

# HIST 1301: The United States to 1865

CRN 10830

Mondays & Wednesdays 10:30 – 11:50

Liberal Arts Building 222

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## Course Description and Objectives

Following the basic idea that we will better understand the present if we know the past, this course will introduce students to several themes, events, people, issues, and debates from early American history. Though we cannot cover every fact, we will focus on core topics, such as Indigenous peoples before and after contact; European colonialism; the American Revolution; the role of religion, politics, economics, and culture in shaping the nation; westward expansion; our multicultural and multiethnic heritage; slavery; the roles of women; and finally, the Civil War. Throughout the course we will discuss how and why things happened, as well as how specific events changed the texture of the country.

This course will emphasize different skills and methods that are important for “doing history” and interpreting the past. Rather than focus solely on facts and dates, we will strive for “historical literacy” by focusing on patterns, forces, and themes via primary sources. Using primary sources such as letters, speeches, laws, newspaper articles, photographs, and artwork will reveal the different views that people had of American history. Students will describe, compare, debate, and discuss different documents through a variety of learning situations. In the process, students will develop essential writing skills to convey a thesis and argument, build well-structured essays, and convey thoughts in a clear manner.

## Required Readings

Eric Foner, Kathleen DuVal, Lisa McGirr. *Give Me Liberty! An American History*. Volume 1: to 1877. 7<sup>th</sup> Edition. W.W. Norton & Company. 2023.

- A physical, paperback version of this book should be available in the UTEP bookstore ([link here](#)). You should also be able to access the e-book version after paying for the book. You can also go directly to the publisher and purchase the e-book version: <https://wwnorton.com/books/9781324040798>.
- Additional documents and readings found via links in the syllabus and Blackboard

## Blackboard

You access Blackboard through your [myutep.edu](http://myutep.edu) portal. I will upload materials to Blackboard. I will also email students with important materials. You will also be able to see your grades in Blackboard, but you can also keep track of them very easily yourself by adding up the scores you receive on each assignment and dividing by the total possible points at that time...and then moving the decimal. I hope to use Blackboard for the group debates and for possible discussions.

## Assignments and Assessment

### Quizzes (4 x 50 = 200)

Quizzes cover some of the main information from class. They are a combination of multiple choice, fill in the blank, and matching questions. You will have 20 minutes to answer 10 questions. You must bring a pencil and note your answers on the quizzes we give you in class.

### Document Analysis (2 x 50)

These are written assignments where you analyze historical documents. You will discuss the perspective and position of the author, summarize the main points, give examples through quotations, and come to conclusions about the significance of the document. You will upload to Blackboard. Write your full name on the top of the document, along with the title of the assignment and the date. Your answers must be at least 750 words, use 12 point type/font, written in standard paragraphs, with topic sentences, double spaced. You must cite your work using endnotes. You must follow the [Chicago Manual of Style](#), available on the UTEP Library Website.

### History and Memory Class Debates (2 x 25)

Students will discuss, analyze, and debate two issues where history and the present intersect. Students will evaluate documents and secondary sources, determine the strengths and weaknesses of different perspectives, and discuss how people in the present remember, commemorate, and narrate events and people in the past.

Assignment	Possible Points	Grading Scale
4 Quizzes	1. _____ / 50 2. _____ / 50 3. _____ / 50 4. _____ / 50	A = 315 – 350 B = 280 – 314 C = 245 – 279 D = 210 – 244 F = below 209
Document Analysis	1. _____ / 50 2. _____ / 50	
History and Memory Class Debates	1. _____ / 25 2. _____ / 25	
<b>Total possible points</b>	_____ / 350	

## Course Procedures and Policies

### Communication

If you have any questions, please email me directly ([jpshepherd@utep.edu](mailto:jpshepherd@utep.edu)). Please do not use the Blackboard function for contacting me. When I need to contact the class, I will, however, use the Blackboard function for Instructors. It will notify everyone that I am sending important information. If I post an announcement in Blackboard, it will also inform you that there is an announcement. Office hours are a great time to talk, especially since my office is one floor above our classroom. We can also chat briefly before or after class. We can also schedule a time to talk on zoom.

