

# Core Knowledge U.S. History I (to 1865) Syllabus

Note to the Instructor:

This course calls for three hours of class time per week. The number of topics to be discussed during those three hours varies. In most cases there are two topics per week, but sometimes there are three, or only one. This is meant to give some rough guidance as to the depth of coverage that would seem to be appropriate for each topic while also allowing individual instructors to adjust the emphasis as they see fit. The syllabi were designed to be very inclusive, but the reality of the classroom will almost certainly require some adjustments (especially depending on the level of preparation of the students).

Ideally, both recommended textbooks should be used since they complement each other in terms of material covered and in their historical perspective. They are also, given the pressures of the market to produce PC history, reasonably balanced (especially for the earlier periods).

The instructor should make every effort to assign at least one research paper or term paper. Students must learn to write analytically; this skill is absolutely essential for surviving in the real world and for functioning as an informed citizen in a democracy.

The instructor may wish to give up one hour to schedule an exam in the middle of the semester, but it is assumed that a comprehensive final exam would come during an exam period and not require sacrificing class time.

This syllabus was created by Dr. Sheldon M. Stern, as part of *What Elementary Teachers Need to Know*, a teacher education initiative developed by the Core Knowledge Foundation. Although the syllabus is copyrighted by the foundation, and may not be marketed by third parties, anyone who wishes to use, reproduce, or adapt it for educational purposes is welcome to do so. However, we do ask individuals using this syllabus to notify us so we can assess the distribution and spread of the syllabi and serve as a repository of information about how they may be improved and more effectively used. Please contact us at <http://coreknowledge.org/CK/contact.htm>.

*WEEK ONE:*

**Topic 1: Native Americans Before Contact with Europeans:**

**Lecture Outline:**

- 1) Asian migration from Beringia to the Americas some 15,000 years ago; “Amerind” language likely source of nearly all Native American languages of North and South America.
- 2) Elaborate cultures and empires of the Andes and Mesoamerica (Inca, Olmec, Maya, Aztec) develop thousands of years before arrival of Cortes.
- 3) North American Indian cultures evolve diverse and complex patterns of land use and ownership, agriculture, social hierarchy, gender roles and religious practices.
- 4) Indian societies remain largely stationary and dispersed; fragile tribal alliances often disrupted by warfare.
- 5) Native American society rooted in elaborate rituals of tribal identity; never consider themselves a single civilization or nation – lack of a unified world view ultimately a critical factor in the political, cultural and military conflict with Europeans.

**Topic 2: African Civilization and the Atlantic Slave Trade:**

**Lecture Outline:**

- 1) The complexities of African societies and institutions; sophisticated social, agricultural, religious and artistic development.
- 2) Regional variations in political organization: village-based tribal alliances, small kingdoms and great empires based on trade in gold, salt and slaves.
- 3) Indigenous African slavery historically deeply rooted: imposed upon captives in war, criminals and debtors; customarily not hereditary.
- 4) Medieval slave trade from West/Central Africa to the North African Islamic states results in the enslavement of millions of sub-Saharan Africans.
- 5) African royal families and slave markets capture some 20 million people and supply essentially all slaves sold to Europeans and Americans in the Atlantic slave trade.
- 6) Substantial increase in African tribal wars to meet the growing Western demand for African slave labor.

**Topic 3: European Exploration and Settlements:**

**Lecture Outline:**

- 1) Rapid population growth in the century after the Black Death, the development of stable nation states and the emergence of powerful and wealthy monarchies provide key incentives for new exploration and commerce.
- 2) Advances in navigation and shipbuilding make long ocean voyages safer and more practical.
- 3) rise of merchant class and modernization of commerce.
- 4) Critical symmetry between motives of the new merchant class and the religious imperative to spread the “true faith”.
- 5) Spanish ambitions support the voyages of Columbus: nascent notions of empire encourage intense rivalry between Portugal, Spain, England and France.
- 6) “The Columbian Exchange” – reciprocal interchange of Native American, European and African people, culture, disease, plants and animals.

7) Spain views the New World as source of wealth and power; forced migration of Africans to Portuguese and Spanish colonies in the Americas.

***Week One Suggested Background Reading:***

Alan Brinkley, *American History: A Survey*, Volume I, Ninth Edition, McGraw-Hill, 1995, pp. 1-25.

John M. Murrin, Paul E. Johnson, James M. McPherson, Gary Gerstle, Emily S. Rosenberg, Norman L. Rosenberg, *Liberty, Equality, Power: A History of the American People*, Harcourt Brace, Second Edition, 1999, pp. 1-43.

