

**HST 109: United States History to 1865**

Arizona State University #xxxxxx

Spring 2024

**Location:** onlinezoom address is: <https://asu.zoom.us/j/4700603212>

Prof. Calvin Schermerhorn

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**Course Description:**

This course explores the history of what became the United States and explores the growth of that republic from its colonial origins through 1865. Students will consider political, economic, cultural, and social aspects of life on the North American continent to evaluate changes in boundaries, culture, and government from 1492-1865. This course will emphasize history as a complex network of social processes and personal interactions rather than as a series of people, events, and dates. Through course readings, writing assignments, discussions, and exams, students will practice and develop critical thinking skills, and analyze the many themes, continuities, and contrasts that characterize the history of the United States. By the time you leave this course you will have a working understanding of the major themes and interconnections in American history. You will be able to analyze key themes and historical developments.

At the completion of this course, students will be able to:

1. Assess history as a discipline with varying viewpoints versus decontextualized facts
2. Identify major events, people and ideas in early American history.
3. Contextualize economic, political, social and cultural trends in American history.
4. Explain how race, class, gender, region and religion have influenced peoples' experiences and our approach to understanding the past.
5. Describe the central processes in the birth, growth, development, and crisis of the American political nation to 1865.

**Required Reading:**

- Álvaro Núñez Cabeza de Vaca, *The Narrative of Cabeza de Vaca*, edited, trans., and with an introduction by Rolena Adorno and Patrick Charles Pautz (1999).
- Laurel Thatcher Ulrich, *A Midwife's Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812* (1991).
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself* (1845, any edition).

**Recommended:**

- *The American Yawp: A Massively Collaborative Open U.S. History Textbook*, <https://www.americanyawp.com>

**Grading:**

<b>Participation:</b> 6 Take-Home Points	X25 pts.	150 pts.
<b>First Paper:</b> Cabeza de Vaca (3-4 pp.)		150 pts.
<b>Second Paper:</b> <i>A Midwife's Tale</i> (3-4pp.)		150 pts.
<b>MIDTERM EXAM</b> – 1492-1815		200 pts.
<b>Third Paper:</b> Frederick Douglass (3-4pp.)		150 pts.
<b>FINAL EXAM</b> - 1815-1865		<u>200 pts.</u>
		1000 pts.

**Grading Scale:** Final grades will be assessed on the following scale:

A+	=	98%+ (980+ pts.)	C+	=	78-79.9% (780-799 pts.)
A	=	93-97.9% (930-979 pts.)	C	=	73-77.9% (730-779 pts.)
A-	=	90-92.9% (900-929 pts.)	C-	=	70-72.9% (700-729 pts.)
B+	=	88-89.9% (880-899 pts.)	D+	=	67-69.9% (670-699 pts.)
B	=	83-87.9% (830-879 pts.)	D	=	60-66.9% (600-669 pts.)
B-	=	80-82.9% (800-829 pts.)	E	=	0-59.9% (<600 pts.)

**Course Policies:**

**Classroom Policies:** Please do not disturb others with your electronic devices.

**Grading Policies:** In this class, students will demonstrate analytical, critical thinking, and writing skills. Assignments will be graded for clear arguments, organization, composition, and content (though not for whether I end up agreeing with you!). You will be provided with a grading rubric for each assignment (posted on Blackboard) so that you can clearly understand what is expected in each assignment.

**Participation:** Students are expected to attend each class with all assignments completed on time. In order to evaluate participation, you will be asked to complete six **unannounced in-class assignments** called UICA's. They will take the form of multiple-choice quizzes and must be completed when administered. No make-ups will be given unless absence is documented, such as a ROTC excusal letter or doctor's note.

**Midterm and Final Exams:** Examinations test the extent to which you have mastered the lectures, reading assignments, documents, and other materials. They will consist of several short-answer questions and essay questions. Essays and short answers will require your critical thought and interpretations (as opposed to "facts" and dates). Make-up exams are only considered after verification of a **documented** personal or family emergency (e.g., a signed physician's note). **Study guides will appear on Blackboard in the weeks before the midterm and final.**

**Paper Assignments:** There will be three short (3-4 page) independent writing assignments in which you will analyze primary sources or original documents. The specific assignments will appear on Blackboard well in advance of the due date, and

grading rubrics will be provided as part of the feedback on your essays. Please email the TA if you wish to meet with her.

