

## History 201: the United States to 1877

This course introduces students to the main issues and themes in the history of the United States to 1877. It is taught from a chronological framework that allows students to chart change and continuity over time, trace cause and effect, and assess the impact of individuals and societal forces in bringing about change. This perspective is common among the three regular faculty members who teach the course, and made possible because they approach the material and an historical way of thinking from within the same broad graduate training in the discipline. In addition, faculty members assign scholarly readings appropriate to the material and reflecting a rigorous approach to teaching an historical “way of knowing.”

Only by examining societal level changes, such as industrialization or immigration, or paradigm-changing cultural forces (the Enlightenment, the ideology of “separate spheres,” and so forth) can students come to understand an historical way of thinking or knowing because these subjects encompass a variety of disciplines and broad subjects: politics, economics, class, gender, and so forth. Rather than focusing on changes to a single discipline (such as history) or industry (such as textiles or shoemaking in early America), an historical way of knowing entails understanding how multiple causation and effects, and change or continuity over time affects society and culture as a whole. That is how utilizing an historical “way of knowing” helps us to analyze and solve problems of today and the future.

In particular, History 201 meets the goals of Historical Studies and the Foundational Studies program:

**Analyze the origins and consequences of historical events and the roles of individuals and societal forces to bring about change over time.** Analyzing critical events and developments, students consider the relative impact of large, underlying forces and individuals in causing change. For example, the American Revolution began in the 1770s because of various factors: demographic changes (the growth of a creole population); economic success and expansion; dissemination of Enlightenment beliefs about government and citizenship; and the decisions and actions of individuals. Only by analyzing the impact of all these factors can anyone understand why the Revolution happened when it did, and why it took the shape that it did. Finally, this goal underscores how an historical perspective on change and continuity over time must encompass economics, politics, geography, demography, culture, and a range of other broad fields of study, rather than focusing on specific past events or change in one particular discipline or area.

**Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time.** This perspective is also critical to thinking historically. An historical way of thinking is not simply looking at things that happened in the past, but rather looking for patterns and reasons for cause and effect that link developments across time and disciplines. In History 201, for instance, students consider how technological change in England began mass-produced textiles and sparked the invention of the cotton gin in America; this led to the great expansion of cotton production and slavery across the South, and to early industrialization in New England. This sparked mass immigration from Northwest Europe and migration from farms to cities in New England. In turn, economic transformation in the Northeast prompted a new definition and self-identity among many working-class and middle-class Americans, and so forth. These types of societal-level changes force students to confront the notion of cause and effect over long periods of time and in often unanticipated ways.

**Locate and evaluate sources of evidence within the context of time, place, and culture.** Students work with a variety of primary documents: text, music, art, material culture, and more. All documents are analyzed and discussed within the context of time, place, culture, and other factors. (Detailed examples are included in the sample syllabus.)

**Use an historical perspective to understand the world today and address contemporary issues.** Every day in History 201 students confront contemporary issues that have their roots or parallels in the United States and the world today. The founding values of the country in the American Revolution, the origins of slavery and racial attitudes, the structure and intent of the Constitution, religious pluralism and evangelicalism of the Second Great Awakening, and so forth. Students see how the United States today is both a reflection of early America and one with a revised set of problems and issues that has been faced before.

History 201 also supports the Outcomes of the Foundational Studies program, most evidently numbers 1-3, 5-8, and 10. Students in History 201: read and evaluate sources, analyzing the different points of view of authors and applying those perspectives to historical and contemporary issues and problems; link national events to local and contemporary contexts; examine different cultures and religious beliefs as they came together in early America; and trace the short- and long-term impact of individual and societal decisions and how they affect the lives of others and the future.

## History 201: The United States to 1865<sup>1</sup>

Fall 2008

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### Course description:

In this lecture and discussion course we examine the social, political, and cultural history of the United States from the beginning of European settlement through the Civil War in 1865. It should provide you with a narrative background of early American history, as well as introduce some of the period's most important issues. That also should help to prepare you for more advanced history courses offered at ISU.

This course satisfies the Historical Studies requirement for the Foundational Studies program. We will focus throughout the semester on understanding change over time (that's the definition of history, by the way), as well as developing some of the most important "skills" that define a university liberal arts education: critical reading and thinking; the capacity to read, analyze, and synthesize large amounts of material; and the ability to bring together evidence from disparate sources and make a convincing argument. If you can finish your degree and be able to do those things, you'll be ahead of the vast majority of people. The Foundational Studies program is the most important part of your University education—it's why you're here. All of your FS courses are more important than classes in your major (that applies to History, too, by the way, if you're a History major) because they are the foundation learning to think and read critically and to communicate effectively.

