

History 103 (US History to 1877)

Fall 2025

Professor Donald C. Bellomy

Donald.Bellomy@stonybrook.edu or donald.bellomy@sunykorea.ac.kr

Office A619

Office Hours: Mondays 1400-1800, Tuesdays 1300-1500, Wednesdays 1400-1600, or by appointment

Lectures Tuesday and Thursday 1530-1625

Recitation Thursday 1230-1325

Classroom C105

What History 103 Is: History 103 is a survey of American history from the Age of Discovery to the end of Reconstruction. Topics include the transplantation of European culture to America, the rise of American nationalism, the democratization of American society, the institution of slavery, and the emergence of an industrial society.

More specifically, it examines the history of what we now call the United States of America, starting from its years as a series of European colonial outposts confronting the wilderness, indigenes (Native Americans or “Indians”), and competitors from other nations with claims in the “New World.” It then explores the political, social, economic, and cultural changes through revolution and independence; establishment of a republican form of government; the evolution of democratization; the country’s emerging role in the capitalist world system, including the consumer revolution, foreign trade, internal development, early industrialization, and the plantation system in the Southern states; territorial expansion across the North American continent; and the fierce debates about slavery that would lead to the new nation’s greatest crisis, the Civil War of 1861-1865, and that would remain unresolved after the postwar period of Reconstruction that ended in 1877.

History 103 is the first half of a two-course sequence surveying U.S. history from its origins to the present. The second half, History 104, covers U.S. history from the abandonment of Reconstruction to the second presidency of Donald Trump. History 103 is not a prerequisite for History 104, but students would find information in the first course very helpful in understanding the issues raised in the second course.

What You Can Expect to Get from History 103: The goals shaping History 103 throughout the semester can be divided into four parts:

- 1) **Understanding modernity.** In much of the world the belief persists that the United States is a “young” or “new” nation. While this assumption is true in certain respects, it misses the ways in which the United States is the *oldest* nation in the world as we now understand the concept of nation – in other words, the ways in which it can be thought of as the first **modern** nation. We will examine what this might mean for America and the rest of the world.
- 2) **Understanding democracy, liberty, and the republican form of government.** The new nation emerging from the American Revolution was seen as a great experiment in republican government that would help shape future attempts around the globe. The emphasis on rights that developed during the revolutionary debates ensured that at the center of the discussion about republicanism would be the concept of liberty. And the U.S. came to symbolize the possibilities and drawbacks

of democracy, so much so that when in the 1830s Alexis de Tocqueville, a young Frenchman, wanted to figure out what democracy might mean in Europe and elsewhere, he examined trends across the Atlantic in his two-volume *Democracy in America*. Yet are democracy, liberty, and republicanism one and the same thing? Trends in U.S. history from the Revolution through Reconstruction remain one of the best laboratories for exploring how the concepts manifested themselves then and how they would interact later around the world.

- 3) **Understanding how to use contemporary sources to illuminate historical eras** through weekly reading assignments, for which students enrolled in HIS 103 should prepare written responses briefly discussing how they could be used by historians. A variety of types of sources will be assigned. It is hoped that the skills developed in this meeting this goal can be translated into critical engagement and contextualization with regard to current materials.
- 4) **Understanding national and popular culture.** The United States was established in the years immediately preceding the birth of nationalism in the modern sense, while popular culture as we know it is a function of the democratic process that had just gotten underway in the 1770s. Yet over the decades covered by this course, both national and popular culture would take on distinctively American identities. We will examine how over time American popular culture has tried to comprehend and embody national culture through one of the most significant media shaped, in large part, in America – the motion picture – in movies about American history up through Reconstruction. This will offer a grounding in how popular culture shapes – and is shaped by – mythologies about the nation that would be applicable in many other national contexts.

How We Will Reach Those Goals. History 103 will offer you opportunities to reach the course’s goals through lectures; presentations; critical response “Doing History” papers; discussion sessions; quizzes; a midterm exam; a term paper; and a final exam.

