, put differently, their world-views. Focusing on ideas about the individual, the community, the government, religion, and wealth, compare and contrast these world-views.

- 1. John Winthrop's Arbella Sermon ("A Model of Christian Charity"), which was written in 1630:** It rests now to make some application of this discourse. . . Herein are four things to be propounded: first, the persons; secondly, the work; thirdly, the end; fourthly, the means. First for the persons. We are a company professing ourselves fellow members of Christ . . . Secondly for the work we have in hand. It is by mutual consent, through a special overvaluing providence and a more than ordinary approbation of the churches of Christ, to seek out a place of cohabitation and consortship under a due form of government both civil and ecclesiastical. In such cases as this, the care of the public must overweigh all private respects . . . Thirdly, the end is to improve our lives to do more service to the Lord . . . Fourthly, for the means whereby this must be effected. . . . We must love brotherly without dissimulation; we must love one another with a pure heart fervently. We must bear one another's burdens. We must not look only on our own things, but also on the things of our brethren . . .
- 2. Ben Franklin's Poor Richard's Advice ("Father Abraham's Speech"), which was published in 1757, over a century after the first document:** It would be thought a hard Government that should tax its People one tenth part of their Time, to be employed in its service. But *Idleness* taxes many of us much more, if we reckon all that is spent in absolute *Sloth*, or doing nothing, with that which is spent in idle Employments of Amusements, that amount to nothing. . . . How much more than is necessary do we spend in Sleep! Forgetting that *The sleeping Fox catches no Poultry*, and that *there will be sleeping enough in the grave*. If Time be of all Things the most precious, *Wasting Time* must be, as *Poor Richard* says, *the greatest Prodigality*, since, as he elsewhere tells us, *Lost Time is never found again*. . . . Let us then up and be doing. . . . *Sloth makes all Things difficult, but Industry all easy*. . . . *He that riseth late, must trot all Day, and scarce overtake his business at night*. While *Laziness* travels so slowly, that *Poverty* soon overtakes him, as we read in *Poor Richard*, who adds, *Drive thy business, let not that drive thee; and Early to bed, and early to rise, makes a man healthy, wealthy, and wise*.

**2. Final Exam Study Guide**

The exam covers chapters 9 through 15 in each of the course books and the corresponding lecture material. The format of the final is identical to the midterm. The only difference is that there are more

in terms in section A and you have more time to take the exam (2 hours). The final exam has 3 parts: A) Terms; B) Essay; and C) and a selection from *American Past*. Section B is worth 50% your exam grade. Sections A and C are each worth 25% of your exam grade. You should dedicate about half your time to section B, and roughly a quarter of your time to A and a quarter of your time to section C (however, some students find that section C takes a little longer than section A, so budget time accordingly).

**Part A: Terms.** Answers have 2 parts: **1) Description of the term:** A description provides answers to the "W" questions: who/what is the term; where did the term take place; when did the term happen; **2) Explanation of historical significance of the term:** How and to what extent did the specific term affect the course of history? An effective analytical strategy to answer this question is to consider a term's social, economic, and political significance. (However, in some instances a term may not have all three.) Another acceptable strategy is to list as many ways a term shaped history as you can. While quantity is by no means the only ingredient in an effective answer, successful answers to a term often require a full page in a blue book or more.

**I will select seven of the following terms and put them on the exam. You will be required to answer TWO of them (note that this is more than the midterm!):**

Wilmot Proviso; Manifest Destiny; Free labor Ideology; William Lloyd Garrison; Compromise of 1850; Missouri Compromise; Kansas-Nebraska Act; Cotton; Seneca Falls Convention; Waltham System; Tariff of Abominations; The Bank War; William Sherman; John Brown; Ku Klux Klan; Dred Scott; Lincoln-Douglas Debates; Share Cropping; Mexican-American War; Black Codes; Military Reconstruction Act; Compromise of 1877; Freedmen's Bureau; Emancipation Proclamation; Charles Sumner; the 13<sup>th</sup> Amendment; the 14<sup>th</sup> Amendment; the 15<sup>th</sup> Amendment; Alexander Hamilton; Agrarian Republic; Nat Turner; Frederick Douglas; Trail of Tears; Tecumseh and Tenskwatawa; Homestead Act; the Gold Rush