**WEEK TWO:**

**Topic 4: Early Settlement in the Chesapeake:**

**Lecture Outline:**

- 1) Joint stock company settles Jamestown; “adventurers” seek quick economic gain; decimated by malaria and failure to plant crops. Lack of women prevents emergence of family-centered society.
- 2) Prevalence of “unfreedom”— $\frac{3}{4}$  of Chesapeake immigrants in 17<sup>th</sup> century are indentured servants. Indenture relieves labor shortage and regularly injects freed individuals into the population.
- 3) High mortality rate and shortage of women impedes emergence of traditional patriarchal family and give women more freedom than in other colonies.
- 4) Conflict in Maryland between Catholic proprietary government and Protestant majority leads to decades of violence and instability.
- 5) Increased life expectancy, decline in indentured servitude and equalization of sex ratio supports patriarchal family structure by 18<sup>th</sup> century.
- 6) Expansion of free white population seeking land escalates bloody conflict with Indians (Bacon’s Rebellion). Slavery legally recognized by the second half of 17<sup>th</sup> century.
- 7) Growth of large plantations stimulate demand for slave labor.

**Topic 5: Early Settlement in New England:**

**Lecture Outline:**

- 1) ‘Pilgrim’ settlers adopt Mayflower Compact and principle of majority governance before settlement of Plimoth Plantation (1620).
- 2) Collaboration with Indians and adoption of local crops and planting techniques enable farms to produce surplus harvests by 1630s.
- 3) Puritan experiment in “covenant theology”: effort to achieve “godly society” and “city on a hill” through rule by the “godly elect” chosen by adult male church members.
- 4) Puritan migration in family units; settlements centered in self-governing towns: 13,000 settlers by early 1640s.
- 5) Mortality far lower than Chesapeake; demographic stability by mid-17<sup>th</sup> century.
- 6) Tensions escalate with non-church members; expulsion of dissenters such as Anne Hutchinson and Roger Williams; founding of Rhode Island.

|

## **Topic 6: The Restoration Colonies:**

### **Lecture Outline:**

- 1) British-Dutch commercial rivalry in America; British fleet seizes New Amsterdam in 1664 but allows Dutch settlers to remain.
- 2) New York, a religiously and ethnically diverse colony, recognizes local governments and guarantees religious toleration.
- 3) Quakers, led by William Penn, settle Pennsylvania; Quaker pacifism and disregard of gender and class in church organization very unpopular in England; colony attracts settlers from across Europe.
- 4) Penn grants Charter of Liberties establishing a representative assembly in 1701.
- 5) Fundamental Constitutions of Carolina (1669) proposes idealized aristocratic order; instead colony becomes dependent on rice plantations and slave labor; 2/3 of population African slaves by 1730.
- 6) Oglethorpe's social experiment to relocate Britain's "sturdy beggars" fails; Georgia lifts ban on slavery (1750); proliferation of rice plantations and slave labor.

### ***Week Two Suggested Background Reading:***

Brinkley, pp. 29-43; 45-60.

Murrain, *et al.*, pp. 45-63; 65-85.

### ***WEEK THREE:***

## **Topic 7: European Relations with Native Americans:**

### **Lecture Outline:**

- 1) trade and exchange of farming and fishing techniques, food, utensils and tools; Indians teach vital survival skills and trade relations develop.
- 2) Common European illnesses lead to virgin-soil epidemics; 50-95% of Indians (varying by region) die in first generations after European settlements.
- 3) initial fascination with the 'noble savage' gives way to belief that Indians are heathens to be 'civilized' and Christianized.
- 4) increase in immigrants and those completing indentures leads to escalating conflict over Indian lands and hunting areas as frontier moves inland.
- 5) Violence breaks out across the colonies: Pequot War (1637), King Philip's War (1675) and Bacon's Rebellion (1676). Indian population in New England drops by 90% by 1675.
- 6) French and English form rival military alliances with Indian tribes.
- 7) France and Spain create missions to convert Indians across North and South America.

## **Topic 8: Colonial Labor and the Emergence of Slavery:**

### **Lecture Outline:**

- 1) African immigrants to the Americas outnumber European newcomers until late 18<sup>th</sup> century: 5% go to British colonies in North America and 95% to South America and the Caribbean.
- 2) Ambiguous status of first blacks in North America: some blacks initially treated much like white servants but freedom and indenture give way to indenture for life and slavery (including heirs).
- 3) Emergence of laws defining inferior legal status and harsher punishment based on color and race; slave codes appear by early 18<sup>th</sup> century.

