

# HIST 2676: The United States to 1865 (Honors)

The University of North Texas, Fall 2025

**CLASS MEETINGS:** T/TH, 11:00 am to 12:20 pm, Wooten Hall, Room 321

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**Office Hours:** T/TH, 8:30 am to 9:20 pm and by appointment or Zoom (see link below)

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## Course Description and Theme

United States History to 1865 examines North American history from its beginnings through the fallout that occurred as a result of the Civil War. The thematic periods covered by this course include, but are not limited to pre-contact North America, European exploration, colonial beginnings, the revolutionary age, the early national period, the expansion of slavery, the emergence of sectionalism, the Civil War, and Reconstruction. Themes that may be addressed in US History to 1865 include: American settlement and diversity, American culture, religion, civil and human rights, technological changes, economic change, immigration and migration (forced or otherwise), and the creation of the federal government.

Beyond a traditional historical approach, this course will investigate U.S. History through the all-important concept of “freedom.” Barring the important institution of slavery, it is perhaps tempting to think of the early history of the incipient nation as one where freedom reigned supreme. And yet, as we shall see, it is perhaps more accurate to think of the early history of the United States as one in which the concept of “unfreedom” was intricately interwoven into the fabric of everyday life and institutions, only succumbing to our modern-day concept of freedom in an uneven and fraught manner. In this course we will explore the concepts of freedom and unfreedom in the development of America from its beginnings from its beginnings as a set of rude colonial outposts through the end of the Civil War. Thus, of signal importance to this course are questions such as: how has the concept of freedom (and/or unfreedom) shaped American history and American identity? How has the concept of freedom (and/or unfreedom) shaped American institutions and American life? Etc. Hopefully, we will be able to critically engage the early history of America through the powerful lens of “freedom” that has become a signal feature of how we see our collective past.

There are NO prerequisites for this course.

## Required Materials

Locke, Joseph L., and Ben Wright. The American Yawp: A Massively Collaborative Open U.S. History Textbook.

<https://www.americanyawp.com>

Phelps, Wesley, ed. Containing Multitudes: A Documentary Reader of US History to 1877. 2 vols.

Vol. 1. Fayetteville: University of Arkansas Press, 2022.  
<https://www.vitalsource.com/products/containing-multitudes-a-documentary-reader-of-us-wesley-phelps-v9781610757805>

OR

<https://discover.library.unt.edu/catalog/b7547991>

OR

<https://ebookcentral.proquest.com/lib/unt/detail.action?docID=7013339&query=Containing%2520Multitudes>

Stowe, Harriet Beecher. *Uncle Tom's Cabin or, Life among the Lowly*. 2009.  
<https://www.gutenberg.org/ebooks/203>.

Links to other reading or viewing materials will be provided in each module.

## Objectives

Upon successful completion of this course, students will be able to:

- 1 Create arguments through the use of historical evidence.
- 2 Analyze and interpret primary and secondary sources.
- 3 Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

## Course Structure

The Fall 2025 iteration of HIST 2675 will be delivered as a face-to-face course. The course will last 15 weeks. The course will meet in Wooten Hall, Room 321 **every Tuesday and Thursday from 11:00 am to 12:20 pm.**

## How this Course Works

This course uses an unconventional approach to assessing student learning called specifications grading. (If you're curious about this approach, see this [overview](#).) Specifications grading means that your final course grade will be determined by the amount of quality work you choose to do. Assignments are bundled together at each grade level based on amount of work and/or level of complexity. The A bundle of assignments requires more work, and work of greater complexity, than the B bundle, which is likewise more challenging than the C bundle. Rather than earning a grade for each assignment, you will earn your final course grade by meeting the expectations on all of the assignments within your chosen bundle. These bundles reflect a hierarchy of course objectives. Your final grade will be assigned based on which bundles of assignments you satisfactorily complete. These final grades, therefore, indicate which course objectives you demonstrate that you accomplished. You have an opportunity to think ahead about what grade you would like to earn in this course and plan your workload accordingly. However, your chosen grade is not set in stone – you can reevaluate this choice at any time.

All individual assignments will be evaluated as “meets expectations” (1 point) or “does not meet expectations” (0 points), based on specific criteria for each assignment. You will receive credit for an assignment when it meets ALL of the criteria. There are no points, percentages, or gradations of quality in specifications grading. An assignment either meets expectations, or it does not. I will share these criteria with you in advance of each assignment. In general, “meets expectations” should not

be viewed as “minimally competent,” as is typical for a grade of C. Rather, “meets expectations” indicates you have achieved the course objective associated with that particular assignment and its specifications. In practice, “meets expectations” will describe work that, under a typical grading scheme, would receive at least a B+ or above.