**Part B: The Essay.** Essays will be evaluated on three criteria: 1) Thesis. Simply put, the thesis is your main argument. The thesis is a concise response to the essay question, which is included in the introductory paragraph. An effective thesis is usually argumentative. An effective thesis is also perceptive and demonstrates a strong grasp of the subject matter. 2) Content. The content is the historical facts and evidence that you use to support your thesis in the body of the essay. You are expected to provide a detailed account that includes specific historical events and developments. The more specific the content the better. You are required to include relevant information from lectures and the assigned texts, especially *American*

*Promise.* While quantity is not the only criteria that you are graded on, successful answers often require 5 blue book single-sided pages or more. 3) *Style.* Style refers to how well the essay is organized. Develop and organize your essay in a way that is easy for the reader to follow and also emphasizes your main argument.

**Below are 4 essay themes. On your exam there will be one essay question, which is based on one of the themes below, or a combination of the themes.**

- the nature and impact of industrialization
- the evolution of the debate over slavery and its consequences
- the course of Western expansion and its impact on different ethnic, racial, and gender groups
- the political process of Reconstruction and its impact on racial, class, and gender groups in the South

**Part C: Passage analysis.** Students will be required to summarize and compare and contrast two or more reading passages from American Past. Students' task is **not** to memorize names, dates, and passages, for passages (including names, dates, and titles) will be reproduced right on your exam sheet. Rather, students' task is to carefully analyze the content of the passages and provide evidence (in the form of summaries of content of passages or short quotes) to support their analysis. Effective answers will provide complete answers to the **specific questions I ask** about the passages.

**Lecture Outlines for History 105:  
American History to 1877**

These outlines highlight main lecture themes and content. But it should be noted that at times these outlines may not correspond exactly with the lectures I deliver.

The textbook chapters that correspond to the lectures are listed as headings in bold capital letters. However, frequently the lectures include material that is not in the textbook, even if both cover the same time period. In other words, often the contents of the lecture and the textbook are complementary, not repetitive.

**ANCIENT AMERICA, BEFORE 1492**

1. No Indians exist before 1492

- 1492 Meeting of Indians from all over Americas on the 500<sup>th</sup> anniversary of Columbus's Adiscovery.@
- Absence of Pan-Indian identity prior to 1492

- The construction of Indian identity over centuries
- One thing that does unify indigenous people, however: their isolation from Europe, Africa, and Asia and therefore their lack of immunities to diseases brought to the New World by Europeans

## 2. First Americans

- Rejection of the cultural diffusion model
- Waves of migrations 10,000 to 20,000 years ago.
- Big game hunters cross the Bering Strait (between Alaska and Russia) during Ice age

## 3. Americas in 1492

Population: 80 million (4 million in present day United States)

### Classification of societies

- Sedentary Imperial Peoples: Aztecs, Incas
- Sedentary Non-Imperial Peoples: Arawak (Tainos), Pueblos
- Semi-sedentary peoples: Tupi, Algoquians, Iroquois
- Non-sedentary peoples: Chichimecas, Ge, Great Plains Tribes (Comanche, Apache)

## 4. Aztecs (Mexico)

### Aztec's Rise to power

- Chichimeca migration south (1100s-1200s AD)
- 1325 Mexico settle on lake Texcoco
- 1325-1500, Mexico form triple alliance, then dominate it
- Myth of Mexica=s rise to power

### Class divisions in Aztec Society

- Nobility; religious leaders; warriors; merchants; craftsmen; commoners/agriculturalists