**Extra Credit:** Exams will feature extra credit.

**Canvas:** (<https://canvas.asu.edu/>) This will be an important resource for the course. Certain required course readings will be made available, and all announcements, assignments, grading rubrics, and the course syllabus will be posted there.

**Late Assignments Policy:** Any assignment not turned in at or before the class period that it is due will result in a 5-point deduction from your final point tally.

**Disabilities:** If you are a student with a disability the University has resources to assist you. For more information please see the Disability Resources Center: <http://www.asu.edu/studentaffairs/ed/drc/index.htm>. **Students with documented disabilities will be accommodated in this class.**

## **Course Schedule:**

### **Week 1: Arrivals and Exchanges**

#### Unit 1: Introductions

**Recommended Reading:** “Indigenous America,” *American Yawp*:  
<https://www.americanyawp.com/text/01-the-new-world/>

#### Unit 2: The Columbian Exchange

- **Reading:** *Narrative of Cabeza de Vaca*, introduction, 1-42.  
**Recommended Reading:** “Colliding Cultures,” *American Yawp*:  
<https://www.americanyawp.com/text/02-colliding-cultures/>

#### Unit 3: New Spain, New France, and other New Arrivals

- **Reading:** *Narrative of Cabeza de Vaca*, 43-176.

#### Unit 4: The Middle Passage from Africa to the Americas

- **Reading:** Introduction “a great sea A going” *A Midwife’s Tale*, 3-35.

### **Week 2: Colonies Take Shape**

#### Unit 5: Colonization and Conflict in Seventeenth-Century New England

- ❖ **Due on Canvas: Cabeza de Vaca Paper**
- **Reading:** Chapter 1, “Exceeding Dangerously ill,” *A Midwife’s Tale*, 36-71.  
**Recommended:** “British North America,” *American Yawp*:  
<https://www.americanyawp.com/text/03-british-north-america/>

#### Unit 6: Witches and Saints in Colonial America

- **Reading:** Chapter 2 and 3, “warpt a piece” and “Mrs Foster has sworn a Rape on a number of men,” *A Midwife’s Tale*, 72-133.

Unit 7: Bacon’s Rebellion of 1676 and the Ordeal of Colonial Virginia

- **Reading:** Chapter 4 and 5, “Matrimonial writes,” and “Birth 50. Birth 51,” *A Midwife’s Tale*, 134-203.  
**Recommended:** “Colonial Society,” *American Yawp*:  
<https://www.americanyawp.com/text/04-colonial-society/>

Unit 8: Causes of the American Revolution

- **Reading:** Chapter 6 and 7, “find my house up in arms,” and “A Desection Performd,” *A Midwife’s Tale*, 204-261.

### Week 3: Making of the United States

Unit 9: Declaring Independence

- **Reading:** Declaration of Independence: <https://www.archives.gov/founding-docs/declaration-transcript>
- **Reading:** Chapters 8-10, plus Epilogue: “what a scean had I to go at Evening,” and “Polly Purington here,” “Workt in my gardin,” *A Midwife’s Tale*, 262-352.

Unit 10: United States under the Articles of Confederation

- ❖ **Due on Canvas: *A Midwife’s Tale* Paper**  
**Recommended:** “The American Revolution,” *American Yawp*:  
<https://www.americanyawp.com/text/05-the-american-revolution/>

Unit 11: Federal Constitution

- **Reading:** Constitution and Bill of Rights: <https://www.archives.gov/founding-docs/constitution-transcript>  
<https://www.archives.gov/founding-docs/bill-of-rights-transcript#toc-amendment-i>  
**Recommended:** “A New Nation,” *American Yawp*:  
<https://www.americanyawp.com/text/06-a-new-nation/>

Unit 12: Dissent and Disagreement

- **Documents:** Alien and Sedition Acts and the Virginia and Kentucky Resolutions
  - **online:** [http://avalon.law.yale.edu/subject\\_menus/alsedact.asp](http://avalon.law.yale.edu/subject_menus/alsedact.asp)
  - [The Alien Act](#), “An Act Respecting Alien Enemies,” July 6, 1798
  - [The Sedition Act](#), “An Act in Addition to the Act, Entitled, ‘An Act for the Punishment of Certain Crimes against the United States,’” July 14, 1798
  - [Virginia Resolution](#), December 24, 1798
  - [Kentucky Resolution, draft](#): October 1798
  - [Kentucky Resolution](#), December 3, 1798

