

Rhode Island College

Providence Career and Technical Academy Early Enrollment Program

Ms. Pacitto

Syllabus for History 118E: Topics in U.S. History to 1877 (4 credits)

Year-long 2024-2025

Course Description

This course provides an in-depth study of the history of the United States up to 1877 through five strands of history: political, economic, religious, social, and intellectual. Students will develop skills of historical analysis, document analysis, and critical thinking.

Textbooks

Give Me Liberty: An American History, Eric Foner, New York : W.W. Norton & Company, 2020. (Sixth edition)

Supplemental Text

Voices Of Freedom: A Documentary History, edited by Eric Foner, New York : W.W. Norton & Company, 2017.

Major Problems in American Colonial History, edited by Karen Ordahl Kupperman, Houghton Mifflin Company, 2000. (Second edition)

Primary Sources (mostly taken from the *Voices of Freedom* text)

Excerpts from:

- Hobbes, Thomas. *Leviathan*
- Locke, John. *Second Treatise on Government*
- Rousseau, Jean J. *Social Contract or Principles of Political Right*
- Adam Smith, *The Results of Colonization (1776)*
- Giovanni da Verrazano, Encountering Native Americans (1524)
- Bartolomé de las Casas on Spanish Treatment of the Indians, from *History of the Indies* (1528)
- Sending Women to Virginia (1622)
- Maryland Act Concerning Religion (1644)
- The Trial of Anne Hutchinson (1637)
- Roger Williams, Letter to the Town of Providence (1655)
- William Penn, Pennsylvania Charter of Privileges and Liberties (1701)
- Nathaniel Bacon on Bacon's Rebellion (1676)
- Gottlieb Mittelberger on the Trade in Indentured Servants (1750)
- Women in the Household Economy (1709)
- Olaudah Equiano on Slavery (1789)
- Advertisements for Runaway Slaves and Servants (1738)
- The Independent Reflector on Limited Monarchy and Liberty (1752)
- The Trial of John Peter Zenger (1735)

- Virginia Resolutions on the Stamp Act (1765)
- Farmington, Connecticut, Resolutions on the Intolerable Acts (1774)
- Thomas Paine, *Common Sense* (1776)
- Samuel Seabury's Argument against Independence (1775)
- Declaration of Independence (1776)
- Abigail and John Adams on Women and the American Revolution (1776)
- The Right of "Free Suffrage" (1776)
- Thomas Jefferson on Race and Slavery (1781)
- Noah Webster on Equality (1787)
- Petition of Inhabitants West of the Ohio River (1785)
- Federalist Papers (1787)
- Patrick Henry's Anti- Federalist Argument (1788)
- Articles of Confederation, Constitution
- Protest against the Alien and Sedition Acts (1798)
- Tecumseh on Indians and Land (1810)
- The Missouri Compromise (1820)
- The Monroe Doctrine (1823)
- Texas Declaration of Independence (1836)
- John C. Calhoun, The Concurrent Majority (ca. 1845)
- Frederick Douglass on the Desire for Freedom (1845)
- Declaration of Sentiments of the Seneca Falls Convention (1848)
- Kansas-Nebraska Act (1854)
- The Lincoln- Douglas Debates (1858)
- South Carolina Ordinance of Secession (1860)
- Gettysburg Address (1863)
- Frederick Douglass on Black Soldiers (1863)
- 13th, 14th, 15th Amendments
- Petition of Black Residents of Nashville (1865)
- The Mississippi Black Code (1865)
- Elizabeth Cady Stanton, "Home Life" (ca. 1875)
- Civil Rights Act of 1875

Course Requirements

Students will complete a series of document based questions (2-5 pg), a historiographical piece (2-5 pg), an article review (2-5 pg), and research-based passion project. They will also complete a passion project on a topic and in the format of their choosing (from a suggested list). Class participation related to readings will be required of each student. Each chapter will also have a test.

Grading Policy

Writing assignments/Projects (document based questions, historiographical pieces, article reviews, and passion project)	50%
Tests	30%
Classwork/discussion	20%

Content Outline - These are broad descriptions of each time period. Each unit will capture the experience of more marginalized groups as well.

Unit One: Discovery and Exploration

This unit will work to establish the various economic, religious, political, and social motivations for multiple countries to colonize the new world.

Unit Two: Establishing the Colonies

This unit will serve to explain English dominance in the colonies and the origins of many of their political and religious beliefs, particularly with regard to freedom. It will also serve to explain the institution of slavery.

Unit 3: The American Revolution

This unit will explain the causes and outcomes of revolution (economic, political, social), particularly with regard to demands for specific freedoms for specific groups of people.

Unit 4: Confederation and Constitution

This unit will describe the struggle of the new nation in finding its new identity and their attempts to make this experiment in democracy successful. In particular, it will deal with the debate between the Federalists and Anti-Federalists.

Unit 5: The Early National Period

This unit will set the stage for the successes and failures of the early national period and how the compromises were ultimately unsuccessful and conflict became inevitable.

Unit 6: Causes of the Civil War

This section will deal with the peculiar institution of slavery, resistance to slavery, and many of the other arguments of this period (ie. economic arguments, states' rights)

Unit 7: Civil War

This unit will explain the inevitable conflict that ensued from many avenues of disagreement within the new nation.

Unit 8: Aftermath of the Civil War

This unit describes the end results of the war and the intended effects of reconstruction versus reality. This will describe what freedom looked like for different groups of people and we will assess whether or not these goals were attained.