## **Grades**

The only letter grade that you will receive in this course will be your final grade, and it will reflect the “bundle” of assignments and requirements you have satisfactorily accomplished in the class. That final letter grade is not an assessment of your intelligence, your abilities, or your value as a person. Rather, the grade reflects what you demonstrated that you learned in the course: no more, no less.

Built into this system is a good deal of choice as to how much you wish to learn and how hard you want to work to demonstrate and apply that learning. You might choose that passing this course with a C is sufficient for your goals—it is perfectly appropriate and worthy of respect for you to make that choice, especially if it allows you to proactively allocate your time to other endeavors at UNT or beyond. If you strive to get an A in this course and maximize your learning, you will be making the choice to challenge yourself, and you should make sure you are in a personal and academic situation to achieve that level of engagement.

Please note, grades of D will be given only in rare cases where a student meets most of the C Bundle requirements but falls short in one area. Typically, a student who does not meet the requirements of the C Bundle will fail the course.

## **C Bundle**

If you receive “meets expectations” on all of the following assignments, you will pass the course with a grade of C:

- Introduction Paper
- 1 “Signature Assignment”/Analytical Essay
- 12 Weekly Reading/Lecture Quizzes
- 7 Primary Document Analysis Assignments
- 6 Reading/Lecture Summaries
- 2 Weekly Class Leads

## **B Bundle**

If you receive “meets expectations” on all of the following assignments, you will pass the course with a grade of B:

- Introduction Paper
- 1 “Signature Assignment”/Analytical Essay
- 12 Weekly Reading/Lecture Quizzes
- 7 Primary Document Analysis Assignments
- 6 Reflection Essays
- 2 Weekly Class Leads
- In-Class Engagement (no more than 6 missed classes)

## **A Bundle**

If you receive “meets expectations” on all of the following assignments, you will pass the course with a grade of A:

- Introduction Paper
- 1 “Signature Assignment”/Analytical Essay
- 12 Weekly Reading/Lecture Quizzes
- 7 Primary Document Analysis Assignments
- 6 Reflection Essays
- 2 Weekly Class Leads
- In-Class Engagement (no more than 3 missed classes)
- Final Essay

**Assignments** (All assignments MUST be uploaded to Canvas. Please do not email assignments. No assignments will be graded outside of Canvas.)

### **Introduction Paper (Due Wednesday, August 20, by 11:59 pm) (All Bundles)**

Write a short essay (1 page or less) introducing yourself to me. This assignment is designed to allow me to get to know you better. So, by all means, tell me a little bit about yourself that I can’t glean from the class roster. Things like where you are from, what your major is and why you are interested in that subject, what you hope to learn in this course, any fears or concerns you have about this course, what grade bundle you plan to pursue in this course, and at least one interesting thing about you. You may also include a photo of yourself (totally optional), which will help me learn names. Finally, you should know that I am notoriously terrible with names.

### **“Signature Assignment”/Analytical Essay (Due September 18, by 11:59 pm) (All Bundles)**

You will write a 750-word essay that analyzes a selection of primary documents, places them within their proper historical context, and connects them to ideas about freedom. All bundles require you to meet expectations on the analytical essay. “Meets Expectations” on the Analytical Essay requires you to score at least 80 points on the first five criteria on the grading rubric.

### **Reading Quizzes (Due Thursdays by 11:59 pm) (All Bundles)**

Every week there will be a 5-question multiple-choice quiz based on the assigned chapter in the American Yawp for that week. The quizzes will be administered on Canvas and you may use any books and/or notes you wish. You will have 20 minutes to complete each quiz. In order to receive “meets expectations” on a quiz, you must provide 4 correct answers. You will be allowed an unlimited number of attempts to complete each quiz. There will be a total of 13 quizzes during the semester, and all bundles require you to meet expectations on 12 of them. Quizzes are due weekly according to the course schedule.

### **Primary Document Analysis Assignments (Due Every Thursday by 11:59 pm) (All Bundles)**

Every week there will be an opportunity to write a 350-500-word analysis of a primary document related to the course material for that week. There will be a total of 13 opportunities to submit a primary document analysis assignment during the semester, and all bundles require you to meet expectations on 7 of them. Primary document analysis assignments will be due each week on Thursday.