### University Calendar

Please see the **UTEP Academic Calendar** ([linked here](#)) so that you can familiarize yourself with important dates, deadlines, holidays, and Finals Week.

### Classroom environment

Please uphold a mature level of interaction with each other, me, and the Teaching Assistant. Arrive on time and leave only when the class is finished. Respect other students by listening to them while they ask and respond to questions. This is not high school, and it is not social time. Do not talk in class or surf the internet. Do not text-message. Please turn all **CELL PHONES** off or set them to silent/vibrate. Please do not work on other courses or sleep in class. Everyone has a right to an education, but you do not have a right to talk or disrupt class, and thereby deprive other students of an education. If you are talking, I will ask you to stop talking once. The second time I ask you to stop talking, I will ask you to leave the class. If I ask you three times, I will submit your name to the Assistant Dean of Students ([Office of Student Conduct and Conflict Resolution](#)) for disciplinary measures.

### No Recording Lectures

Unless you have my written permission, or unless you have official support from CASS, **please do not record my lectures, and please do not post online or share on social media.**

### Late assignments and Make-ups

All assignments are due at *the beginning of class* on the due date. If you come in after we collect the assignments, we will deduct 10% off your grade. You will lose another 10% every day the assignment is late (including weekends), but after five days we will not accept them. Similarly, assignments submitted on Blackboard are due on a specific day and time. Blackboard uses a timer, so it will close that assignment by a particular time. It will not let you submit it late. If you miss a test or quiz you must have an extraordinary reason for missing it, as well as signed documentation supporting your absence. You must contact me one week before the quiz to schedule a time to make up the quiz.

### University Sanctioned Activities

Students with special needs and those engaged in university sanctioned activities should contact me with your paperwork and/or name and contact info for your sponsor. Or I must receive an email from the appropriate coach or faculty advisor. Athletes are responsible for contacting me if you are going to miss class due to games away from home. If we have a quiz or test in class, you are responsible for contacting us to make it up. If you will be away on a day that work is due, you must complete the work in advance and submit it to us.

### ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations to students with documented “disabilities.” Students who become pregnant have the right to accommodations, in accordance with state and federal laws and regulations and University policy. Accommodations will be determined by CASS. To make a request, please register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact CASS at 915-747-5148, email them at [cass@utep.edu](mailto:cass@utep.edu).

### Student Health and Wellbeing

Your physical and mental health are very important, especially considering the various stresses you may experience as a student. UTEP provides various kinds of support for students:

- [Student Health and Wellness Center](#)
- [Counseling and Psychological Services](#)

### Disputed Grades

If you disagree with a grade, and a Teaching Assistant graded it, talk with them first. If you are not pleased with the response, make an appointment with me during office hours. Come see me directly if I graded your work. You should be prepared to explain and defend your request for a grade change.

### Academic Honesty

Academic honesty covers cheating and plagiarism, which can result in failure, suspension, or dismissal from the University. Copying another student’s answers on a quiz or test is cheating. Plagiarism means taking an author’s work, words, or ideas and presenting them as your own without acknowledging them. If you cut and paste the words of an author from the internet and place them into your own essay without surrounding that material in quotations like this “---”, and without providing source citation information, that is plagiarism. UTEP requires us to submit cheating and plagiarism cases to the Dean for Students. Please see the attached link to the [Student Handbook of Operating Procedures](#).

**Chat GPT or any other A.I. programs, software, etc. are absolutely prohibited in this class.**

### Teaching Assistants

Please treat the Teaching Assistant with respect. She is your primary contact in this class, and they will help you succeed. TA’s grade papers and essays, hold office hours, and conduct workshops and review sessions.