Because this is part of ISU's General Education program, all assignments are graded for content and grammar.

### Course rules and policies:

Students are expected to be in class every day and I will normally take attendance; feel free to ask questions at any point and participate whenever possible. As a courtesy to other students, do not come late to class or leave early unless you have an emergency, do not eat noisy food during class, and do not read the newspaper or something from another class. Turn off all cell phones in class unless you have an urgent need to be contacted on a particular day. If you send or read text messages

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<sup>1</sup> This syllabus is from one of the regular teaching faculty members, but is representative of the general approach, expectations, and assignments of other sections of the same course.

during class I will ask you to leave. During an exam all cell phones must be turned off–failure to do so will result in an automatic “F” for that exam.

### Laptop Usage Forbidden

While the university has chosen to require laptops of its students, the university also recognizes and respects the right of faculty to conduct their classes as they deem appropriate. In this course, no laptop may be used. Failure to comply with this direction is a violation of the Code of Student Conduct.

Do not plagiarize (see the guidelines below). In practical terms, do not copy information directly from the book or from each other. If you plagiarize, it will trigger disciplinary action as stipulated in the Student Code of Conduct. See below for more information.

For Students with Disabilities: Indiana State University seeks to provide effective services and accommodation for qualified individuals with documented disabilities. If you need an accommodation because of a documented disability, you are required to register with Disability Support Services at the beginning of the semester. Contact the Director of Student Support Services. The telephone number is 237-2301 and the office is located in Gillum Hall, Room 202A. The Director will ensure that you receive all the additional help that Indiana State offers.

If you will require assistance during an emergency evacuation, please notify your instructor immediately. Look for evacuation procedures posted in your classroom.

### Academic Freedom:

“Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.”

The preceding comes from the American Association of University Professors’ statement on academic freedom. Though the entire statement speaks to many issues, it is this portion on the conduct of the course that is most relevant. For the purpose of Foundational Studies courses this means that faculty have the right to conduct their class in a fashion they deem appropriate as long as the material presented meets the learning objectives laid out by the entire faculty.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

Academic Integrity: Academic integrity is a cornerstone of academic life. As stated on ISU’s website (<http://www.indstate.edu/academicintegrity>): “All students are expected to maintain professional behavior, which includes the highest standard of integrity and honesty.” Students are encouraged to visit this site for guidelines on academic integrity and plagiarism. The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. Plagiarism.

2. Cheating.
3. Fraud.
4. Using another person's material as one's own.
5. Knowingly allowing another person to use one's own work as their own.

If a student enrolled in this course engages in any form of academic dishonesty, the professor will report the incident as stipulated in the Code of Conduct, and will assign an appropriate penalty, at minimum a failing grade for the assignment. For more information, please see the Student Code of Conduct available on the web at: <http://www.indstate.edu/academicintegrity/studentguide.pdf>

## Foundational Studies

This course satisfies Indiana State University's Historical Studies requirement for the **Foundational Studies** program.

History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and effect, determining connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions.

Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills based on the analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of its long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

Specific learning objectives of this, and all Historical Studies courses, include [referenced as HSO 1-4 throughout the syllabus]:

1. Analyze the origins and consequences of historical events and the roles of individuals and societal

forces in bringing about change over time.

2. Explain historical events and changes as a continuous movement through time rather than as discrete and disconnected moments in time.
3. Locate and evaluate sources of evidence within the context of time, place, and culture.
4. Use an historical perspective to understand the world today and address contemporary issues.

In addition to these specific Historical Studies outcomes, in this course you will develop critical thinking skills through reading and discussing a variety of texts, analyzing and discussing primary documents, and making an argument in essay quizzes and exams. The study of history, in fact, involves constantly making arguments based on the evidence available to you. These skills are among the most basic learning objectives of the **Foundational Studies** program, which are [referenced as FSO 1-10 throughout the syllabus]:

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness;
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

The **Foundational Studies** program is also designed to build skills for applied learning. These *Skill and Applied Learning Objectives* are [referenced as SALO 1-3 throughout the syllabus]:

1. Developing critical thinking skills<sup>2</sup>
2. Developing information literacy skills<sup>3</sup>

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<sup>2</sup> Throughout the course we develop critical thinking skills through a close reading and analysis of both primary and secondary sources. These are done through the Blackboard discussion board, essay quizzes, and essay exams. Quiz and exam questions are designed to make students take a position and present evidence to substantiate their arguments. Because these are done through essays, students develop critical writing skills as well (*SALO 1, and 3*).