### Religion, cuisine, and social divisions

### Aztec polytheistic religion

### Aztec (Mexico) Federation

- limited integration of conquered groups
- patria chica (small town) mentality

### Tribute System

- Capulli (neighborhood/county) to province to Tenochtitlan (Aztec Capital)
- tribute functionaries: headman (county level); cacique (province level); Aztec nobility (capital level)

## EUROPEANS ENCOUNTER THE NEW WORLD, 1492-1600

### 1. Mediterranean Trade

#### Shifts in Mediterranean Trade

- Mediterranean is strategic link between East and West
- Constantinople as commercial hub
- Merchants in Genoa and Venice control the trade
- Ottoman Turks take Constantinople in 1453
- Merchants from Genoa and Venice reduced to middle men and prices for Eastern goods in Europe increase.

Europeans attempt to regain control of East-West Trade

#### Portuguese Expansion

- Prince Henry the Navigator and Portuguese Expansion
- Portuguese explore African Coast:
- Islands: Azores (1431); Madeira (1419); Cape Verde (1440s)
- West Coast Africa: 1440s-1460s
- Arrive Cape Good Hope in 1497 and da Gama rounds horn and arrives in India, 1498
- Portuguese types of colonization: trade Forts and plantations

Spain's Internal Expansion: Reconquest of Iberian Peninsula from Moors, 711-1492

#### Features of the Spanish Reconquest

- adelantados (those who go ahead)
- settlement
- exploitation and integration of conquered peoples (encomienda system)
- religious conversion and homogeneity (newly converted: conversos)
- Inquisition as religious watchdog group and expulsion Jews 1492

#### Spain and Columbus

- background: Columbus's experiences in Genoa and Portugal
- Columbus's plan to sail west to go east
- Why Portugal refuses to fund Columbus but Spain agrees to support him
- Columbus's trip across a continent and finds Indians

### 2. Columbus and Island Phase Conquest of Americas, 1492-1519

- Settlement of Hispaniola
- gold mining
- encomienda system

- Indian Slavery
- Demographic collapse by 1560s
- Las Casas critique of Spanish Colonialism and the birth of the Black Legend

### 3. COLONIAL MEXICO

#### Factors in Spanish Conquest of 1519-1521

- alliances, disease, religious beliefs, Cortez=s strategy

A high level of interaction between Spaniards and Indians

Examples:

#### A. Spaniards utilize pre-existing system exploitation

- personal servants, commoners, and caciques

#### B. A Corporate Colonial

- Indian Republic; Spanish Republic; Church; Merchants Guild; Military

#### C. Labor systems

- Encomienda system
- New Laws of 1542 and the repartimiento system
- African Slave labor
- Church's critique of Spanish labor system

#### D. Religion

- Irony: Church preserves and destroys Indian society
- Church as opposed to mission
- Clergy's optimism during early colonial period
- Virgin of Guadalupe and syncretism
- Role of the Inquisition and Clergy's increasing pessimism

#### E. Racial Mixture

- Lack of Spanish Women and sexual relations between Spaniards and Indians: marriage, mistresses, concubines, and rape.
- Creation of Mestizo (mixture Spaniard and Indian).
- Social Race and increase in mestizo population.
- Certificates of whiteness

#### F. Legal System:

- Legal Issues: conflicts over land, levels of tribute, water rights, religious fees for births, deaths, baptisms, etc.
- Indians use of the Spanish legal system

#### G. Geography and interaction between Spaniards and Indians:

- Indians and Spanish settlements
- Geography and the Mining economy with the

Discovery silver in Zacatecas, 1540s

### **THE SOUTHERN COLONIES IN THE SEVENTEENTH CENTURY, 1601-1700**

#### 1. English Colonization of the Chesapeake IN THE 1600S

Background to English Colonization of North America

- Merchants and Joint Stock Companies
- Peasants and Promoters
- English Colonization of Ireland