### **Tips for Success in this Class**

1. READ THE SYLLABUS
2. Come to class regularly and pay attention.
3. Have the reading completed by the assigned date.
4. Use the Blackboard site for all handouts, outlines, assignments, and study guides.
5. Come to office hours or send us an email if you are confused.
6. Take notes! If we discuss an issue for a significant period of time, it is especially important. Write down information from the Powerpoint presentation **and take notes on what I say in lectures**.
7. Pay attention to the big issues and themes. What are the main historical debates and problems we confront? What are specific examples? How do events and people change history?
8. Do your assignments several days before the deadline and then revise them. You will improve your grades if you just start the work early.
9. Try to make connections between the textbook, class lectures, discussions, and all materials and resources used in class. The textbook provides you with a general structure for understanding the past, while the books and documents provide specific examples of events, issues, and people.
10. **If you miss class, please do not ask me the following day if you “missed anything important.”** Look at the powerpoint on Blackboard, ask another student, and then if you have questions, contact us.

The [University Writing Center](#) in the Main Library (747-5112 / [uwc@utep.edu](mailto:uwc@utep.edu)).

### Important University Dates

Aug 26	Classes Begin
Sept 2	Labor Day
Sept 11	Census Day Last day to select pass/fail option
Oct. 23	Freshmen Grades Due
Noc 1	Course Drop Deadline
Nov 28-29	Thanksgiving No classes
Dec 5	Last Day of Classes
Dec 6	Dead Day
<b>Dec 9-13</b>	<b>Final Exam Week</b>

### Important University Phone Numbers

History Department (LART 320)	747-5508
Police Department	747-5611
Disabled Student Services	747-5148
University Writing Center (Library)	747-5112
Center for Accommodations, Student Support	747-5148
History Tutoring and Learning Center	747-5366

**FINAL EXAM FRIDAY DECEMBER 13<sup>TH</sup> AT 10:00 – 12:45**

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### COURSE SCHEDULE (Subject to Change as needed)

#### Week One (Aug 26 & 28)

#### Introductions and Course Overview

**Topics** in class: Syllabus, Blackboard, Resources in Class

**Reading:** The syllabus

**MONDAY:** Overview of the course, etc.

**WEDNESDAY:** Discuss these questions:

- When does History begin in “the Americas”?
  - PBS News Hour Report: “[White Sands Footprints](#)”
- What do we learn in high school?
  - Some History Wars. Facts and Trivia? Historical methods?
- How is History used in the present?
- What are the differences between History, Myth, Memory, Monuments, and Public Commemoration?
- Where do we see, hear, and talk about History in daily life?

#### Week Two (Sept 2 & 4)

#### Old Worlds and New (Indigenous America)

**Reading:** *Give Me Liberty*, Ch. 1

**Topics:** Indigenous America and early contact with Europeans

- Explain the different views and perspectives on Spanish conquest and colonization of Indigenous Peoples.
- Why do we argue and debate about something that happened nearly 400 years ago? Why is it important for us today?

**MONDAY September 2<sup>nd</sup> is LABOR DAY, and the University is Closed. No Class today.**

**WEDNESDAY:** In Class Document Discussion: Spain, Indigenous Peoples, and Historical Memory

**-----History and Memory Debate # 1 in Class Today-----**

- [12 Traveler’s and Juan de Onate](#) (The Equestrian)
- Leyva, “[Monuments of Conformity](#)” (optional)
- Removal of Onate statue in northern New Mexico ([News 13 Clip](#))
- “[The Last Conquistador](#),” El Paso, Onate (Point of View)
- Read “[Primary Source Material on the Pueblo Revolt](#)”
- [Indian Pueblo Cultural Center, Pueblo Revolt](#)
- Pueblo Revolt, [PBS Documentary](#) (7 minutes)

**Week Three (Sept 9 & 11)****European Colonies and Native Nations, 1600-1680****Reading:** *Give Me Liberty, Ch. 2***Topics:** Indigenous – European relations, early European religious life, free and unfree labor systems**MONDAY:** Brief lecture. Themes and questions to consider:

- Why did Europeans leave Europe and go to “the Americas”?
  - What were the different groups that migrated, what did they hope to accomplish?
- How did they treat Indigenous peoples?
- What were the different kinds of British colonies?
- How did British colonists deal with questions of religion, freedom and relations between Church and State?