- 4) Quakers first to endorse abolition of slavery
- 5) Southern staple crops (rice and indigo) promote sharp increases in the importation of slaves; early black majority in South Carolina.
- 6) 250,000 Africans in British American colonies by 1760: about 20% in New England and Middle Atlantic and great majority in South.
- 7) The Stono Rebellion (1739) and the New York slave conspiracy hysteria (1741) reveal increasing racial tensions.

**WEEK FOUR:**

**Topic 9: Africans in America:**

**Lecture Outline:**

- 1) African cultures and folkways survive transplantation to America; widespread conversions blend Christianity with African religious traditions.
- 2) African cultural components transmuted and fused to European elements; powerful reciprocal influence (especially in language).
- 3) Marriage among slaves denied legal recognition but extended family units survive and flourish.
- 4) Religious practices, exemplified by the influence of black preachers, promote growth of a uniquely African-American religious tradition.
- 5) Treatment of slaves varies from paternalism to extreme cruelty and violence; sexual exploitation of black women commonplace and mulatto children always slaves.
- 6) Slavery survives in North and Mid-Atlantic: 12% slave population in 18<sup>th</sup> century New York; small free black population survives in North and (to lesser degree) and South.
- 7) Majority of slaves concentrated on large staple crop plantations by early 18<sup>th</sup> century.

**Topic 10: Women and the Family in British North America:**

**Lecture Outline:**

- 1) Puritan family-centered society; Puritan child rearing rooted in belief in inherent sinfulness of children and the “breaking of the will”.
- 2) Puritan patriarchal authority tempered by importance of women in the economy; female literacy much higher than Europe; wife-beating outlawed in Massachusetts (1641)
- 3) Women 25% of indentured servants in early Chesapeake but early female autonomy declines as families stabilize;
- 4) Women largely confined to domestic world by 18<sup>th</sup> century.
- 5) Quaker belief in divinely-inspired “inner light” supports notion of family as a union of equal partners; Quaker families, despite some gender hierarchy, egalitarian by 18<sup>th</sup> century standards.
- 6) Women preach at Quaker meetings and achieve higher status and limited public involvement.

**Weeks Three and Four Suggested Background Reading:**

Brinkley, pp. 43-45; 68-70; 72-73.

Murrin, *et al.*, 63-65; 97-103; 127-130.

*WEEK FIVE:*

**Topic 11: Origins of American Political Radicalism:**

**Lecture Outline:**

- 1) British “salutary neglect” in the colonies: imperial authority largely limited to trade regulation and enforced inefficiently; royal administrators lack power base.
- 2) Britain fails to impose direct control: collapse of Andros’ Dominion of New England and Leisler’s Rebellion in New York during Glorious Revolution.
- 3) Royal and proprietary governors lack effective power or reliable patronage networks.
- 4) local assemblies assume direct control over taxation and evolve a uniquely “American” notion of direct, local self-government.
- 5) Parliamentary authority remote: no direct British taxation of the colonies; trade regulation only real source of revenue.
- 6) Deferential politics tempered by emergence of relatively widespread suffrage and political participation
- 7) A distinctive “British America” takes shape from earlier scattered settlements (despite rejection of Franklin’s plan for colonial union at 1754 Albany Congress).
- 8) Radical political ideas from European and classical sources spread through the colonies.

**Topic 12: Intellectual and Religious Trends:**

**Lecture Outline:**

- 1) Americans adapt Enlightenment ideas about self-government and arbitrary power.
- 2) American political leaders and writers absorb 18<sup>th</sup> century skepticism about human nature and reason; uneasy about republican or democratic government.
- 3) Decline of 17<sup>th</sup> century piety: existence of many diverse sects makes religious toleration a practical necessity and reality.
- 4) General schooling emerges as the means to create literate believers.
- 5) Scattering of population and settlements loosens ties with organized religion; nascent separation of church and state.
- 6) Religious revivals (the Great Awakening) reflect anxiety over new secularization.
- 7) Emergence of a secular culture and a growing, prosperous and influential middle class.

***Week Five Suggested Background Reading:***

Brinkley, pp. 95-102.

Murrin, *et al.*, 133-165.