Jamestown, 1607: Difficult Beginnings

- Gentlemen and Artisans
- limited resources
- Conflicts among colonists

Reorganization and Tobacco

- Exports to England
- Headrights and Land
- Indentured Servants

Indian-Settler Relations

- Powhatan Confederacy
- Tribute and Conflict
- Tobacco and Disease
- Wars, Treaty, and Reservation

Emerging social Structure, 1650s

- Planters
- Freedmen
- Landless freedmen
- Indians
  
- Frontiers and Bacon=s Rebellion (1676)

#### 2. Slavery in the Atlantic World

The New World Causes the Revival and Transformation of Slavery

- from auxiliaries to entire labor force
- from a degree of freedom to property

Brazilian Beginnings

- from Dyewood to Sugar
- from Indians to African Slaves
- reproduction of the slave population

### The English Caribbean: Barbados and Jamaica

- impact of Brazil and the Dutch
- from tobacco and servants to sugar and slaves
- from smallholders to latifundia

### British Slavery on the North America Mainland

- Northern and Middle Colonies
- reasons for shift to slavery in the Chesapeake
- extent of shift
- impact expansion slavery on free blacks
- 

## **THE NORTHERN COLONIES IN THE SEVENTEENTH CENTURY, 1601-1700**

### 1. Puritanism

#### Background

- John Calvin, Martin Luther, and the Protestant Reformation
- Puritanism and the Church of England
- English Policy towards Puritans  
(Elizabeth, 1558; James, 1603; Charles, 1625)

#### Puritanism in the New World

- William Bradford and Plymouth Plantation, 1620
- Great Migration, 1630-1643
- nucleated Settlements
- Biblical Commonwealths
- Puritan Family

#### Puritan Relations with Indians

- Precursors: Epidemics and Indian decline in 1610s
- Squanto: an initial alliance between Pilgrims and Indians
- Vacuum Domicilium: justification for taking Indians' Land
- Pequot War (1637): Pequot/Dutch vs. Narragansett/British
- treaty Hartford, 1638
- "Pequots' Revenge" in late 20<sup>th</sup> Century

#### Dutch and French Settlements

- Dutch Settlements (Hudson), establish New Amsterdam, 1621
- French Settlements (St. Lawrence), Nova Scotia, 1604, Quebec, 1608
- Fur trade (Dutch with Mahican and Iroquois tribes; French with Huron)

### 5. Middle Colonies (NY, New Jersey, Penn, Delaware)

- English take New Amsterdam and establish New York (1664)
- Ethnic and Economic characteristics Middle Colonies
- William Penn=s Utopia
- Conflicts in Pennsylvania

### COLONIAL AMERICA IN THE EIGHTEENTH CENTURY, 1701-1770

1. Economic Relations between Britain and the Colonies
  - population increase and economic output
  - mercantilism
  - Navigation acts
  - triangular trade
  - economic significance of the colonies to Britain
  - Northern and middle colonies
  - Southern colonies
  - English Caribbean
  
2. Spain does not derive as much economic benefit from its American colonies as Britain
  - Sir Francis Drake and buccaneers
  - fleet system, Manila Galleon, and Royal Fifth
  
  - Mexico as sub-empire: financing Spanish rule in the Caribbean
  - Mexico does not aid the industrialization of Spain: Spain as "middle man"
  - Mexican Obrajes limit demand for imported textiles

Europeans conceptions of the economy of New Spain

- Early Colonial Era and the valorization of silver
  - Adam Smith's late colonial era critique
  - Alexander von Humboldt's *Political Essay on the Kingdom of New Spain*, which celebrates Mexican agriculture
3. 18<sup>TH</sup> Century commercial and social developments
    - ethnic diversity
    - commercial relations
    - growth cities
    - urban economic inequality

4. Colonial politics: from childhood to adult?

no, colonies becoming more "English"

- Lawyers' Bar,
- Local militia
- Royal colonies
- Some Europeans (especially minorities in British America) view themselves as part of the British empire