**WEDNESDAY:** In Class Discussion based on these questions and readings:

- How did religion shape the lives of early colonists?
- What were the main elements of Puritanism and how did it compare to other kinds of Christianity?
- What was religious liberty according to John Winthrop and his followers?
- Explain the ideas behind the notion of “a City on a Hill” and that epitomized some Christians’ views of themselves and others?
  - Read: John Winthrop, “[Dreams of a City on a Hill](#)” (1630)
- Using John Winthrop and Massachusetts as an example, what were the early British colonists’ views on relationships between Church and State?
- Indigenous views on “the First Thanksgiving” and Historical Memory
  - 5-minute documentary, “[National Day of Mourning](#)”
- What happened to Anne Hutchinson when she questioned orthodox Christian doctrine and belief? What was her view on Religious Liberty?
  - Read: The Trial of Anne Hutchinson & John Winthrop’s Speech to the Massachusetts General Court, (*Give Me Liberty*, p. 76 & 77)
  - PBS Series, “[God in America](#)” watch minute 12:45 – 33:30.
- How did Hutchinson challenge gender norms in colonial New England?
- What does her story tell us about Religious Liberty and Intolerance?

**Week Four (Sept 16 & 18)****Creating Anglo-America, 1660-1750****Reading:** *Give Me Liberty, Ch. 3***Topics:** Expansion of English Colonies and reactions of Indigenous Nations; Expansion of Slavery; Evolution of relationships between Church and State; Rhetoric of Liberty and Freedom**MONDAY:** Lecture on competition, war and alliances with Indigenous People; evolution of slavery and labor; role of religion in daily life, contradictory meanings of Freedom; early struggles with Migration (see Benjamin Franklin’s “Observations Concerning the Increase of Mankind, 1781, *Give Me Liberty*, p. 115)**WEDNESDAY:** Class discussions about these questions and readings**----- Quiz #1 today on Chapters 1-3 -----**

- What were the different economies of each region of the colonies, and who did the labor in those regions?
- Who has economic, political, and religious liberty in the colonies?
  - Read “Maryland Act Concerning Negroes and other Slaves” & “Letter by an Indentured Servant” (*Give Me Liberty*, 102-3)
- What were the limits to religious liberty for some colonists, particularly women, Africans, and Native Americans?
- Explain why colonists took Indigenous lands through expansion, war, and deception. How did Indian nations seek diplomatic measures to reduce tensions, particularly in the Covenant Chain?
- What was the impact of “King Philips War,” the Yamasee War, and the Natchez War?

- King Philip’s War, [mini-documentary](#) (4 minutes). What do you think about King Philip’s War, the Wampanoags, Thanksgiving, and historical memory and representation?
- Yamasee Clan visits San Augustine, Florida. [Interview](#) (12 minutes) What does this video say about the survival of the Yamasee or Creek people? What does it imply about relationships between Yamasee/Creek and African origin peoples?
- How do we reconcile these limits with the ideals of liberty and freedom promoted in popular histories of the era?