### **Reading/Lecture Summaries (Due Every Thursday by 11:59 pm) (C Bundle)**

If you select the C bundle, every week there will be an opportunity to write a 250-word summary of the reading and lecture material for that week. **These essays are just that, opportunities for you to summarize the materials for this week.** There will be a total of 13 opportunities to submit a reading/lecture summary during the semester, and the C bundle requires you to meet expectations on 6 of them. Reading/listening/lecture summaries will be due each week on Thursday.

### **Reflection Essays (A and B Bundles)**

If you select the A or B bundle, every week there will be an opportunity to write a 500-750-word essay that will allow you to reflect on the reading, listening, and lecture materials for that week. There will be a total of 13 opportunities to submit a reflection essay, and both the A and B bundles require you to meet expectations on 6 of them. **Reflection essays go beyond the reading/lecture summaries in that you are not simply summarizing.** Rather, you will be asked to **critically reflect** on the week's materials by grappling with a question posted by me for the week. Reflection essays will be due each week on Thursday.

### **Weekly Class Leading**

All Bundles. Each week several class members will lead a discussion of the materials. You must come prepared having digested all the readings. You must summarize the important turning points related to that week's topic under study. For instance, if your week is the American Revolution, your group must give/summarize the important turning points of the War (including the events that lead up to the war) and perhaps what makes the period/event under study cohere as one unit. For instance, why do historians study a period called "the market revolution"? What gives the market revolution coherence as a period? Why is the market revolution important for understanding American History. Your group will then go on to lead discussion on that week's readings and primary sources. One important aspect of leading class is coming up with a set of questions for your classmates that will help focus the discussion. It can't be underestimated how important good questions are for a discussion.

The responsibility for those who are not presenting that week is to also read all the materials and be extremely attentive so that you can participate during the discussion.

### **In-Class Engagement**

A and B grade bundles. This course is designed to facilitate active engagement with the reading and listening materials. A good amount of the time we spend together in class will be devoted to discussion. **In order for everyone to reap the full benefits of these discussions, you should arrive in class having read and/or paid attention to the assignment for that day.** I encourage you to offer your own thoughtful comments about the reading material during our discussions. I also realize that not every student is outspoken. Additional ways to demonstrate your engagement include: taking productive notes during lectures; asking questions during lectures and discussions; answering questions posed by me and by other students; and otherwise being present, alert, and involved in what is happening during class.

### **Final Essay (Due Wednesday, December 10, by 11:59 PM) (A Bundle)**

If you select the A bundle, you will write a 1000-word final essay in which you will identify, analyze, and evaluate key turning points in US history that relate to our course theme of freedom.

**FINAL ESSAY QUESTION:** How is the Harriet Beecher Stowe's novel Uncle Tom's Cabin an artifact of its time? How does the novel help explain the tensions (what tensions does it reveal in antebellum American society) that would lead to the American Civil War? I would pick **ONE** theme revealed in the novel that helps explain the outbreak of the American Civil War.

- Some of the important key themes in the novel that can serve as a key to understanding the Antebellum period include (but are not limited to):
  - "The Family" (and its place in northern culture)
  - The "market revolution"/capitalism and its intrusion into aspects of life (how Northerners and Southerners deal with this "destabilizing" force).
  - Religion and the spread of reform movements
  - The realities of Manifest Destiny and the nation's territorial expansion.

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#### Attendance:

Research has shown that students who attend class are more likely to be successful. The knowledge and skills you will gain in this course highly depend on your participation in class learning activities. Because of that, I expect you to attend all class sessions unless you are ill or have a valid reason for missing. I plan to track class attendance to help me understand how and when students are engaging in the course. If you are ill or have another valid reason for missing class, please contact me in advance of the absence.

#### Communication:

Office hours offer you an opportunity to ask for clarification or find support with understanding class material. I want to be as accessible to you as I can be. I encourage you to visit me to discuss any aspect of this course or whatever else is on your mind. If you cannot visit during office hours, please email me and we will find a time that works for you.

#### Course Conduct:

I am committed to creating a positive learning environment where diverse perspectives are recognized and valued as a source of strength. I request that you work with me to create a classroom culture based on open communication, mutual respect, and inclusion. As a class we will approach all discussions with respect and civility. Disagreements and debates in academic discourse are expected and welcome, but personal attacks are never acceptable. I strive to ensure an open and welcoming classroom for all students. If I ever miss the mark, please don't hesitate to come and talk to me. We are all learning together.