Parallel Representative bodies/politics

- governor: king

- o Council: House Lords (appointed)
- o Assembly: House Commons (elected)
- o Whig political World view
- o Informal Crowd Politics

### **THE BRITISH EMPIRE AND THE COLONIAL CRISIS, 1754-1775**

1. French and Indian War
  - o early conflicts between French and British in America
  - o Indian Strategies for Survival: Iroquois example
  - o Causes and course of War
  - o Treaty of Paris
  - o Pontiac=s rebellion
  - o 1763 Proclamation
  
2. The Age of Revolution, 1764-1775
  - o What is a Revolution?
  - o The Impact of John Locke=s Second Treatise on Government (1690)
  - o Was British policy towards the colonies based in ignorance?

#### Specific British Acts:

- o Sugar (revenue) Act, 1764
- o Stamp Act, 1765
- o Declaratory Act, 1766
- o Townshend Duties, 1767
- o Boston Massacre, 1770
- o Tea Act, 1773
- o Coercive Acts (Intolerable Acts), 1774
- o Continental Congress, 1774

### **THE WAR FOR AMERICA, 1775-1783**

#### 1. Declaration of Independence

Why not declared until well after the fighting breaks out?

- o Break through in Ideology: Thomas Paine and Common Sense
- o The rise of Popular Committees and Class Conflict

What the Declaration of Independence resolves and fails to resolve

- o relations with Great Britain
- o separate Constitutions by Individual States

#### 2. The War

Taking Sides

- o neutrality
- o loyalists

- African Slaves
- Indians
- Women
- The French Alliance

Northern and Southern Campaigns and Victory at Yorktown, 1781

The War=s Impact on the economy

3. Peace of Paris, 1783

### **BUILDING A REPUBLIC, 1775-1789**

1. Articles of Confederation, 1781-88
  - Asovereign states@
2. Movement to Amend the Articles
  - Government Power
  - Representation
  - Level democracy
3. Debate over ratification of the Constitution
  - Federalists and anti-Federalists
  - Charles Beard=s An Economic Interpretation of the Constitution

Issues that divide Federalists and anti-Federalists

- Degree of power given to the Federal Government
  - Level of political Democracy
  - Ties to the market economy
4. Slavery in the Age of Revolution
    - gradual emancipation and abolition in North
    - persistence of slavery in the South

### **THE NEW NATION TAKES FORM, 1789-1800**

1. Fortuitous Beginnings to the Early Republic
  - Bill of Rights
  - Leading Figures in Washington=s cabinet: Alexander Hamilton (Secretary of Treasury) and Thomas Jefferson (Secretary of State)
  - Mothers' Role: Republican Motherhood
2. The emergence of party conflict
  - Federalists and Republicans
3. The Federalist Economic vision of Alexander Hamilton
  - Commercial Empire

- Manufacturing Vision
- Link wealthy to the new government
- Demonstrate Government's power
- Anchor commercial and political ties with Britain

#### Implementation of Hamilton's Vision

- Federal Assumption of War Debt
- Taxation
- National Bank
- Report of Manufacturing

#### Protests against Hamilton's Program

- Attacks on the National Bank
- Whiskey Rebellion

### 4. Foreign Policy and the Republican-Federalist Conflict

#### International Revolutions

- French Revolution, 1789
- Haitian Revolution, 1790-1804
- Impact French Revolution on Federalist-Republican conflict

#### France and England Resume War (1793) and its impact on the U.S.

- Jay Treaty
- French Reaction and the XYZ Affair

#### Domestic Policies during AWar@ time

- Alien and Sedition Acts
- Virginia and Kentucky Resolves and the concept of Nullification

### **REPUBLICANS IN POWER, 1800-1824**

#### 1. Jefferson: A man of contradictions?

- A Republican who believes in equality
- A slave owner whose ideas foreshadow 19<sup>th</sup> century scientific racism (polygenism; biological determinism)
- Sally Hemmings