- 1) **Lectures.** Lectures in History 103 will be presented in 55-minute blocks, supplemented in each case by PowerPoint slides noting all the key facts and issues for which you will be responsible on quizzes and exams. These PowerPoint slides will be uploaded to the SBU Brightspace network prior to class, and will remain available to you as long as you are registered for History 103. You won’t need to take notes in class – they will always be there for you.
- 2) **Mini-Presentations.** At the start of each Recitation I will typically offer a short presentation on a broad theme related to persons and themes covered in the lectures that merits a closer examination than would be possible in the regular lectures. Early in the semester two of these mini-presentations will focus on a film dealing with the historical events covered in that week’s material as a guide for how you might approach the interaction of national and popular cultures in your term paper.
- 3) **“Doing History” Papers.** Each week that we have a reading assignment you should prepare a short essay summarizing the assignment in a few sentences, then discussing how it could be used to illuminate the attitudes and actions of its creator and its intended audience at the time it was written. All assignments will be available for free online and do not require any expenditure by students: for **Reading Assignment 1 and “Doing History” Paper 1**, due September 4, Captain John Smith, *The General Historie of Virginia, New-England, and the Summer Isles...* [1624] (<https://docsouth.unc.edu/southlit/smith/smith.html>), Book II, The Sixt[h] Voyage. 1606,” “Of the Naturall Inhabitants of Virginia,” 29-40; for **Reading Assignment 2 and “Doing History” Paper 2**, due September 11, Benjamin Franklin, letter to Peter Collinson, May 9, 1753 (<https://founders.archives.gov/documents/Franklin/01-04-02-0173>); for **Reading Assignment 3 and**

“Doing History” Paper 3, due September 18, Jonathan Edwards, “Sinners in the Hands of an Angry God,” sermon delivered at Enfield, Connecticut, July 8, 1741 (<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1053&context=etas>); for Reading Assignment 4 and “Doing History” Paper 4, due September 25, Thomas Jefferson et al., “Declaration of Independence” (<https://www.archives.gov/founding-docs/declaration-transcript>); for Reading Assignment 5 and “Doing History” Paper 5, due October 2, “Brutus I,” *New York Journal*, October 18, 1787 (<https://teachingamericanhistory.org/document/brutus-i/>); for Reading Assignment 6 and “Doing History” Paper 6, due October 16, *Journals of the Lewis and Clark Expedition*, August 16 and 17, 1805 (<https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-08-16> and <https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-08-17>); for Reading Assignment 7 and “Doing History” Paper 7, due October 30, Frederick Douglass, *My Bondage and My Freedom* (1855), Chapters IV (“A General Survey of the Slave Plantation”)-VI (“Treatment of Slaves on Lloyd’s Plantation”), pp. 61-106 (<https://docsouth.unc.edu/neh/douglass55/douglass55.html#p61>); for Reading Assignment 8 and “Doing History” Paper 8, due November 6, P. T. Barnum, *Struggles and Triumphs* (1869), Chapter XI, “General Tom Thumb in England” (<https://standardebooks.org/ebooks/p-t-barnum/struggles-and-triumphs/text/chapter-11>); for Reading Assignment 9 and “Doing History” Paper 9, due November 13, Elizabeth Cady Stanton et al., “Declaration of Sentiments and Resolutions,” Seneca Falls, 1848 (<https://www.womenshistory.org/resources/primary-source/declaration-sentiments-and-resolution>); for Reading Assignment 10 and “Doing History” Paper 10, due November 20, George Fitzhugh, *Sociology for the South; or, The Failure of Free Society* (1854), Chapters V-VIII, pp. 82-117 (<https://docsouth.unc.edu/southlit/fitzhughsoc/fitzhugh.html>); for Reading Assignment 11 and “Doing History” Paper 11, due November 27, Harriet Beecher Stowe, *Uncle Tom’s Cabin; or, Life among the Lowly* [1852], Chapters 1-7 (<https://www.gutenberg.org/files/203/203-h/203-h.htm>); and for Reading Assignment 12 and “Doing History” Paper 12, due December 4, Abraham Lincoln, “Second Annual Message to Congress,” December 1, 1862 (<https://www.presidency.ucsb.edu/documents/second-annual-message-9>). The papers need not be longer than one paragraph, or about half to two thirds a page double-spaced, although to deal with the wealth of material in Reading Assignments 7 and 11, you should plan on “Doing History” Papers 7 and 11 that would run around two pages analyzing how historians can use *My Bondage and My Freedom* and *Uncle Tom’s Cabin*. “Doing History” papers will be due at the start of the Recitation section for which the document to be analyzed has been assigned. Papers turned in after their due date will have a letter grade deducted for each day they are late, starting from ten minutes after the class meeting time.