#### School/Life Conflict:

Many students face obstacles to their education as a result of work or family obligations or unforeseen personal difficulties. If you are experiencing challenges throughout the semester that are impacting your ability to succeed in this course, or in your undergraduate career more broadly, please reach out to me immediately so that we can work together to form a plan for your academic success. If you are unable to attend my student drop-in hours, please email to set up a time that works for you or to arrange a meeting by Zoom.

#### Emergency Notifications and Procedures:

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety

emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

#### ADA Accommodation Statement:

I am committed to the principle of universal learning. Any student with particular needs should contact the Office of Disability Access (ODA) at the beginning of the semester. If necessary, the ODA will provide you with a reasonable accommodation letter that you can submit to me. Then you and I can work out the details of any accommodations needed for this course. You may request reasonable accommodations at any time; however, ODA notices of reasonable accommodation should be provided as early as possible in the semester to avoid any delay in implementation. For additional information, refer to the Office of Disability Access website (<http://www.unt.edu/oda>). You may also contact ODA by phone at (940) 565-4323.

#### Academic Integrity:

The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University's actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. Students should be aware that "acts of dishonesty" include cheating, plagiarism, furnishing misleading information, and forgery. We will uphold the policies and regulations of the University. A finding of academic dishonesty in this course will result in a grade of 0 for the work in question. Students have the right to appeal a finding of academic dishonesty.

#### Late Work

I will accept late work on a case-by-case basis **whenever it makes sense to do so**. If a situation arises where you cannot submit work by the due date, please notify me that you will be submitting the assignment late. Please note, however, that I cannot accept any late work after Wednesday, December 10th at 11:59 PM. Additional UNT Policies Available on Canvas

**Note: If a reading or visual requirement appears on a particular date, please read or listen to it before arriving to class.**

## Section I: Transatlantic Connections

### Week 01: Course Introduction & Freedom; Indigenous America

Date	Topic/Materials: Secondary   <span style="color: blue;">Primary</span>   <span style="color: green;">Visual</span>	Assignment
08/19/25	<b>Introduction to the syllabus; What is Freedom?; What do Historians Do?</b> -	- Introduction Paper (Due Wednesday, Aug 20, by 11:59 pm) [A, B, C]
08/21/25	<b>Conquest; The First Americans</b> - American Yawp, Chapter 1 - <span style="color: blue;">Document 1.1: Cherokee</span>	-

	<p>Origination Story for Corn and Game</p> <ul style="list-style-type: none"> <li>- Document 1.2: Spanish Explorer Francisco Vásquez de Coronado Describes Pueblo Provisions</li> <li>- Document 1.3: Hernán Cortés Describes Tenochtitlan</li> <li>- Document 1.4: Cabeza de Vaca Describes Encounters with Native People</li> <li>- Document 1.5: Map of Some Indigenous Nations in South Carolina</li> </ul>	
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## Week 02: Colliding Cultures

Date	Topic/Materials: Secondary   Primary   Visual	Assignment
08/26/25	<b>The Colonization Project Before the English</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 2</li> <li>- Papal Bull: Dum Diversas</li> <li>- Papal Bull: Inter Caetera</li> <li>- Requerimiento</li> <li>- Document 2.1: Bartolomé de Las Casas Describes European Atrocities</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 02 [A, B, C]</li> </ul>
08/28/25	<b>England and the New World</b> <ul style="list-style-type: none"> <li>- Patent Granted by Henry VII to John Cabot</li> <li>- Document 2.2: John Smith Describes the “Starving Time” in Jamestown, 1609–1610</li> <li>- Document 2.3: William Wood Describes the English Perspective of Native People in New England, 1634</li> <li>- Document 2.4: Olaudah Equiano Describes Seventeenth-Century West African Life</li> </ul>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 02 [A, B, C]</li> <li>- Reflection Essay, Week 02 [A, B]</li> <li>- Reading/Lecture Summary, Week 02 [C]</li> <li>- Weekly Class Lead 01 <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