<sup>3</sup> To develop appropriate information literacy skills we use Blackboard to communicate and disseminate information to all members of the class. More specific to the study of history, we discuss how to evaluate historical information available in public, particularly on the Internet. History is a discipline that is particularly full of “legends” that masquerade as history, and we will address some of the best ways to distinguish “fact” from legend.

One example is the legend of “Willie Lynch.” This popular myth is based on a supposed letter from a

### 3. Developing your writing skills (by including a graded writing component)

#### Course Learning Objectives in History 201:

The summary points below indicate how students will meet all of the HSO, most of the FSO, and all of the SALO.

#### Content Objectives:

1. Students will gain an understanding of the initial settlement of British North America, the increasing complexity of society and culture during the colonial period, the origins, course, and impact of the American Revolution, and the founding of the new nation under our current Constitution. The nation's founding ideals—the Puritans' "City on a Hill" mentality, for instance, or the Enlightenment beliefs of the Revolutionary generation—and the vague, often controversial Constitution are just two issues that remain central to American life today. [HSO 1-4; FSO 1, 2, 3, 5, 6, 7, 8, and 10; SALO 1-3]

2. Students will trace the evolution of American society, politics, culture, and economy during the antebellum era. In these years, much of America's "modern" form took shape: mass immigration that resulted in ethnic and religious diversity nearly unmatched in the modern world; a national, two-party political system very similar to today; and a nationally integrated and complementary economy that linked regions of the country together and placed the United States within a global economy. They will also examine the institution of slavery within these modernizing national trends, understanding how it made southern culture and society different and, ultimately, at odds with the majority of the country. Only by examining societal level changes like these can students come to understand an historical way of thinking or knowing because they encompass a variety of disciplines and broad subjects: politics, economics, class, gender, and so forth. Rather than focusing on changes to a single discipline (such as history) or industry (textiles, shoemaking), an historical way of

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slaveowner, Willie Lynch, in which he describes his harsh theory of managing and "making" slaves. This legendary myth continues to trick students and general readers, and is a popular story among people looking for the supposed origins of racism in the United States. In class we discuss how the legend of Willie Lynch has been spread even faster by the Internet, and why it appeals to people. Here are a couple web sites we consider:

[http://www.finalcall.com/artman/publish/Perspectives\\_1/Willie\\_Lynch\\_letter\\_The\\_Making\\_of\\_a\\_Slave.shtml](http://www.finalcall.com/artman/publish/Perspectives_1/Willie_Lynch_letter_The_Making_of_a_Slave.shtml)

[http://en.wikipedia.org/wiki/William\\_Lynch\\_Speech](http://en.wikipedia.org/wiki/William_Lynch_Speech)

Part of the course includes a tutorial exercise on evaluating web sites, which draws on a template from the University of California at Berkeley:

<https://webmail.indstate.edu/owa/redir.aspx?C=c7b30cb2239d42b7a0b5c9ede5b85d50&URL=http%3a%2f%2fwww.lib.berkeley.edu%2fTeachingLib%2fGuides%2fInternet%2fEvaluate.html>

knowing must entail understanding how multiple causation and change or continuity over time affects society and culture as a whole. That is how utilizing an historical “way of knowing” helps us to analyze and solve problems of today and the future. [HSO 1-4; **FSO 1, 2, 3, 5, 6, 7, 8, and 10**; *SALO 1-3*]

3. Students will gain an understanding of the origins, course, and consequences of the American Civil War and Reconstruction. This includes an in-depth examination of the forces driving North and South apart in the 1840s and 1850s, focusing on slavery and the different cultural perceptions and understandings of what slavery meant and how it fit, or did not fit, within the nation’s future. During the war we emphasize how slaves, African American soldiers, and abolitionists forced the issue of slavery and emancipation into the political discussion, which ultimately ended with the Emancipation Proclamation and Thirteenth Amendment. In our discussion of Reconstruction we examine the Fourteenth and Fifteenth Amendments, which laid the foundation for the modern civil rights movements among African Americans, women, and others in the later twentieth century. [HSO 1-4; **FSO 1, 2, 3, 5, 6, 7, 8, and 10**; *SALO 1-3*]