*WEEK SIX:*

**Topic 13: The Imperial Crisis:**

**Lecture Outline:**

- 1) British victory (1763) in Seven Year’s War: need for revenue to recover war expenses, offset the costs of trade regulation and govern new territories won from France leads to new colonial policy.
- 2) Royal governor of Massachusetts, Francis Bernard, urges complete reorganization and centralization of British colonial administration.

- 3) Parliament imposes direct taxes on the colonies; Americans insist taxation a local prerogative; reject Parliament's right to tax without representation.
- 4) Sugar Act (1764): absentee tax officials ordered to colonies; violators to be tried in British naval courts, enumerated cargo lists required at all American ports.
- 5) Stamp Act Congress (1765) and boycott of English goods affirms new colonial unity.
- 6) Townshend Acts and British crackdown; standing army leads to Boston Massacre.
- 7) Even after the Boston Tea Party, the Coercive Acts, Lexington and Concord and the First and Second Continental Congresses, the divided colonies reluctantly repudiate the Crown in 1776; impact of Tom Paine's *Common Sense* on the Declaration of Independence.
- 8) Military and political outcome of the Revolution very much in doubt.

#### **Topic 14: The Revolutionary War:**

##### **Lecture Outline:**

- 1) British attempts to subdue Americans by force creates deep political divisions in England.
- 2) War erupts into full-scale conflict between European powers.
- 3) Many loyalists fight with the British (perhaps 1/3 of population); eventual persecution and expulsion of loyalists.
- 4) Native American tribes remain neutral or side with England in effort to limit colonial land claims.
- 5) Impact of the Revolution on slavery: blacks in North generally side with patriot cause in hopes of gaining freedom; in South, some 50,000 slaves fight for Britain in response to Virginia Governor Dunmore's offer of freedom.
- 6) Anti-slavery societies founded in North; most southern states ban importation of slaves.
- 7) Women active in American cause; rhetoric of liberty spurs new demands for women's rights and education.
- 8) French intervention critical to American victory; vital issues left unresolved: American colonial debts, compensation to loyalists, American rights on the high seas and presence of British troops in Northwest.

##### ***Week Six Suggested Background Reading:***

Brinkley, pp. 102-144.

Murrin, *et al.*, 167-228.

#### **WEEK SEVEN:**

##### **Topic 15: Codifying Liberty: Writing the State Constitutions:**

##### **Lecture Outline:**

- 1) 1777-1781: states codify political and legal experience of colonial era in state constitutions; states declared sovereign in all matters.
- 2) State constitutions embody permanent principles of government; declared superior to ordinary laws enacted by state legislatures.
- 3) critical distinction established between a government and a constitution: "government of laws not of men."
- 4) Complex amendment procedures adopted to discourage frivolous tinkering.

- 5) Executive power curtailed: all states eliminate executive veto power, independent appointments and power to dissolve legislature; 11 states give governors one year term without reelection.
- 6) All states abolish plural office holding; only Virginia adopts complete separation of church and state.
- 7) Representation to expand automatically with population—free of executive manipulation.
- 8) Seven states include a bill of rights to protect the permanent rights of the people against usurpation by government.
- 9) Massachusetts constitution declares all men equal and courts soon abolish slavery.

**Topic 16: The First National Government: The Articles of Confederation:  
Lecture Outline:**

- 1) State governments determined to protect their sovereignty by creating loose confederation of independent states.
- 2) Articles of Confederation reveal deep suspicion of centralized power (especially executive power) and belief that only small republican governments are workable.
- 3) Unicameral Congress; no independent executive or judiciary; no coercive power or income independent of the states; failure to enact import tax – vetoed by Rhode Island (2% of national population).
- 4) Unanimous consent of 13 states required for levying taxes or amending the Articles.
- 5) Western lands ceded by the states to Congress; Northwest Ordinance bans slavery in Northwest Territory.
- 6) Failure of Congress to persuade Indian tribes to cede land to U.S. leads to decade of bloody conflict.
- 7) England dominates American markets and refuses to evacuate Western posts.
- 8) Shays' Rebellion: national government appears incapable of maintaining order or protecting property.

***Week Seven Suggested Background Reading:***

Brinkley, pp. 144-154.

Murrin, *et al.*, pp. 228-238.

***WEEK EIGHT:***

**Topic 17: Writing and Ratifying the Constitution of 1787:**

**Lecture Outline:**

- 1) 55 delegates from 12 states (Rhode Island refuses to attend) submit a plan for a new national government (boldly ignoring requirement for a unanimous vote by all the states to amend the Articles).
- 2) Convention declares the people, not the states or the new federal government, sovereign.
- 3) Federal system divides powers between the states and the federal government; three branches (executive, legislative and judicial) with overlapping powers (checks and balances).
- 4) Bold creation of a strong executive: delegates assume that the people would trust only General Washington to exercise such broad powers.