## Section II: Colonial America

### Week 03: British North America

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
09/02/25	<b>New Colonies Emerge</b> <ul style="list-style-type: none"> <li>American Yawp, Chapter 3</li> <li>Henry Care, <i>English Liberties</i> (1680)</li> <li>The Trial of Anne Hutchinson (1637)</li> <li>Roger Williams, <i>Letter to the Town of Providence</i> (1655)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Quiz, Week 03 [A, B, C]</li> </ul>
09/04/25	<b>North American Slavery</b> <ul style="list-style-type: none"> <li>Document 3.2: An Indentured Servant Describes His Experiences in Virginia, 1623</li> <li>Document 3.3: Colonial Virginia Laws (Assembly of Virginia, Act XII, December 1691; Assembly of Virginia, Act XVI, April 1691; Assembly of Virginia, Act XX, October 1705)</li> </ul>	<ul style="list-style-type: none"> <li>Primary Document Analysis, Week 03 [A, B, C]</li> <li>Reflection Essay, Week 03 [A, B]</li> <li>Reading/Lecture Summary, Week 03 [C]</li> <li>Weekly Class Lead 02               <ul style="list-style-type: none"> <li>[STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

### Week 04: Colonial Society

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
09/09/25	<b>Crisis and Growth in Colonial Society</b> <ul style="list-style-type: none"> <li>American Yawp, Chapter 4</li> <li>The Trial of John Peter Zenger (1735)</li> <li>The Great Awakening Arrives in Connecticut (1740)</li> <li>The Independent Reflector on Limited Monarchy and Liberty (1752)</li> <li>Pontiac, Two Speeches (1762 and 1763)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Quiz, Week 04 [A, B, C]</li> </ul>
09/11/25	<b>An Empire of Freedom</b>	<ul style="list-style-type: none"> <li>Primary Document Analysis, Week 04 [A, B, C]</li> <li>Reflection Essay, Week 04 [A, B]</li> <li>Reading/Lecture Summary, Week 04 [C]</li> <li>Weekly Class Lead 03               <ul style="list-style-type: none"> <li>[STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

		B, STUDENT C, Etc.]
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### Section III: Revolutionary & Early National America

#### Week 05: The American Revolution

Date	Topic/Materials: Secondary   Primary   Visual	Assignment
09/16/25	<b>The Crisis Begins</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 5</li> <li>- Patrick Henry, “Virginia Resolutions on the Stamp Act” (1765)</li> <li>- Brutus, “New York Workingmen Demand a Voice in the Revolutionary Struggle” (1770)</li> <li>- The Declaration of Independence, July 4, 1776</li> <li>- Felix and Other Boston Slaves, “Felix's Petition for Freedom” (1773) &amp; Abigail Adams, “Letter from Abigail Adams to John Adams” (1776) &amp; “Natural and Inalienable Right to Freedom” (1777)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 05 [A, B, C]</li> </ul>
09/18/25	<b>Revolutionary Effects</b> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 05 [A, B, C]</li> <li>- Reflection Essay, Week 05 [A, B]</li> <li>- Reading/Lecture Summary, Week 05 [C]</li> <li>- Weekly Class Lead 04 <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

### Week 06: Forging a New Nation

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
09/23/25	<b>Founding A Nation: Its Documents</b> <ul style="list-style-type: none"><li>- American Yawp, Chapter 6</li><li>- <a href="#">Articles of Confederation, 1777</a></li><li>- <a href="#">Patrick Henry, The Anti-Federalist Argument</a></li><li>- <a href="#">Alexander Hamilton or James Madison, The Federalist Papers No. 51</a></li><li>- <a href="#">Thomas Jefferson on Race and Slavery, 1781</a></li></ul>	<ul style="list-style-type: none"><li>- Reading Quiz, Week 06 [A, B, C]</li></ul>
09/25/25	<b>Founding A Nation: Who Belongs</b>	<ul style="list-style-type: none"><li>- Primary Document Analysis, Week 06 [A, B, C]</li><li>- Reflection Essay, Week 06 [A, B]</li><li>- Reading/Lecture Summary, Week 06 [C]</li><li>- Weekly Class Lead 05<ul style="list-style-type: none"><li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li></ul></li></ul>