#### 2. A Republican Revolution?

- A democratic Jeffersonian political culture
- redirecting the course of the nation
- attack on Federalist Programs
- Limiting scope of government

## 3. An Agrarian Republic

- the ideal model
- modifications to the ideal model

## Agrarian Republic and Jefferson=s Land Policy

- expansion (N. West Ordinance; Louisiana Purchase; Florida)
- acquisition policies

## 4. Indian Policy

- strains in U.S. Policy
- Indian Strategies: Shawnee Resistance

## 5. Foreign Policy

- European War and US neutrality
- Conflicts over commerce
- 1807 Embargo (repealed 1809)
- War 1812

## 6. Weakening of the Parties

- Hartford Convention and Federalists discredited
- Divisions within the Republicans (1816 tariffs and bank; 1824 Presidential election)

**THE EXPANDING REPUBLIC, 1815-1840**

## 1. The Market Revolution

## 1820-1860: Era of industrialization

- factors: transport, labor, and technology

## Transportation

- canals
- railroads
- spin-off industries
- government role in transportation system

## Labor

- Lowell system
- Deteriorating working conditions in 1830s
- Pitfalls of unionization unskilled workers
- foreign immigrants

## Technology

- American system

## Demise artisans and emergence factory workers

- political basis for transition to factory workers

- urban real estate values and demise artisans
- emergence landlords, tenements, and factory owners

Rise of the factory and Separate Spheres Ideology

## 2. Jacksonian Democracy, 1830s-40s

Introduction: A more democratic political system

Jackson's image

- Frontiersman; for the common man; anti-intellectualism; direct link between President and the people
- Critics: Jacksonian "mobocracy"
- Jackson and the Common Man: Battle over the National Bank
- Jackson=s Link to the Nation: Nullification Crisis

Limits to Jacksonian Democracy

- Indians, Free Blacks, Women=s movement, and the movement to abolish slavery

## 3. The Second Party System

- Whigs= Platform: Nat. Bank, tariffs, internal improvements  
Region: N. East and South  
Class: business, planter, and laborer
- Democrats= Platform: local autonomy, low land prices and tariffs  
Region: South, West, N. East  
  
Class: middle class, yeoman farmer, urban labor
- Market Interpretation of the 2<sup>nd</sup> party system

### **THE NEW WEST AND THE FREE NORTH, 1840-1860**

#### 1. Ideology of Western Expansion: Manifest Destiny

#### 2. The Mexican Northern Frontier

- colonial frontier institutions: presidio and mission
- Mexican Independence and the frontier

Mexican Views of the United States: friend to foe

- Monroe Doctrine, 1823
- new colonialism
- filibusters

The Texas Example

- American colonists in 1820s
- Mexican central republic of 1835
- The lone star Republic, 1836

### Mexican-American War, 1846-48

- causes of war
- Internal divisions in Mexico and American victory
- The Treaty of Guadalupe Hidalgo, 1848

### 3. Forms of Western Expansion: Homestead and Agribusiness

- Homestead Act of 1862
- James Irvine Company, Southern California

### 4. American Expansion into California

- Gold Rush
- Indians: from mission Indians to Apprentices@
- Mexican Displacement
- Chinese Exclusion

### 5. Indians and Western Expansion

- Impact Reservation Policy
- Indian Land
- Indian Culture
- Indian Education

## **THE SLAVE SOUTH, 1820-1860**

### 1. The age of Revolution and the decline of slavery

- economic and political factors
- various arguments against slavery

### 2. King Cotton and the revival of slavery

- Eli Whitney and the cotton gin
- correlation between cotton production and slavery
- increasing monetary value of slaves

### Reproduction of the slave population

- attack on the slave trade
- illegal entry slaves
- internal slave trade
- natural increase

### Slaves work and resistance

- types of work and hours
- forms of resistance
- Southampton Slave Rebellion, 1831