- 5) Critical compromises on dividing power between large and small states and on 3/5 representation for slave population in apportioning the House of Representatives.
- 6) Distrust of democracy and the people: president chosen by electors selected (in most cases) by the state legislatures; senators also chosen by the legislatures; only House directly chosen by the people.
- 7) Delegates boldly declare nine states sufficient for ratification: Rhode Island and North Carolina reject because of lack of bill of rights and key states, Virginia, New York and Massachusetts, ratify by narrow margins.
- 8) Radical separation of church and state adopted (as in Virginia Constitution).
- 9) Divisive ratification struggle; anti-Federalists likely a majority as debate begins; critical role of *Federalist Papers* (by James Madison, Alexander Hamilton and John Jay).
- 10) 11 states ratify: ratification conventions extremely close in key states: Virginia (89-79), New York (30-27), Massachusetts (187-168).

### **Topic 18: The Federalist Decade:**

#### **Lecture Outline:**

- 1) Washington recognizes need to reassure anti-Federalists wary of strong national government by establishing key precedents: uses veto only twice to assert separation of powers and checks and balances; successfully resists efforts to require Senate approval for removal of cabinet heads; sets two-term precedent.
- 2) Congress enacts Bill of Rights (Rhode Island and North Carolina ratify Constitution).
- 3) Conflicting national visions of Secretary of the Treasury Alexander Hamilton and Secretary of State Thomas Jefferson.
- 4) Emergence of the first American party system; responses to French Revolution exacerbate party split.
- 5) Washington, determined to avoid a repeat of Shays' Rebellion, uses federal military power in Whiskey Rebellion (1794).
- 6) Adams narrowly chosen (by three electoral votes) in the first politically contested election (1796).
- 7) Quasi-war with France leads to naval cooperation with Britain; relations remain tense due to Republican opposition to Jay's Treaty.
- 8) Alien and Sedition, Naturalization and Judiciary Acts lead to Virginia and Kentucky Resolutions (by Madison and Jefferson): first assertion that states can nullify federal laws that exceed the powers delegated to the federal government by the states.
- 9) Bloody conflicts on the frontier; Indian land claims and status remain contested under new Constitution.
- 10) Revolution of 1800: peaceful transfer of power after bitter campaign and electoral tie between Jefferson and Aaron Burr; Jefferson narrowly selected by the House; Adams relinquishes the presidency and returns to Massachusetts.

#### ***Week Eight Suggested Background Reading:***

Brinkley, pp. 161-181.

Murrin, *et al.*, pp. 238-241; 277-291.

*WEEK NINE:*

**Topic 19: 1800: The Republican Opposition in Power:**

**Lecture Outline:**

- 1) Alien and Sedition Acts expire; Naturalization and Judiciary Acts repealed.
- 2) Jefferson's "Republican simplicity": internal taxes repealed; cuts in federal budget, bureaucracy and the military; federal government sells shares in the National bank.
- 3) Jefferson substitutes handshake for bowing at New Year's Day receptions for the people at the new presidential mansion (later called the White House).
- 4) Jefferson purchases Louisiana Territory from France and doubles the size of the United States (1803).
- 5) Jefferson encourage the Lewis and Clark and Zebulon Pike expeditions to map and promote settlement of the new western lands.
- 6) Twelfth Amendment ratified (1804) to prevent repeat of electoral deadlock of 1800.
- 7) John Marshall's Supreme Court establishes judicial review of the constitutionality of federal legislation in *Marbury v. Madison* (1803).

**Topic 20: The War of 1812:**

**Lecture Outline:**

- 1) Significant expansion of U.S. shipping in the Atlantic after 1800; American ships frequently caught in the escalating naval conflict between Britain and Napoleon's France.
- 2) British respond to manpower shortage by impressment of American sailors on the high seas; some had actually fled the Royal Navy but vast majority were U.S. citizens.
- 3) Tecumseh and The Prophet rally tribes to side with Britain and resist ceding land to U.S. in the "Old Northwest" (Ohio and Michigan); fighting erupts in the "Old Southwest" (Alabama and Mississippi).
- 4) Trade embargo begun by Jefferson and continued by Madison leads to economic depression and political alienation in the Northeast; New England threatens secession at 1814 Hartford Convention.
- 5) War promotes American nationalism, industrial expansion and a new generation of nationalistic political leaders (Henry Clay, John C. Calhoun and Daniel Webster).
- 6) British troops burn the Capitol and the White House but attack on Baltimore fails; Francis Scott Key writes "Star Spangled Banner".
- 7) Andrew Jackson defeats British forces in New Orleans (several weeks after a peace treaty had been signed in Europe).
- 8) Britain (reluctantly) acknowledges American commercial rights and independence.
- 9) Indian attempts at unified resistance suppressed in Northwest and Florida.