## Week Five (Sept 23 & 25)

### Slavery, Freedom, and the Struggle for Empire to 1763

**Reading:** *Give Me Liberty*, Ch. 4

**Topics:** Expansion and growth of slavery in the European colonies; life for enslaved peoples; resistance and rebellion to slavery; evolving notions of liberty, government, representation; struggles between European empires

**MONDAY:** Lecture on the regional differences in slavery; the evolving political systems and ideological beliefs in the colonies; inter-imperial tensions; wars with Indigenous peoples

**WEDNESDAY:** Group discussions of documents and materials

- As Britain, Spain, and France fought over territory and resources, Native Peoples were caught in the middle. What do the documents here reveal about their struggles to hold onto land and sovereignty?
  - “Scarouady, Speech to Pennsylvania Council” & “Pontiac Speeches” (*Give Me Liberty*, pp 174 & 175)
  - PBS video on the “[French and Indian War](#)” (14 minutes)
- What were the long- and short-term causes of the Stono Rebellion? What was its impact on race relations and labor in the British Colonies?
  - Stono Rebellion documents from the [Library of Congress](#).
  - Two views on the Stono Rebellion, [Documents](#).
  - Dr. Margaret Washington on the impact of the [Stono Rebellion](#).

## Week Six (Sept 30 & Oct 2)

### The American Revolution, 1763-1783

**Reading:** *Give Me Liberty*, Ch. 5

**Topics:** Differing viewpoints and conflicting visions causing tensions between British Colonists and the British Crown; key events that led to Revolution; explore the goals and rationales of Independence; compare the experiences and perspectives of Indian nations in relation to Revolution and Independence.

**MONDAY:** Brief lecture on the political and ideological differences leading to Revolution; arguments for and against Independence; Impact of Revolution on Native Nations

**WEDNESDAY:** Group discussions of documents and materials

- The Declaration of Independence and “merciless Indian savages”
- The complexities of the American Revolution
  - PBS film, “[Would you have Joined the American Revolution](#)”?
  - PBS film, [Haudenosaunee Confederacy and American Democracy](#)
- The Revolution, Liberty, and Native Americans
  - [Gordon Wood](#)
  - [Ned Blackhawk](#)

## Week Seven (Oct 7 & 9)

### The Revolution Within

**Reading:** *Give Me Liberty*, Ch. 6

**Topics:** Debates over different forms of liberty: religious, political, economic. Enduring presence – indeed growth – of slavery; Early relations with Indian Nations; The Status of women in the Revolutionary era.

**MONDAY:** Struggles over expanding and limiting freedom; versions of government; religious freedom and early gov’t; unfree labor systems; early relations with Indigenous peoples.

----- DOCUMENT ASSESSMENT #1 DUE TODAY, Monday October 7 -----

**WEDNESDAY:** Group discussions of documents and materials

What were the successes, shortcomings, and promises of the Declaration of Independence and the American Revolution?

- “Abigail Adams letter to John Adams” & “Petition of Slaves to the Massachusetts Legislature” (*Give Me Liberty*, 246 & 247)
- PBS video with Dr. Edward Ayers on the legacies of the Revolution
  - [Click here](#) (25 minutes)
- The 2<sup>nd</sup> Amendment in Historical Context
  - [PBS interview with historians](#) (25 minutes)
  - [White Supremacy and the 2<sup>nd</sup> Amendment](#)

**Week Eight (Oct 14 & 16)**

**Founding a Nation, 1783-1791**

**Reading:** *Give Me Liberty*, Ch. 7

**Topics:** How did the founding generation create a nation out of 13 independent colonies? What were the strengths and weaknesses of the Articles of Confederation? What was the process associated with the ratification of the Constitution? Who benefitted and who was excluded from the Constitution? What was the legacy of the 3/5<sup>th</sup> Clause?