## Week 07: The Early Republic

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
09/30/25	<b>An Age of Divisive Politics</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 7</li> <li>- <a href="#">Document 7.2: Madison Hemings, Son of Enslaved Person Sally Hemings and Thomas Jefferson, Recounts His Life Story (in <i>Containing Multitudes: A Documentary Reader of US History to 1877</i>)</a></li> <li>- <a href="#">Document 7.3: Physician Benjamin Rush Describes His Vision for the Education of Women, 1787 (in <i>Containing Multitudes: A Documentary Reader of US History to 1877</i>)</a></li> <li>- <a href="#">Document 7.4: Judith Sargent Murray Advocates for Women's Equality, 1790 (in <i>Containing Multitudes: A Documentary Reader of US History to 1877</i>)</a></li> <li>- <a href="#">Document 7.5: Abigail Bailey Describes Escaping an Abusive Relationship, 1815 (in <i>Containing Multitudes: A Documentary Reader of US History to 1877</i>)</a></li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 07 [A, B, C]</li> </ul>
10/02/25	<b>Slavery, Expansion and Louisiana</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 07 [A, B, C]</li> <li>- Reflection Essay, Week 07 [A, B]</li> <li>- Reading/Lecture Summary, Week 07 [C]</li> <li>- Weekly Class Lead 06               <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

## Section IV: Antebellum America

### Week 08: The Market Revolution

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
10/07/25	<b>The Market Revolution: Infrastructure</b> <ul style="list-style-type: none"><li>- American Yawp, Chapter 8</li><li>- “James Madison Asks Congress to Support Internal Improvements, 1815”</li><li>- Sarah Bagley, “Freedom and Necessity at Lowell, 1845”</li><li>- “Margaret McCarthy to Her Family in Ireland, 1850”</li><li>- Henry David Thoreau, excerpt from <i>Walden</i>, 1854</li></ul>	<ul style="list-style-type: none"><li>- Reading Quiz, Week 08 [A, B, C]</li></ul>
10/09/25	<b>The Market Revolution: “Factories” North and South</b>	<ul style="list-style-type: none"><li>- “Signature Assignment”/Analytical Essay [A, B, C]</li><li>- Primary Document Analysis, Week 08 [A, B, C]</li><li>- Reflection Essay, Week 08 [A, B]</li><li>- Reading/Lecture Summary, Week 08 [C]</li><li>- Weekly Class Lead 07<ul style="list-style-type: none"><li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li></ul></li></ul>

**Week 09: Democracy in America**

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
10/14/25	<b>“Democracy” Emerges (sort of...)</b> <ul style="list-style-type: none"><li>- American Yawp, Chapter 9</li><li>- <a href="#">“Rhode Islanders Protest Property Restrictions on Voting,” 1834</a></li><li>- <a href="#">“John Quincy Adams on the Role of the National Government,” 1825</a></li><li>- Andrew Jackson, <a href="#">“Veto of the Bank Bill,” 1832</a></li><li>- Document 9.1: Nathan Sanford Argues for Expanding Male Voting Rights, 1821 (in <i>Containing Multitudes</i>)</li></ul>	<ul style="list-style-type: none"><li>- Reading Quiz, Week 09 [A, B, C]</li></ul>
10/16/25	<b>Jackson &amp; the Rise of the Democratic Party</b>	<ul style="list-style-type: none"><li>- Primary Document Analysis, Week 09 [A, B, C]</li><li>- Reflection Essay, Week 09 [A, B]</li><li>- Reading/Lecture Summary, Week 09 [C]</li><li>- Weekly Class Lead 08<ul style="list-style-type: none"><li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li></ul></li></ul>

## Week 10: Religion and Reform

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
10/21/25	<b>An Age of Reform, Anti-Slavery Emerges</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 10</li> <li>- Stowe, Harriet Beecher. <i>Uncle Tom's Cabin</i> Volume 1 (Chapters I-XVIII)</li> <li>- Catharine Beecher on the "Duty of American Females" (1837)</li> <li>- Angelina Grimké "On Women's Rights" (1837)</li> <li>- "Dorothea Dix Defends the Mentally Ill" (1843)</li> <li>- Frederick Douglass, "What to the Slave Is the Fourth of July?" (1852)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 10 [A, B, C]</li> </ul>
10/23/25	<b>The Origins of American Feminism</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 10 [A, B, C]</li> <li>- Reflection Essay, Week 10 [A, B]</li> <li>- Reading/Lecture Summary, Week 10 [C]</li> <li>- Weekly Class Lead 09               <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