- 4) **Discussions.** During weekly Recitation sessions for which readings have been assigned, there will be brief discussions of the document of the week following the mini-presentation and quiz, if one is scheduled for that week. In addition, I welcome questions at any time, including through email after class. Answers to questions of broad significance and potential interest will be posted in the SBU Brightspace system. Class participation in either context (in-class discussions or questions) will be factored into grades as “extra credit,” with 0, 1, 2, or 3 points added at the end of the course depending on the extent and quality of student effort to interact; the full “extra credit” of 3 points would be approximately equivalent to a full grade increment (e.g., B+ to A-).
- 5) **Quizzes.** During the Recitations there will be six regularly scheduled short-answer quizzes with five questions (true/false and multiple choice), as well as usually one extra-credit question, dealing

with specified lectures and reading assignments: **Quiz 1**, on Lectures 2-5 and Reading Assignments 1 and 2, on **September 11**; **Quiz 2**, on Lectures 6-9 and Reading Assignments 3 and 4, on **September 25**; **Quiz 3**, on Lectures 10-13 and Reading Assignments 5 and 6, on **October 13**; **Quiz 4**, on Lectures 14-16 and Reading Assignment 7, on **October 30**; **Quiz 5**, on Lectures 17-20 and Reading Assignments 8 and 9, on **November 13**; and **Quiz 6**, on Lectures 21-24 and Reading Assignments 10 and 11, on **November 27**. Points will be added to individual scores to reach the vicinity of an 80 if the average for all students taking the quiz falls below that goal. The lowest quiz score will be dropped before computing final grades.