**MONDAY:** Articles of Confederation, Constitutional Conventions, Bill of Rights, federalism, separation of powers, tensions and treaties with Indian Nations, immigration and slavery, women’s rights

----- Quiz #2 chapters 4-6 -----

**WEDNESDAY:** Finish up lecture and shift into document discussions

- How was the diversity of the early U.S. a strength and challenge?
  - Hector St. John Crevecoeur, “Letters from an American Farmer” (*Give Me Liberty*, p. 279)
- Opposing views on federal power and states rights.
  - James Winthrop, Anti-Federalist Essay (*Give Me Liberty*, 273)
- The Bill of Rights
  - [Bill of Rights](#), Yale University Avalon Project
- Native American Treaties
  - [Treaties between the U.S. and Indian Nations](#), Yale University

**Week Nine (Oct 21 & 23)**

**Securing the Republic, 1791-1815**

**Reading:** *Give Me Liberty*, Ch. 8

**Topics:** Debates over centralized vs. decentralized government; rights and responsibilities of individuals and the state; the extent and scope of citizenship; the Jefferson Presidency; Wars against Indians and appropriating Native land; expansion of slavery.

**MONDAY:** How did the ex-colonies create a national government when each state wanted to maintain a significant amount of freedom and independence? The National Bank, emergence of political parties; Federalists and anti-Federalists; the Supreme Court; Constitutional Conventions; the 3/5<sup>th</sup> clause; Jefferson, white male yeoman farmers; Indian Nations; War of 1812; Alien and Sedition Acts; the Electoral College; Naturalization Act of 1790.

**WEDNESDAY:** Follow up on Monday’s lecture. In class debates and discussions: Broad questions: How committed were early Americans to Democracy?

- Slavery and the Constitution
  - The 3/5<sup>th</sup> Compromise [Text of the document](#)
  - Voices of freedom and abolition, [Library of Congress](#)
- Women’s rights
  - Read, Judith Sargent Murray, “On the Equality of the Sexes” (*Give Me Liberty*, p. 298)
- Indians and the Early Republic
  - Tecumseh, “Speech to the Osage” (*Give Me Liberty*, 316)
- The Naturalization Act of 1790: Immigration and whiteness

- [Original text from the Library of Congress](#)

### Week Ten (Oct 28 & 30)

#### The Market Revolution, 1800-1840

**Reading:** *Give Me Liberty*, Ch. 9

**Topics:** Markets and the economy, how did workers demand rights and protection; roads and infrastructure, Westward Expansion, immigration and Nativism, religion.

**Monday:** How did the market revolution transform the economy, personal wages, and the nature of labor in the U.S.? How did infrastructure and technology change society and the economy? What were the experiences of immigrants in the U.S.? The Know Nothing Party. Religion and public life. Westward expansion.

**Wednesday:** Follow up on Monday's lecture. Begin discussion of these documents: How did expansion change American life

#### ----- HISTORY AND MEMORY CLASS DISCUSSION TODAY -----

- John O'Sullivan, [Manifest Destiny](#)
- Immigration & Nativism
  - [Irish Immigration and Backlash](#)
  - [The Know-Nothing party](#)

### Week Eleven (Nov 4 & 6)

#### Democracy in America, 1815-1840

**Reading:** *Give Me Liberty*, Ch. 10

**Topics:** Inclusion and Exclusion in American Democracy; Economic expansion, crisis, and depression; nationalism and sectionalism; Indian Removal and Dispossession.

**MONDAY:** The expansion of White male voting rights and the deepening of chattel Slavery; Forced removal and deportation of Indigenous Nations; National power, sectional division, and economic crisis.

**WEDNESDAY:** Finish lecture and shift to discussion in class.

- Andrew Jackson and Indigenous Peoples
  - The Cherokee Cases
    - Anton Treuer, [Tribal Sovereignty](#) (21 minutes)
  - The Indian Removal Act of 1830
    - [NPS video on Cherokee Removal](#)

### Week Twelve (Nov 11 & 13)

#### The Peculiar Institution

**Reading:** *Give Me Liberty*, Ch. 11

**Topics:** Slavery's impact on society, culture, and politics in the South; the worlds of the enslaved; how did slavery impact national politics; how did enslaved people resist?