### Week 4: Westward Expansion

## Unit 13: Jefferson's Empire and the Louisiana Purchase

**Recommended:** "The Early Republic," *American Yawp*:

<https://www.americanyawp.com/text/07-the-early-republic/>

## Unit 14: War of 1812, Money &amp; Finance

**Recommended:** "The Market Revolution," *American Yawp*:

<https://www.americanyawp.com/text/08-the-market-revolution/>

## Unit 15: Awakenings of Religion

- **Document:** Charles G. Finney, "What A Revival of Religion Is," <http://teachingamericanhistory.org/library/index.asp?document=1430>

**Recommended:** "Religion and Reform," *American Yawp*:

<https://www.americanyawp.com/text/10-religion-and-reform/>

## Unit 16: Growth of Slavery

- **Reading:** Douglass, *Narrative of the Life of Frederick Douglass*, preface, introduction, chaps. 1-5.

**Recommended:** "The Cotton Revolution," *American Yawp*:

<https://www.americanyawp.com/text/11-the-cotton-revolution/>

**Week 5: Becoming a Modern Political Economy**

## Unit 17: Midterm Review

**Midterm, 1492-1815** (in class)

## Unit 18: Political Party System: Democrats and Whigs

- **Reading:** Douglass, *Narrative of the Life of Frederick Douglass*, chaps. 6-10.

## Unit 19: Manhood and Masculinity

- **Recommended:** "Democracy in America," *American Yawp*:

<https://www.americanyawp.com/text/09-democracy-in-america/>

## Unit 20: Food and Eating

**Week 6: Reforming the Republic**

## Unit 21: Alcohol, Violence, and Temperance

- ❖ **Due on Canvas: Frederick Douglass Paper**

## Unit 22: Reformers: Abolitionism and Woman's Suffrage

- **Recommended:** "Religion and Reform," *American Yawp*:

<https://www.americanyawp.com/text/10-religion-and-reform/>

Unit 23: War with Mexico and National Expansion

- Recommended: “Manifest Destiny,” *American Yawp*:  
<https://www.americanyawp.com/text/12-manifest-destiny/>

Unit 24: Fugitive Slaves and the Compromise of 1850

- **Document:** Fugitive Slave Act of 1850,  
[http://avalon.law.yale.edu/19th\\_century/fugitive.asp](http://avalon.law.yale.edu/19th_century/fugitive.asp)
- **Recommended:** “Sectional Crisis,” *American Yawp*:  
<https://www.americanyawp.com/text/13-the-sectional-crisis/>

**Week 7: Political Crisis and Civil War**

Unit 25: Impending Crisis: Towards Civil War

- **Document:** *Dred Scott v. Sandford* (1857) Chief Justice Taney’s ruling,  
<http://www.let.rug.nl/usa/documents/1826-1850/dred-scott-case/chief-justice-taney.php>

Unit 26: The Election of 1860 and Secession

- **Document:** “Declaration of the Immediate Causes which Induce and Justify the Secession of South Carolina from the Federal Union,” Dec. 24, 1860  
[http://avalon.law.yale.edu/19th\\_century/csa\\_scarsec.asp](http://avalon.law.yale.edu/19th_century/csa_scarsec.asp)
- **Document:** “A Declaration of the Immediate Causes which Induce and Justify the Secession of the State of Mississippi from the Federal Union,” January 29, 1861  
[http://avalon.law.yale.edu/19th\\_century/csa\\_missec.asp](http://avalon.law.yale.edu/19th_century/csa_missec.asp)
- **Document:** “A Declaration of the Causes which Impel the State of Texas to Secede from the Federal Union,” February 2, 1861  
[http://avalon.law.yale.edu/19th\\_century/csa\\_texsec.asp](http://avalon.law.yale.edu/19th_century/csa_texsec.asp)
- **Document:** Alexander H. Stephens, “Cornerstone Speech,” March 21, 1861, Savannah, Georgia  
<http://teachingamericanhistory.org/library/index.asp?documentprint=76>