- 6) **Midterm Exam.** A midterm exam covering material from the first half of the course will be held during the regular lecture period on Thursday, October 23. It will consist of one discussion question; you will choose the question you answer from two alternatives offered on exam day.
- 7) **Term Paper.** A five-page or longer research paper will analyze the historicity of **one** of 110 possible choices of U.S. movies and mini-series made over nearly a century of Hollywood sound technology. The films from which you can choose will be *Christopher Columbus: The Discovery* (1992); *1492: Conquest of Paradise* (1992); *Apocalypto* (2006); *Captain from Castile* (1947); *The Royal Hunt of the Sun* (1969); *First Landing* (2007); *Captain John Smith and Pocahontas* (1953); *Pocahontas: The Legend* (1995); *Pocahontas II: Journey to a New World* (1998); *The New World* (2005); *Squanto: A Warrior's Tale* (1994); *Plymouth Adventure* (1952); *Black Robe* (1991); *The Crucible* (1996); *Northwest Passage* (1940); *Battles of Chief Pontiac* (1952); *Daniel Boone* (1936); *Daniel Boone Trailblazer* (1956); *John Adams* (2008); *Johnny Tremain* (1957); *April Morning* (1988); *1776* (1972); *The Howards of Virginia* (1940); *Drums Along the Mohawk* (1939); *The Crossing* (2000); *The Devil's Disciple* (1959); *All for Liberty* (2009); *The Patriot* (2000); *Benedict Arnold: A Question of Honor* (2003); *The Scarlet Coat* (1955); *John Paul Jones* (1959); *Jefferson in Paris* (1995); *A More Perfect Union: America Becomes a Nation* (1989); *Alexander Hamilton* (1931); *Magnificent Doll* (1946); *The Far Horizons* (1955); *Tecumseh: The Last Warrior* (1995); *The Buccaneer* (1938); *The Buccaneer* (1958); *Little Old New York* (1940); *The President's Lady* (1953); *The Revenant* (2015); *The Gorgeous Hussy* (1936); *Heroes of the Alamo* (1937); *The Alamo* (1960); *The Alamo* (2004); *Man of Conquest* (1937); *The First Texan* (1956); *Gone to Texas* (1986); *Davy Crockett: King of the Wild Frontier* (1955); *The Iron Mistress* (1952); *The Last Command* (1955); *Lone Star* (1952); *The Devil and Daniel Webster*, aka *All That Money Can Buy* (1941); *Emma Smith: My Story* (2008); *Brigham Young* (1940); *17 Miracles* (2011); *Ephraim's Rescue* (2013); *American Primeval* (2025); *The Avenging Angel* (1995); *One Man's Hero* (1999); *Jeremiah Johnson* (1972); *Kit Carson* (1940); *The New Land* (1972); *The Birth of a Nation* (2016); *Amistad* (1997); *Harriet* (2019); *12 Years a Slave* (2013); *The Greatest Showman* (2017); *Swanee River* (1939); *I Dream of Jeannie* (1952); *The Great Moment* (1944); *Walker* (1987); *The Barbarian and the Geisha* (1958); *The Good Lord Bird* (2020); *Santa Fe Trail* (1940); *Seven Angry Men* (1955); *Emperor* (2020); *Abraham Lincoln* (1930); *The Better Angels* (2014); *Young Mr. Lincoln* (1939); *Abe Lincoln in Illinois* (1940); *The Tall Target* (1951); *Gods and Generals* (2003); *Hearts in Bondage* (1936); *Gangs of New York* (2002); *Gettysburg* (1993); *Glory* (1989); *Field of Lost Shoes* (2014); *Andersonville* (1996); *The Great Locomotive Chase* (1956); *The Horse Soldiers* (1959); *Ride with the Devil* (1999); *Kansas Raiders* (1950); *The Raid* (1954); *Lincoln* (2012); *Saving Lincoln* (2013); *Prince of Players* (1955); *The Prisoner of Shark Island* (1936); *The Conspirator* (2010); *Tennessee Johnson* (1942); *Free State of Jones* (2016); *Juarez* (1939); *War Drums* (1957); *Tomahawk* (1951); *New Mexico* (1951); *Broken Arrow* (1950); *Drum Beat* (1954); *Union Pacific*

(1939); and *Toast of New York* (1937). Information on each of them will be provided in a separate PowerPoint presentation. In analyzing the film of your choice, you should briefly discuss its plot, and then evaluate its use of historical facts, mythologies, and viewpoints in ways similar to the two Recitation special presentations on evaluating films as history. You should research the availability of the film of your choice (DVD, streaming download, YouTube, etc.) before you **submit your topic by email on or before Tuesday October 28**. You may want to make your choice before the due date, because no duplication of topics is permitted. I will give priority to an email laying claim to a film with the earliest time stamp. The term paper should use and properly cite multiple sources, to be listed in a “works cited” section at the end of the paper. No source is “off-limits,” but one of the grading criteria will be your skill, ingenuity, and perseverance in locating sources relevant to your topic – a paper based primarily on Wikipedia entries would not earn a good grade. The papers should be uploaded to the Assignments section of the regular HIS 103.90 section in Brightspace no later than 6PM on the **due date, Tuesday December 2**. One letter grade will be deducted for each day that a paper is late, counting from 1800 on December 2. Other issues related to the term paper will be discussed in a special Presentation on October 30.