**MONDAY:** The Old South economy, politics, society; Life under Slavery; Slave Cultures; Resistance to Slavery.

#### ----- Quiz #3 chapters 7-10 -----

**WEDNESDAY:** finish lecture from Wednesday.

Documents and materials on Slavery

- The Racist basis of Slavery
  - "Slavery and the Bible" (*Give Me Liberty*, 425)
- Rebellion
  - "Letter by Joseph Taper to Joseph Long" (*Give Me Liberty*, 424)
  - *The Richmond Enquirer* on [Nat Turner's Rebellion](#) and [PBS video](#)

### Week Thirteen (Nov 18 & 20)

#### An Age of Reform, 1820-1840

**Reading:** *Give Me Liberty*, Ch. 12

**Topics:** Economic, political, cultural, social, religious trends in reform; Temperance, citizenship; American Colonization Society, abolitionism; Early feminist movement.

**MONDAY:** Main goals of reform movements; changing notions of citizenship along the lines of race, gender, national origin; Seneca Falls Convention; Utopian communities



**WEDNESDAY:** Finish lecture and shift to discussion, documents, etc.

- Women’s Rights and Feminism
  - Angelina Grimke’, letter from *The Liberator* (*Give Me Liberty*,472)
- Abolition of Slavery
  - PBS video on [Frederick Douglass](#)
  - Fugitive Slave Act ([1 minute video](#))

**Week Fourteen (Nov 24 & 26)**

**A House Divided, 1840 - 1861**

**Reading:** *Give Me Liberty*, Ch. 13

**Topics:** Expansion of slavery into the West; the U.S. invasion of Mexico; renewed debates over race and citizenship; causes of the Civil War

----- **DOCUMENT ASSESMENT #2 DUE TODAY, Monday November 24** -----

**MONDAY:** New Mexico, Texas, and California on the eve of War; the U.S. invasion of Mexico and the Treaty of Guadalupe Hidalgo; The Gadsden Purchase (the Treaty of Mesilla); the Gold Rush and Native Genocide; Compromise of 1850; Fugitive Slave Act; Kansas-Nebraska Act; Know Nothings; *Dred Scott v. Sanford*; Bleeding Kansas; John Brown; Southern Secession and Treason: Civil War

**WEDNESDAY:** Finish Lecture and discuss these documents:

- California’s “[An Act for the Government and Protection of Indians](#)”
  - The Gold Rush Era and California Indians ([mini-documentary](#))
- The Apache Treaty of 1852
  - [Text of the Treaty](#)
- *Dred Scott v. Sandford*
  - PBS [Discussion and Text](#)
- U.S. War with Mexico
  - [Clip from “The West”](#)
  - Mexican Americans and Chicanos view the War and Treaty

**Week Fifteen (Dec 2 & 4)**

**The Civil War, 1861-1865**

**Reading:** *US: A Narrative History*, Ch. 14

**Topics:** Reasons for secession and war; competing notions of liberty; Main elements of the war; strengths and weaknesses; Changing reasons for war; saving the union and war for emancipation; the Civil War in American memory

**Monday:** Declarations of Secession, Ft. Sumter; first battles; Morrill Land Grant Act; Homestead Acts; Emancipation Proclamation; Black volunteers in the war; Indian Territory and the War; Navajo Long Walk and the Sand Creek Massacre; Military Reconstruction; the 13<sup>th</sup> Amendment

**Wednesday:** Finish lecture and discuss these documents

- Texas Declaration of Secession from the Union
  - [Read the Declaration](#) (Yale University Avalon Project)
- Alexander H. Stephens, “The Cornerstone Speech, 1861” (*Give Me Liberty*, p. 550)
- Native Americans in the West
  - The Navajo Long Walk
  - The Sand Creek Massacre
- Debates over the History and Memory of the Civil War

----- **Quiz #4 chapters 11-14** -----

**December 9-13**

**Final Exam Week**

**Information for Teaching Assistant(s)**

Name: \_\_\_\_\_

Office: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Office Hours: \_\_\_\_\_