Unit 27: Civil War

- **Document:** Emancipation Proclamation, January 1, 1863:  
[http://www.archives.gov/exhibits/featured\\_documents/emancipation\\_proclamation/transcript.html](http://www.archives.gov/exhibits/featured_documents/emancipation_proclamation/transcript.html)
- **Recommended:** “The Civil War,” *American Yawp*:  
<https://www.americanyawp.com/text/14-the-civil-war/>

Unit 28: Reconstruction

- **Recommended:** “Reconstruction,” *American Yawp*:  
<https://www.americanyawp.com/text/14-the-civil-war/>

**Week 8: Final Exam**

## Unit 29 Final Exam Review

**Final Exam, 1815-1865 (Canvas)**

**Academic Honesty:** Students who are found to have plagiarized material for any assignment will receive an E for the assignment or an E or XE for the final course grade. Please do not submit others' work as your own. In accordance with ASU rules particularly egregious acts of plagiarism are subject to punishment with an XE (failure based on academic dishonesty) grade for the course. Such a grade might result in withdrawal of financial aid and dismissal from the university. For more information about ASU's academic integrity policies, please see: <https://provost.asu.edu/academic-integrity/policy>

**Discrimination, Harassment, and Retaliation Prohibitions:**

Arizona State University is committed to providing an environment free of discrimination, harassment, or retaliation for the entire university community, including all students, faculty members, staff employees, and guests.

**Title VII**

Title VII of the Civil Rights Act of 1964 is a federal law that provides that no person be discriminated against based on certain specified characteristics: sex, race, color, national origin and religion, age, disability, veteran status, sexual orientation, gender identity, and genetic information. ASU expressly prohibits [discrimination](#), [harassment](#), and [retaliation](#) by employees, students, contractors, or agents of the university based on any protected status.

Inappropriate conduct need not rise to the level of a violation of federal or state law to constitute a violation of this policy and to warrant disciplinary action/sanctions.

**Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.

**Reporting Title VII and IX Violations**

[An individual who](#) believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <http://sexualviolenceprevention.asu.edu/faqs>.

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling> is available if you wish to discuss any concerns confidentially and privately. ASU online students may access 360 Life Services, <https://goto.asuonline.asu.edu/success/online-resources.html>.

## First Paper Assignment: HST 109, U.S. History to 1865

**Cabeza de Vaca's Most Significant Encounter**

**Directions:** Álvaro Núñez Cabeza de Vaca was a remarkable witness to sixteenth-century North American life and culture. His multi-year sojourn gave him a distinctive perspective, and he returned to Spain a much-changed human being when he wrote his *Relación*. In three to four typewritten, double-spaced, and numbered pages, answer the following question. What was Cabeza de Vaca's most significant encounter with Indians or Native Americans? In other words, what was the most important part of his journey for his understanding of native peoples? Why is that the case?

Please give your responses in the format of an analytical paper, which means that you argue or attempt to persuade your reader of what was most significant in Cabeza de Vaca's adventures for his changing perceptions of the Indians he encounters, even those who enslaved him. Please refer to the text when making your arguments, since you will be graded in part your use of the *Narrative* in making your argument. Since this is not a research paper, you need to refer only to *The Narrative of Cabeza de Vaca*. Of course, you may use the translators' introduction and notes as well. Please use quotation marks if you are citing the text directly, as a quote.

Quotes take this form:

**Cabeza de Vaca reported that "they said that truly we were children of the sun."<sup>1</sup>**

- Make sure that your paper has an introductory paragraph, which clearly states your thesis or argument.

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<sup>1</sup> Rolena Adorno and Patrick Charles Pautz, eds., *The Narrative of Cabeza de Vaca of Cabeza de Vaca*, 119.



- Each succeeding paragraph will begin with an analytical topic sentence summarizing a complete idea, which builds on the previous paragraph and relates to the thesis in the first paragraph.
- The paper will end with a paragraph giving a conclusion, which is an accounting of the evidence set forth in the paper and stating the “value added” by the preceding analysis.
- Please make sure to spell- and grammar-check your work, and always proofread your work. You may brainstorm with members of the class, but please write the paper by yourself.