**Topic 21: Era of Good Feelings and Economic Nationalism:**

**Lecture Outline:**

- 1) Federalist party loses credibility after Hartford Convention; Republicans dominate as party politics decline.
- 2) Madison's endorses economic nationalism: a new national bank, tariffs to nurture new American industries and a constitutional amendment to allow federal government to aid in building canals and railroads.
- 3) Henry Clay's "American System" promotes a national market economy.

- 4) Secretary of State John Quincy Adams drafts the Monroe Doctrine (1823) to prevent European meddling in Western Hemisphere; U.S. recognizes revolutionary governments in Central and South America.
- 5) Supreme Court facilitates economic growth (*Dartmouth College v. Woodward*, 1819) and federal supremacy over the states (*McCulloch v. Maryland*, 1819 and *Gibbons v. Ogden*, 1824).
- 6) The transportation revolution: private turnpikes and the National Road (1811); Erie Canal (1825); hundreds of steamboats on the Mississippi and 9,000 miles of railroad track by 1850.
- 7) Eli Whitney “invents” mass production of interchangeable parts (rifles, clocks, etc.)
- 8) John Quincy Adams defeats Jackson in the 1824 “corrupt bargain”; popular vote totals recorded for the first time in a presidential election.

***Week Nine Suggested Background Reading:***

Brinkley, pp. 183-217.

Murrin, *et al.*, pp. 291-309.

**WEEK TEN:**

**Topic 22: Emergence of a Southern System:**

**Lecture Outline:**

- 1) Eli Whitney’s Cotton Gin revolutionizes southern economy; rise of King Cotton: 3,000 bales 1790 vs. 4.5 million 1859; southern industry, railroads, commerce and finance lag behind the North.
- 2) Political and economic dominance of the planter aristocracy (only 8,000 planters own 50 or more slaves); three-quarters of southern whites do not own any slaves.
- 3) Complexity of the slave experience: field labor and household work on large plantations; work on small farms; skilled crafts (such as shipbuilding), urban slavery in factories, etc.
- 4) The survival of black culture: special role of the extended family; critical importance of the black church and black preachers.
- 5) Sexual exploitation of black women; conflict with cult of true southern womanhood.
- 6) African cultural survivals in language, clothing, medicine, music and folklore.
- 7) Daily passive resistance by slaves compels slave owners to overlook examples of independence.
- 8) Organized rebellions (Denmark Vesey, 1822 and Nat Turner, 1831), end southern discussion of abolishing slavery; emergence of doctrine of “slavery as a positive good”.
- 9) The anomalies: free southern blacks and northern and southern black slave owners.

**Topic 23: Emergence of a Northern System:**

**Lecture Outline:**

- 1) Rise of the northern industrial economy; water-powered mills spur early textile factory system; 2/3 of banks; 90% of industrial employment (75% in Northeast); 80% of railroads in North by 1850.
- 2) New York City emerges as nation’s financial center; capitol investment doubles from 1850 to 1860.

- 3) Middle Atlantic and Northeast ports control shipping, shipbuilding and whaling; Yankee clippers establish trade with China and Japan.
- 4) New patterns of immigration spur nativism and support for the Know-Nothings.
- 5) Expansion of cities and urban population; women, children and immigrants in the new industrial labor force; rise of early trade unions.
- 6) Spread of public schools; pressure to train reliable and industrious workers.
- 7) Gradual emancipation laws end northern slavery; growth of free black population with limited rights and opportunities; racial hostility and segregation stimulate black social, cultural and religious institutions, newspapers, etc.
- 8) Northern abolitionists (black and white) encounter violence; fugitive slave issue divides the North; Harriet Tubman and the Underground railroad.

***Week Ten Suggested Background Reading:***

Brinkley, pp. 269-298; 305-327.

Murrin, *et al.*, pp. 311-341.

