

Spring 2007

**History 156  
United States, 1607-1865**

Mr. Grimsted  
TLF 2120  
M 11-1, and by appt.  
405-4293

**Week 1: New World Hopes – and Tragedies**

George Tindall, David Shi, America: 6-26, 34-46

David Grimsted, ed., American Visions and Revisions, Chap. 1 (Native Americans, John Smith, John Winthrop)

Lectures: Jan. 24: Early American History: Its Course and This Course

**Week 2: Troubled City on the Hill**

America: 60-66, 72-82, 90-95, 106-7

American Visions: Chap. 2 (John and Margaret Winthrop, Anne Bradstreet, Roger Williams, John Cotton)

Lectures: Jan. 29: Worlds Apart: Old and New  
Jan. 31: Puritans: Making a Place for God's Truth

**Week 3: The Chesapeake & Other Colonial Cultures**

America: 27-33, 46-58, 67-72, 83-85, 108-09

American Visions: Chap. 3 (John Smith, Robert Beverly, William Byrd II, John Woolman)

Lectures: Feb. 5: Puritans: Accepting and Influencing the Secular  
Feb. 7: Other Colonial Cultures, White and Black

**Week 4: This New People**

America: 88-90, 97-106, 109-49

American Vision: Chap. 4 (Benjamin Franklin, Hector St. Jean de Crèvecoeur)

Lectures: Feb. 12: Chesapeake Society  
Feb. 14: Becoming American

**Week 5: This New Nation**

America: 156-82, A43-A47

American Visions: Chap. 5 (Thomas Jefferson, Thomas Paine, Patrick Henry, John and Abigail Adams, Daniel Bliss, Phillis Wheatley, James Madison)

Lectures: Feb. 19: Revolutionary Ideas  
Feb. 21: HOUR EXAM

## **Week 6: Changes and Continuities**

America: 182-223, A56-68

American Visions: Chap. 6 (Timothy Dwight, Royall Tyler, Hugh Henry Brackenridge)

Lectures: Feb. 26: How Radical was the Revolution?  
Feb. 28: How Conservative Was the Constitution?

## **Week 7: Politics of the New Nation**

America: 223-67, 397-400

American Visions: Chap. 7 (Thomas Jefferson, Robert Coram, Horace Mann, Catharine Beecher)

Lectures: Mar. 5: Stability and Divisions  
Mar. 7: From Federalism to Republicanism

## **Week 8: Democratizing Religion**

America: 267-304, 380-89

American Visions: Chap. 8 (William Ellery Channing, Charles Grandison Finney, Orestes Brownson, Shaker and Mormon hymns)

Lectures: Mar. 12: Stalemated War Leads to New Nationalism  
Mar. 14: American Diplomatic and Judicial Nationalism

## **Week 9: Individualism and the New Economy**

America: 304-11, 344-60, 370-78, 389-392

American Visions: Chap. 9 (Alexis de Tocqueville, Ralph Waldo Emerson)

Lectures: Mar. 26: Religion in a Democracy  
Mar. 28: Economic Change: Industry, Transportation, Markets

## **Week 10: Being Apart and a Part**

America: 392-96, 481-502

American Visions: Chap. 10 (Samuel Woodworth, Henry Wadsworth Longfellow, Walt Whitman, Emily Dickinson, Phoebe Cary)

Lectures: Apr. 2: Outsiders: Poets, Blacks, Women, Immigrants  
Apr. 4: HOUR EXAM

## **Week 11: Quick Money and Hard Labor**

America: 314-41, 413-28

American Visions: Chap. 11 (William Gouge, Thomas Skidmore, Orestes Brownson, George Fitzhugh)

Lectures: Apr. 9: Democratic Art and Song  
Apr. 11: Capitalism and Democracy

## **Week 12: Reforming Politics and Society**

America: 400-408, 428-41, 471-78, 419-25

American Visions: Chap. 12 (Theodore Dwight Weld, Sarah and Angelina Grimke, Frederick Douglass, Sarah Payson Parton, Nathaniel Hawthorne)