- 8) **Final Exam.** The final exam will consist of two discussion questions, to be selected from three possible choices offered on exam day, Tuesday, December 9, 3:15-5:45. The focus will be on material since the midterm, but you may also select earlier examples to strengthen your argument.

Optional Reading Suggestions. No textbook or other reading assignment is required for History 103, as it is difficult to procure them at SUNY Korea. However, for students who desire more information (including background for term papers), recent updates of two excellent U.S. history textbooks, Eric Foner, *Give Me Liberty! An American History* (6th edition) and David Emory Shi, *America: A Narrative History* (11th edition), are available at the IGC Library. Alan Taylor’s four-volume (so far) history of the North American continent since 1600 – *American Colonies: The Settling of North America*; *American Revolutions: A Continental History, 1750-1804*; *American Republics: A Continental History of the United States, 1783-1850*; and *American Civil Wars: A Continental History, 1850-1873* – will also be available at the IGC Library, as will print copies of works from which we will be reading online selections: Frederick Douglass, *My Bondage and My Freedom*, in *The Frederick Douglass Collection: A Library of America Boxed Set*, and Harriet Beecher Stowe, *Uncle Tom’s Cabin; or, Life Among the Lowly*, in two excellent editions.

In addition, students interested in how historians think (as they will have to exemplify in their critical response papers on the reading assignments) are encouraged to read Sarah Maza’s *Thinking About History* (2017) available in the IGC Library.

How Grades Will Be Determined: The final grades for History 103 will be computed on the following basis:

Attendance	20%
“Doing History” Papers	10%
Quizzes	10%
Midterm exam	15%
Term paper	25%
Final exam	20%
Participation	0-3 points added to the end-of-course average

And on the following scale (although SUNY Korea does not allow A+’s on the transcript):

A+	98-100
A	93-97
A-	91-92
B+	88-90
B	83-87
B-	81-82
C+	78-80
C	73-77
C-	71-72
D+	68-70
D	63-67
D-	61-62
F (no credit)	60 and below

Attendance scores will be calculated based on 100 for attendance for the entire lecture, determined by a student's having signed, next to their name, student number, and major, the attendance sheet that will be passed around the classroom during the first ten minutes of each lecture or recitation. If individuals are late or leave the room during a class for an extended period of time, they will receive a 60 for the day. Absences from an entire session for reasons beyond your control will require a signed document from a physician or other responsible individual (for example, a university administrator) with the specific dates and reasons why you could not be in attendance. In these cases, the 100 will be replaced with an 80 (to reflect the loss of an opportunity to interact and discuss the material).

“Doing History” papers and term papers with minor plagiarism will be given an F, calculated in the determination of final grades as a 55. “Doing History” papers and term papers with major plagiarism will be given an F calculated for final grades as a 0. **Papers created with an AI chatbot are considered plagiarized.**

Things You Need to Know. SUNY Korea requires that every course syllabus emphasize the following:

§ 1. **Disabilities Act.** If you have a physical, psychological, medical or learning disability that may impact your course work, please contact the Department of Student Affairs, Campus Building A, Room 207, (032) 626-1190. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

§ 2. **Academic Integrity.** Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty members are required to report any suspected instances of academic dishonesty to the Academic Judiciary Committee or the Department of Academic Affairs, Campus Building A, Room 201, (032) 626-1121.

§ 3. **Critical Incident Management.** SUNY Korea expects students to respect the rights, privileges, and property of other people. Faculty are required to report to the Department of Academic Affairs any disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment, or inhibits students' ability to learn.

What You Can Expect, and When: The following schedule is based on the most current information available in early July, and is therefore subject to change.