***WEEK ELEVEN:***

**Topic 24: The Westward Impulse:**

**Lecture Outline:**

- 1) General Jackson defeats Creek Indians in Florida (1814); Creeks cede lands to U.S.
- 2) 1815 treaties divest more tribes of fertile land and force them further west.
- 3) Indian Removal Act (1830): southern tribes relocated to the West after ceding 100 million acres of land.
- 4) President Jackson defies Supreme Court on the removal of the Cherokees from Georgia; the “Trail of Tears”.
- 5) Expulsion of the remaining “Five Civilized Tribes” from the South to the new Indian Territory (created by the Indian Intercourse Act of 1834).
- 6) Black Hawk (1831-32) and Seminole Wars (1835-1842) suppress Indian resistance in Illinois and Florida.
- 7) Manifest Destiny: the West lures diverse pioneers beyond the Appalachians and the Mississippi: fur trappers, Mormons, New England Yankees, southern planters (and their slaves) and gold seekers in California.
- 8) The free black presence in the West; Spanish cultural impact on the Southwest.

**Topic 25: American Reform and an American Culture:**

**Lecture Outline:**

- 1) The decline of strict Calvinism and the emergence of a distinctive American religious tradition; the upsurge in revivalism and the Second Great Awakening.
- 2) The founding of utopian communities and experiments (both secular and religious).
- 3) Horace Mann and the spread of the public school movement; rise of women’s seminaries.
- 4) Women pivotal in the temperance movement and efforts to create asylums for the mentally ill and penitentiaries for the rehabilitation of criminals.
- 5) The “Cult of Domesticity” and the doctrine of “separate spheres” for men and women.
- 6) Seneca Falls Convention (1848) and the rise of early feminism.

- 7) White and black abolitionists and the founding of the American Antislavery Society; Harriet Tubman and the Underground Railroad.
- 8) American culture: Transcendentalism and the first flowering of American literature.

**Topic 26: The New Politics:**

**Lecture Outline:**

- 1) Gradual abolition of colonial-era property qualifications for voting and office-holding (for white males).
- 2) Presidential electors chosen by popular vote rather than state legislatures by 1840.
- 3) Andrew Jackson symbolizes the decline of deferential politics and the new status of the “common man”-- attacks privilege and unrepresentative government.
- 4) Expansion of elective over appointed positions; patronage and the spoils system.
- 5) Jackson-Van Buren era (conflicts over protective tariff, the Second Bank of the U.S., and the expulsion of Indians from Northwest and South spur party organization and the new party system (Whigs vs. Democrats).
- 6) Sectional divisions reflected in the “log cabin and hard cider” campaign of 1840.
- 7) Emergence of national nominating conventions; national election day created in 1848.
- 8) Tyler sets key precedent for full succession by the Vice President.

***Week Eleven Suggested Background Reading:***

Brinkley, pp. 219-239; 253-260; 329-349.

Murrin, *et al.*, pp. 343-389.

**WEEK TWELVE:**

**Topic 27: Slavery and the Sectional Divide:**

**Lecture Outline:**

- 1) Persistence of sectional divide: 3/5 Compromise at Constitutional Convention delays confronting the issue of slavery, representation and the congressional balance of power.
- 2) Assertion of federal supremacy by Marshall’s Supreme Court confirms anti-Federalist warnings about undermining states’ rights: Virginia and Kentucky Resolutions and South Carolina Nullification Crisis demonstrate that states’ rights issue has not been settled.
- 3) A “fire bell in the night”: Missouri Compromise (1820) delays critical issue of slavery in the new territories.
- 4) Wilmot Proviso reveals that northern sentiment overwhelmingly anti-slavery (against the spread of slavery) but very hostile to blacks and abolitionists.
- 5) Free Soil Party tips 1848 election to Whigs and heightens southern fears of economic and political domination by the North.
- 6) Compromise of 1850 (especially the Fugitive Slave Act) and *Uncle Tom’s Cabin* (1852) exacerbate the sectional divide.
- 7) Bleeding Kansas: violent rhetoric and actions increase on both sides of the slavery conflict.
- 8) Whig party breaks up over slavery; Republican party (founded 1854) and ominous sectional vote in 1856 presidential campaign.
- 9) *Dred Scott* decision (1857) erases efforts to resolve the slavery extension issue by invalidating the Missouri Compromise.