### 3. Social hierarchy in the South

- Planters
- Yeoman

- herdsmen
- poor whites

### **THE HOUSE DIVIDED, 1846-1861**

1. Cultural and economic factors in sectionalism
  - Southern Adependency@: a form of Ainternal@ colonialism
  - a distinct Southern white culture
  - the Fire eaters
  - slavery: from a necessary evil to a greater good
  - northern Free Labor ideology
  - the Northern Critique of the South
  - railroads and shifting trade routes: from a West-South alliance to a West-North alliance
2. Western expansion and sectional political conflicts
  - Mexican War and Wilmot Proviso
  - emergence free soil and popular sovereignty
  - Compromise of 1850
  - Conflicts generated by the "compromise"
  - decreasing differences between Whigs and Democrats
  - Kansas Nebraska Act, 1854
3. Emergence new Parties:
  - Kansas Nebraska and demise Whig party
  - American Party (Know Nothings)
  - Republicans
  - factions in the Republican Party
4. Short-term events leading to the Civil War:
  - Bleeding Kansas, 1855-56
  - free soil Topeka and pro-slavery Lecompton
  - sack of Lawrence and John Brown
  - Preston Brooks canes Charles Sumner
  - Dred Scott decision, 1857
  - Lincoln-Douglas Debates, 1858
  - Harper=s Ferry, 1859
  - 1860 Presidential elections
  - why South Carolina secedes from the Union

### **THE CRUCIBLE OF WAR, 1861-1865**

Ft. Sumter and Choosing Sides

Introduction: The Confederacy and the Union

- Jefferson Davis and the Confederacy
- Lincoln=s explanation of the cause and purpose of war

## 1. Civil War

### War strategies

- Confederacy Strategy: defensive war and Cotton Power
- Union Strategy: 1) East, Take Richmond; West, gain control Mississippi; Naval Blockade

### Course of War

- 1861-2, somewhat of a stalemate
- 1863, Confederacy new offensive strategy
- 1864-5, Northern Dominance and victory

### Why Union wins

- diplomatic front (France, England, Mexico)
- Gettysburg and failure Confederacy=s offensive strategy
- Vicksburg and Union=s control the Mississippi and successful naval blockade
- Confederacy=s ideology of state=s rights
- Grant and Sherman and total war

## 2. Slavery, emancipation, and the War

- Lincoln=s middle position: between peace Democrats and Radical Republicans
- Slaves flock to Union armies
- Confiscation acts, 1861 and 1862 (War "contraband")
- 1862 Slavery abolished in the Capital
- 1863 emancipation proclamation
- foreign diplomacy, Northern reactions, and the proclamation
- Southern plans for emancipation
- Black soldiers

### **RECONSTRUCTION, 1863-1877**

Introduction: What the Civil War resolves and does not resolve

#### 1. Competing Reconstruction Visions and Agendas

- Radical Republicans
- Conservative Republicans
- Yeoman
- Planters
- Former Slaves

#### 2. Presidential Reconstruction Programs

- Lincoln=s Reconstruction Plan
- Johnson=s Reconstruction Plan

### Southern Response

- the Black Codes
- Reelection prominent confederates to Congress
- Political Conflicts over the 14<sup>th</sup> Amendment

### 3. Congressional Reconstruction

#### Military Reconstruction Act, 1867

- What the act does and does not do

#### Republican Party constituents and reforms in the South

- freed blacks, scalawags, and carpetbaggers
- reduce aristocratic political privilege, Freedmen=s Bureau, state's increased role in society, education, 15<sup>th</sup> Amendment

### 4. Reconstruction=s economic and political limits

- From Slaves to Sharecroppers
- sharecropping and crop lien system
- Weakening of the Republican Party in the South
- emergence of the KKK, 1866
- KKK Act, 1871

### 5. The Republican Party and the end of Reconstruction

- 1873 Depression
- from moral reform to economic development
- worker unrest in the North