Lectures: Apr. 16: Hard Labor: Farmers and Wage Workers  
Apr. 18: The 1820s: Hard Times and Hard Feelings

## **Week 13: Many Minorities' Rights and Wrongs**

America: 305-6, 360-70, 448-71

American Visions: Chap. 13 (Abraham Lincoln, Henry David Thoreau, John C. Calhoun, Solomon Northup)

Lectures: Apr. 23: Jacksonians and Whigs  
Apr. 25: Reforming People: Education, Liquor, etc.

## **Week 14: The Peculiar Problems**

America: 502-559

American Visions: Chap. 14 (Senate Debate, George Templeton Strong, Mary Boykin Chesnut)

Lectures: Apr. 30: The South and Slavery: Its Profits and Its Costs  
May 2: Successful War and Divisive Anger

## **Week 15: Coming Apart**

America: 562-99

American Visions: Chap. 14 (Thomas Wentworth Higginson, Abraham Lincoln)

Lectures: May 7: New Parties, Old Problems  
May 9: Did the Civil War Mark the Failure or Success of the American Experiment?

## Goals

This is a CORE course intended to introduce you to the discipline of history as well to the events that created American society in the nation's developing years. The text and lectures cover the events, but your special work will be to do history: to use the evidence in the primary sources to understand the essential realities, arguments, and options that created a nation vital, contributive and deeply flawed.

These early struggles to shape a good democratic bourgeois society should help you know better the nature of this nation, who you are, and some of the major issues you and the nation face in the continuing effort to structure a society blending wholesome individual freedom with some concern for the common social good.

## Discussions

The section discussions, in which you are expected to have read and to have things to say about the sources, are the heart of this course. Attendance is compulsory, as is regular informed contribution to the discussion. Read the source books' chapter introductions and the questions about major issues, then read carefully the documents, and think about your responses to the issues, around which discussions will center.

Students who miss more than one or two sections without medical excuse, or who do not make regular contributions to informed discussion will find their course grades degraded.

## Exams

February 21 -- Hour Exam  
April 4 -- Hour Exam  
May 18, 8-10 -- Final Exam

## Exercises

Exercises should be typed and double-spaced. They need to be turned in on time because they ask you to develop your ideas about the readings prior to discussion. Medical or emergency excuses, properly certified, will allow students to do a substitute, slightly harder paper. These papers are judged on careful understanding and vigorous evaluation of the assigned documents. Quotations from these should be followed by "(page number)" citations. You are, of course, free to read other things, though this is not particularly recommended. Any additional sources should be acknowledge in notes or bibliography. Plagiarism is a serious offense, that occasionally has led to sad results in this course.

**January 31:** Write a brief (about 3 pages) essay on the following: Use John Winthrop's Journal and to explore the relationship between the settlers and the Native Americans, mentioning what you think should have been done differently.

**February 28:** Write a brief paper (about 3 pages) exploring the hopes and worries about the new nation of the two Federalist writers, Timothy Dwight and Royall Tyler.

**April 11:** Write a fairly brief 4-page essay critically evaluating the economic argument you think best and which you judge worst in the four works read for this week.

Question on Final Exam: 30 minutes

Critically consider the reasons for the successes and/or failures of American society in the years before the Civil War in handling one of these issues: race, economics or gender. In developing your position, make close reference to at least three of the class sources.

Grading and suggestions

1. Final grades for the course will be made up in approximately the following way:  
25% each for:
  - a. hour exams
  - b. the final exam
  - c. the exercises
  - d. discussion participation.

Grades in later discussions, exercises, and exams will be weighted more heavily than earlier ones if improvement is shown.

2. Extra credit may be gained if you keep a notebook with brief summaries of comments on the primary sources read for the class. These should be given to your section leader in the week near midterm and again in the final full week of classes (May 7-10).