### Week 11: The Cotton Revolution

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
10/28/25	<b>The Old South and the “Peculiar Institution”</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 11</li> <li>- Stowe, Harriet Beecher. <i>Uncle Tom’s Cabin</i> Volume 2 (Chapters XIX-XLIV)</li> <li>- <a href="#">Frederick Douglass on the Desire for Freedom (1845)</a></li> <li>- <a href="#">George Fitzhugh Argues that Slavery is Better than Liberty and Equality (1854)</a></li> <li>- <a href="#">James Henry Hammond’s ““Mud Sill” Speech” (1858)</a></li> <li>- <a href="#">Letter by a Fugitive Slave (1840)</a></li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 11 [A, B, C]</li> </ul>
10/30/25	<b>Slave Culture</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 11 [A, B, C]</li> <li>- Reflection Essay, Week 11 [A, B]</li> <li>- Reading/Lecture Summary, Week 11 [C]</li> <li>- Weekly Class Lead 10 <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

## Week 12: Manifest Destiny

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
11/04/25	<b>Manifest Destiny</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 12</li> <li>- John L. O’Sullivan, “Manifest Destiny” (1945)</li> <li>- Document 12.1: Mary Dewees Describes Moving from Philadelphia to Kentucky in the Late Eighteenth Century (in <i>Containing Multitudes</i>)</li> <li>- Document 12.2: Thomas Jefferson Gives Meriwether Lewis Instructions for Mission of Exploration, 1803 (in <i>Containing Multitudes</i>)</li> <li>- Document 12.4: Cherokee Women Argue Against Removal (in <i>Containing Multitudes</i>)</li> <li>- Document 12.5: Cherokee Leader John Ross Disputes Validity of Treaty Mandating Removal (in <i>Containing Multitudes</i>)</li> <li>- Document 12.6: Cherokee Leader Elias Boudinot Argues in Favor of Removal (in <i>Containing Multitudes</i>)</li> <li>- VIDEO: <i>We Shall Remain: Part III: Trail of Tears</i> (2009)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 12 [A, B, C]</li> </ul>
11/06/25	<b>Manifest Destiny (cont’d)</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 12 [A, B, C]</li> <li>- Reflection Essay, Week 12 [A, B]</li> <li>- Reading/Lecture Summary, Week 12 [C]</li> <li>- Weekly Class Lead 11               <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

## Section V: The Civil War Period

### Week 13: Sectional Crisis

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
11/11/25	<b>A House Divided</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 13</li> <li>- “Resistance to the Fugitive Slave Act” (1850)</li> <li>- “American Party Platform” (1856)</li> <li>- “South Carolina Ordinance of Secession” (1860)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 13 [A, B, C]</li> </ul>
11/13/25	<b>The Republican Party (and Lincoln) Rises</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 13 [A, B, C]</li> <li>- Reflection Essay, Week 13 [A, B]</li> <li>- Reading/Lecture Summary, Week 13 [C]</li> <li>- Weekly Class Lead 12               <ul style="list-style-type: none"> <li>- [STUDENT A, STUDENT B, STUDENT C, Etc.]</li> </ul> </li> </ul>

### Week 14: The Civil War

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
11/18/25	<b>The Civil War: Freedom’s Rebirth</b> <ul style="list-style-type: none"> <li>- American Yawp, Chapter 14</li> <li>- “Alexander H. Stephens’s “The Cornerstone of the Confederacy” Speech (1861)</li> <li>- “Samuel S. Cox Condemns Emancipation” (1862)</li> <li>- “Frederick Douglass on Black Soldiers” (1863)</li> <li>- “Marcus M. Spiegel, Letter of a Civil War Soldier” (1864)</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Quiz, Week 14 [A, B, C]</li> </ul>
11/20/25	<b>Emancipation Cometh</b>	<ul style="list-style-type: none"> <li>- Primary Document Analysis, Week 14 [A, B, C]</li> <li>- Reflection Essay, Week 14 [A, B]</li> <li>- Reading/Lecture Summary, Week 14 [C]</li> <li>- Weekly Class Lead 13               <ul style="list-style-type: none"> <li>- [STUDENT A,</li> </ul> </li> </ul>

		STUDENT B, STUDENT C, Etc.]
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### Thanksgiving Break

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
11/25/25	<b>Thanksgiving Break</b>	
11/27/25	<b>Thanksgiving Break</b>	

### Week 15: Wrap-up

Date	Topic/Materials: Secondary   <a href="#">Primary</a>   <a href="#">Visual</a>	Assignment
12/02/25	<b>Discussion of <i>Uncle Tom's Cabin</i></b> History and Career Modules Assessment (you can find this on Canvas)	
12/04/25	<b>Pre Finals Day (No New Materials)</b>	