- 10) Lincoln-Douglas debates (1858): South infuriated by Douglas's assertion that territories could ban slavery through popular sovereignty despite *Dred Scott* decision.
- 11) John Brown's raid (1859) and the election of Lincoln (refuses to compromise on extending slavery) leads to secession of South Carolina in December, 1860.

### **Topic 28: The Union is Tested:**

#### **Lecture Outline:**

- 1) "Secessionitis": seven states secede by March 1861 to form Confederate States of America; four more states secede after Ft. Sumter and Lincoln's call for volunteers.
- 2) Lincoln's initial war aim, to restore the Union (with or without slavery), reflects deep political and racial divisions in the North.
- 3) Lincoln uses emergency powers, suspends *habeas corpus* and arrests anti-War Democrats (Copperheads) to hold border states (Maryland, Kentucky and Missouri).
- 4) Northern public opinion reluctant to endorse emancipation; 1863 draft riots in New York demonstrate hostility to blacks and abolitionism.
- 5) Women in the war: nursing and U.S. Sanitary Commission; attempts to link the abolition of slavery to the drive for women's rights.
- 6) Congressional Republicans push legislation formerly resisted by South: Land Grant colleges, subsidies to railroads, Homestead Act.

#### ***Week Twelve Suggested Background Reading:***

Brinkley, pp. 351-379.

Murrin, *et al.*, pp. 448-501; 503-541.

### ***WEEK THIRTEEN:***

### **Topic 29: The North Turns Against Slavery:**

#### **Lecture Outline:**

- 1) Escaped slaves treated as "contraband of war"; Lincoln resists by Congressional Republican and the military to free slaves used to support the Confederacy.
- 2) Black and white abolitionists and radical Republicans endorse the eradication of slavery as the principal goal for the war.
- 3) Lincoln gradually concludes that emancipation inseparable from military victory; Emancipation Proclamation (January 1, 1863) allows Army to free slaves in rebel areas.
- 4) Congress approves black recruits; 200,000 blacks enlist and some see action in several theaters of the war; blacks constitute 1/3 of Union Navy.
- 5) Lincoln gradually endorses full emancipation as central aim of the war.
- 6) Lincoln's reelection (1864) destroys last hope of South for a negotiated peace and the survival of slavery.
- 7) 13<sup>th</sup> Amendment (1865) bans slavery in the United States.

### **Topic 30: The Military Defeat of the South:**

#### **Lecture Outline:**

- 1) Northern economic and industrial advantages (4/5 of the factories; 2/3 of the railroads; 4/5 of the free population) fail to produce quick military victory.
- 2) South united by goal of self-determination and independence; non-slaveholding white majority (75%) committed to preserving the "southern way of life".

- 3) Most skilled military officers (including West Point graduates) side with the Confederacy.
- 4) Early southern victories demoralize divided North; McClellan fails to pursue Robert E. Lee and Lincoln appoints a series of inadequate Union commanders.
- 5) July, 1863 Union victories at Vicksburg (by General Grant) and Gettysburg blunt last southern chance to occupy Washington, capture Lincoln and dictate peace.
- 6) South fails to win European recognition or intervention largely because of slavery.
- 7) Grant and Sherman (burning of Atlanta and march to the sea) grind down southern economy and manpower.
- 8) Union naval blockade: food shortages undermine southern civilian morale.
- 9) April 1865: Lee surrenders and Lincoln assassinated; physical and economic devastation of the South.

***Week Thirteen Suggested Background Reading:***

Brinkley, pp. 381-410.

Murrin, *et al.*, pp. 543-581.

\*\*\*\*\*

**Suggested Bibliography:**

Paul Boyer, *The Enduring Vision: A History of the American People* (Houghton Mifflin)

Alan Brinkley, *American History: A Survey* (McGraw Hill)

David Brion Davis and Steven Mintz, *The Boisterous Sea of Liberty: A Documentary History of America from Discovery Through the Civil War*, (Oxford)

James Henretta, *et al.*, *America: A Concise History* (Bedford/St. Martin's)

Richard Hofstadter, *et al.*, *Great Issues in American History*, 3 volumes (Vintage)

John M. Murrin, *et al.*, *Liberty, Equality, Power: A History of the American People* (2<sup>nd</sup> Edition (Harcourt Brace)

Mary Beth Norton, *et al.*, *A People and a Nation* (Houghton Mifflin)

Diane Ravitch, ed., *The American Reader: Words That Moved a Nation* (Harper Collins)

Dennis Trinkle and Scott Merriman, *The History Highway 2000: A Guide to Internet Resources* (M.E. Sharpe)