### Second Paper Assignment: HST 109, U.S. History to 1865

#### **Martha Ballard’s Life and Times**

**Directions:** In *A Midwife’s Tale*, Laurel Thatcher Ulrich contends that “Economic and social differences might divide a community; the unseen acts of women wove it together” (96). Using one or two themes, e.g. aging, crime, economy, marriage, medicine, religion, taxation and debt, evaluate that claim using Martha Ballard’s life and times in Hallowell, Massachusetts.

For example, you might argue that Ballard’s practice of social medicine in her midwifery practice cemented ties among female neighbors. Another argument could be that Ballard’s work as a medical examiner helped a community to heal following a grizzly mass murder. Still another might be that the informal economy in which she participated united families of all social classes, religious differences, or political persuasions. (These are three examples representing three separate possible papers.)

Please give your responses in the format of an argument supported by evidence in *A Midwife’s Tale*. Please refer to the text when making your arguments, since you will be graded in part your use of the Ulrich’s book in making your argument. Since this is not a research paper, you need only to refer to *A Midwife’s Tale*. Please use quotation marks if you are citing the text directly.

Quotes take this form:

Laurel Thatcher Ulrich says of Martha Ballard, “medicine and textiles are but two strands of a broad and largely invisible economy managed by women.”<sup>2</sup>

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<sup>2</sup> Laurel Thatcher Ulrich, *A Midwife’s Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812* (New York: Vintage, 1990).

- Make sure that your paper has an introductory paragraph, which clearly states your thesis or argument.
- Each succeeding paragraph will begin with an analytical topic sentence summarizing a complete idea, which builds on the previous paragraph and relates to the thesis in the first paragraph.
- The paper will end with a paragraph giving a conclusion, which is an accounting of the evidence set forth in the paper and stating the “value added” by the preceding analysis.
- Please make sure to proofread your work. You may brainstorm with members of the class, but please write the paper by yourself.

Third Paper Assignment, HST 109: United States to 1865

***Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself***

**Directions: Please respond to the following and write an essay of at least three full pages, typed, double-spaced, and including a title. Address all parts of the question.**

Imagine yourself as an American in 1845, in whatever circumstances you feel most represent who you are (e.g., New England midwife, western settler, Cherokee citizen, Washington socialite, New Orleans merchant, Jacksonian Democrat – you choose!). You have just come across and read a book by a former slave, Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*. Putting yourself in the position of a contemporary reader, how would you respond to Douglass’s contentions? What arguments would sway you to oppose slavery, and why or why not? Would you join an abolitionist organization? If not, what are some of the shortcomings, gaps, or contradictions in Douglass’s life and writings that would make you hesitate? Please be as specific as you can and cite examples from the text.

Quotes should take this form:

Frederick Douglass argues, “Slavery proved as injurious to her as it did to me.”<sup>1</sup>  
Subsequent quotes<sup>2</sup>

<sup>1</sup>Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself*, Benjamin Quarles, ed., (Cambridge, Ma.: Harvard University Press, 1960 [1845]), 63.

<sup>2</sup>*ibid.*, [page number]

Make sure that your paper has an introductory paragraph, which **clearly states your thesis or argument, including who you imagine yourself to be as a reader and whether you are sympathetic to Douglass's arguments.** Each succeeding paragraph will begin with an analytical topic sentence summarizing a complete idea, which builds on the previous paragraph and relates to the thesis in the first paragraph. The paper will end with a paragraph giving a conclusion, which is an accounting of the evidence set forth in the paper and stating the "value added" by the preceding analysis.

Please make sure to spell- and grammar-check your work, and always proofread your work. Avoid contractions and the passive voice in formal writing, and ground your ideas in evidence from the narrative. You may brainstorm with members of the class, but please write the paper by yourself. **If you need help, please do not hesitate to ask!**

### **Course Information and Agreement**

This syllabus is an agreement between the professor to adhere to course goals and materials, and students to fulfill course obligations. Please sign and return this form to the professor no later than week two.

Name (and how you prefer to be addressed, e.g., Mr., Ms., he, her, them, they):

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Major or Prospective Major(s): \_\_\_\_\_ Year (e.g., Senior) \_\_\_\_\_

Please list three of your major accomplishments as a student, athlete, or person.

What background, if any, do you bring to the course? (No specific background is assumed.)

What is the thing you most and/or least like about history?

I have read and understand the “course policies” section of the syllabus.

Signed: \_\_\_\_\_  
Please detach and return this page to the instructor. THANK YOU!