Week 1

- T Aug 26 Lecture 1: Introduction to HIS 103
Th Aug 28 Recitation 1: Reading the map; **term paper topics explained**
Th Aug 28 Lecture 2: America and Europe Before 1492

Week 2

- T Sep 2 Lecture 3: New Empires in a New World
Th Sep 4 Recitation 2: Mini-presentation on *Pocahontas* (1995), directed by Mike Gabriel and Eric Goldberg, with the voices of Irene Bedard and Mel Gibson; discussion on **Reading Assignment 1**, Captain John Smith, *The General Historie of Virginia, New-England, and the Summer Isles....* [1624] (<https://docsouth.unc.edu/southlit/smith/smith.html>), Book II, The Sixt[h] Voyage. 1606,” “Of the Naturall Inhabitants of Virginia,” 29-40; “Doing History” Paper 1 due by the start of class on Reading Assignment 1
Th Sep 4 Lecture 4: The Interaction of Peoples in British North America

Week 3

- T Sep 9 Lecture 5: Seeding New Colonies in British North America
Th Sep 11 Recitation 3: Mini-presentation on Interpreting American Witchcraft; **Quiz 1** on Lectures 2-5 and Reading Assignments 1 and 2; discussion on **Reading Assignment 2**, Benjamin Franklin, letter to Peter Collinson, May 9, 1753 (<https://founders.archives.gov/documents/Franklin/01-04-02-0173>); “Doing History” Paper 2 due by the start of class on Reading Assignment 2
Th Sep 11 Lecture 6: Social Interactions in British North America

Week 4

- T Sep 16 Lecture 7: Contesting and Redefining Empire in North America
Th Sep 18 Recitation 4: Mini-presentation on *The Last of the Mohicans* (1992), directed by Michael Mann, starring Daniel Day-Lewis, Russell Means, and Madeleine Stowe; discussion on **Reading Assignment 3**, Jonathan Edwards, “Sinners in the Hands of an Angry God,” sermon delivered at Enfield CT, July 8, 1741 (<https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1053&context=etas>); “Doing History” Paper 3 due by the start of class on Reading Assignment 3
Th Sep 18 Lecture 8: The Intensifying Crisis

Week 5

- T Sep 23 Lecture 9: Revolutionary and Post-Revolutionary Difficulties
Th Sep 25 Recitation 5: Mini-presentation on Rhetoric and Realities in Revolutionary America; **Quiz 2** on Lectures 6-9 and Reading Assignments 3 and 4; discussion on **Reading Assignment 4**, Thomas Jefferson et al., “Declaration of Independence” (<https://www.archives.gov/founding-docs/declaration-transcript>); “Doing History” Paper 4 due by the start of class on Reading Assignment 4
Th Sep 25 Lecture 10: The Constitution and Nation-Building

Week 6

- T Sep 30 Lecture 11: Precedents and Passions in the New Nation
Th Oct 2 Recitation 6: Mini-presentation on Changing Perspectives on Thomas Jefferson and Alexander Hamilton in the American Mind; discussion on **Reading Assignment 5**, “Brutus I” (first in a series of untitled Antifederalist essays by the pseudonymous “Brutus”), *New York Journal*, October 18,

1787 (<https://teachingamericanhistory.org/document/brutus-i/>); “Doing History” Paper 5 due by the start of class on Reading Assignment 5

Th Oct 2 Lecture 12: Discord in the New Nation

Week 7

T Oct 7 No class (Chuseok holiday)

Th Oct 9 No class (Hangul Day holiday)

Week 8

T Oct 14 Lecture 13: Jefferson and Madison in Power

Th Oct 16 Recitation 7: Mini-presentation on America and the World, 1775-1815; **Quiz 3** on Lectures 10-13 and Reading Assignments 5 and 6; discussion on **Reading Assignment 6**, *Journals of the Lewis and Clark Expedition*, August 16 and 17, 1805

(<https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-08-16> and

<https://lewisandclarkjournals.unl.edu/item/lc.jrn.1805-08-17>); “Doing History” Paper 6 due by the start of class on Reading Assignment 6 review session for the Midterm Exam

Th Oct 16 Lecture 14: The New Nation Confronts Europe and Its Natives

Week 9

T Oct 21 Lecture 15: Social and Economic Transformations in a Maturing Nation

Th Oct 23 Recitation 8: Mini-Presentation on The Early American West; review session for the midterm exam

Th Oct 23 **Midterm Exam**

Week 10

T Oct 28 Lecture 16: The American South and Slavery; **term paper topic due**

Th Oct 30 Recitation 9: Mini-presentations on Midterm Grades and Writing a Term Paper; **Quiz 4** on Lectures 14-16 and Reading Assignment 7; discussion on **Reading Assignment 7**, Frederick Douglass, *My Bondage and My Freedom* (1855), Chapters IV (“A General Survey of the Slave Plantation”)-VI (“Treatment of Slaves on Lloyd’s Plantation”), pp. 61-106

(<https://docsouth.unc.edu/neh/douglass55/douglass55.html#p61>); “Doing History” Paper 7 due by the start of class on Reading Assignment 7

Th Oct 30 Lecture 17: Sectionalism and Democratization

Week 11

T Nov 4 Lecture 18: Democrats, Whigs, and the Second American Party System

Th Nov 6 Recitation 10: Mini-presentation on Democratization and American Popular Music; discussion on **Reading Assignment 8**, P. T. Barnum, *Struggles and Triumphs* (1869), Chapter XI, “General Tom Thumb in England” (<https://standardebooks.org/ebooks/p-t-barnum/struggles-and-triumphs/text/chapter-11>); “Doing History” Paper 8 due by the start of class on Reading Assignment 8

Th Nov 6 Lecture 19: American Reform

Week 12

T Nov 11 Lecture 20: American Expansion

Th Nov 13 Recitation 11: Mini-presentation on The Alamo in Legend and History; **Quiz 5** on Lectures 17-20 and Reading Assignments 8 and 9; discussion on **Reading Assignment 9**, Elizabeth Cady Stanton et al., “Declaration of Sentiments and Resolutions,” Seneca Falls, 1848

(<https://www.womenshistory.org/resources/primary-source/declaration-sentiments-and-resolution>);

“Doing History” Paper 9 due by the start of class on Reading Assignment 9

Th Nov 13 Lecture 21: The Mexican War and Roots of the National Political Crisis

Week 13

T Nov 18 Lecture 22: Intensification of the National Political Crisis

Th Nov 20 Recitation 12: Mini-presentation on Why Some White Americans Defended Slavery; discussion on **Reading Assignment 10**, George Fitzhugh, *Sociology for the South; or, The Failure of Free Society* (1854), Chapters V-VIII, pp. 82-117

(<https://docsouth.unc.edu/southlit/fitzhughsoc/fitzhugh.html>); “Doing History” Paper 10 due by the start of class on Reading Assignment 10

Th Nov 20 Lecture 23: Riding the Avalanche to Civil War

Week 14

T Nov 25 Lecture 24: Defining a War and Redefining America

Th Nov 27 Recitation 13: Mini-presentation on Why Some White Americans Opposed Slavery; **Quiz 6** on Lectures 21-24 and Reading Assignments 10 and 11; discussion on **Reading Assignment 11**, Harriet Beecher Stowe, *Uncle Tom’s Cabin; or, Life among the Lowly* [1852], Chapters 1-7

(<https://www.gutenberg.org/files/203/203-h/203-h.htm>); “Doing History” Paper 11 due by the start of class on Reading Assignment 11

Th Nov 27 Lecture 25: Ending a War and Defining a Peace

Week 15

T Dec 2 Lecture 26: Reunion or Reconstruction; **term paper due**

Th Dec 4 Recitation 14: Mini-presentation on Defining Reconstruction and the “Lost Cause”; discussion on **Reading Assignment 12**, Abraham Lincoln, “Second Annual Message to Congress,” December 1, 1862 (<https://www.presidency.ucsb.edu/documents/second-annual-message-9>); “Doing History” Paper 12 due by the start of class on Reading Assignment 12

Th Dec 4 Lecture 27: Questions for a New America

Week 16

T Dec 19 **Final Exam**, 3:15-5:45 PM