## Assignments:<sup>4</sup>

Exams (x3):	75%
Reading quizzes (x15):	25%

All quizzes and exams are essay format.<sup>5</sup>

## Required Reading:<sup>6</sup>

Davidson, et. al., *Nation of Nations: A Narrative History of the American Republic, Volume I* (Sixth edition)

James H. Madison, *The Indiana Way: A State History*

Elliot J. Gorn, “Good-bye, Boys, I Die a True American’: Homicide, Nativism, and Working-Class Culture in Antebellum New York City,” *Journal of American History* 74:2 (Sept. 1987): 388-410. [available on J-Stor]

William E. Gienapp, *Abraham Lincoln and Civil War America: A Biography* [portion available on Blackboard]

Additional documents will be posted to the Blackboard site. You should also check Blackboard for announcements and to use the Discussion Board. I encourage everyone to use the Discussion Board when you have questions, and particularly when reviewing for the exams. I’ll check the Board regularly and will be happy to answer questions posted there.

## Class outline and schedule of assignments:

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<sup>4</sup> These assignments are for a section of 218, which we usually teach once every four semesters. In a typical smaller section of 45 the assignments normally include a portion for attendance and participation. Some sections use the Blackboard discussion board to encourage (or require) discussion, and also to get students more familiar with the technology.

In some sections, students sometimes make presentations, particularly related to primary documents. Students analyze primary documents with regard to their intent, authorship, and impact. This forces them to confront the reality of perspective (authors with different ethnic, class, religious, and regional identities and characteristics) and intent. As one example, we discuss Irish and German immigration during the antebellum years. This includes comparing documents from immigrants themselves and Nativists who feared immigrants’ impact on America, contrasting each for their representation of what America stood for and how each defined American culture.

<sup>5</sup> The Department of History has long maintained that quizzes and exams should be in essay format for all Foundational Studies courses. For some large sections (218) instructors use some multiple choice questions for a portion of the exam, but not more than 50% of the overall score on an individual exam. In this large section of 218, for instance, multiple choice questions accounted for 10% of the score on major exams; quizzes were short-answer essay. See exam 1 attached below.

<sup>6</sup> While instructors assign a variety of readings, the Department of History requires at least one textbook and one additional monograph or collection of essays or documents in all survey courses. Some faculty use Blackboard for additional readings—articles, collections of primary documents, and so forth. In this example, for instance, the instructor requires students to use J-Stor as a way to introduce them to on-line archives and resources.



Day: Main topics of discussion, required readings, and *exams*. Required readings are to be completed before the class period for that day; daily reading quizzes will cover the material assigned for each day.<sup>7</sup>

## Unit I: Colonial America and the American Revolution

8-20	<u>Introduction</u>	
8-22	<u>North America at the time of European contact</u>	Nations, 1-25
8-25	<u>Portugal, Spain, and the New World</u>	
	Nations 26-45	
8-27	<u>England in North America</u>	
	Nations, 45-50	
8-29	<u>Jamestown and Virginia</u>	
	Nations, 52-65	
9-3	<u>Slavery and the Southern colonies</u>	
	Nations, 65-81	
9-5	<u>New England</u>	
	Nations, 82-99	

Students read and discuss material in the textbook related to the founding and settlement of New England. This includes the Puritans' ideology and religious intolerance, which hung over the region and, to some extent, all of America's founding. Primary documents include John Winthrop's sermon, *A Modell of Christian Charity*, in which he describes the ideas that helped define the long-held belief in American "exceptionalism"—ideas still held by many Americans today. In contrast, we also discuss the reaction of American Indians, considering from their perspective the challenges posed by European settlement and the possible courses of resistance or accommodation. [HSO 1, 3, 4; FSO 2, 5, 6, 8]

9-8	<u>Pennsylvania, New York, and colonial diversity</u>	
	Nations, 100-124	
9-10	<u>The Enlightenment &amp; Great Awakening</u>	
	Nations, 124-135	Indiana, 3-10
9-12	<u>The Seven Years' War &amp; aftermath</u>	
	Nations, 136-154	
9-15	<u>Toward the Revolution</u>	
	Nations, 154-161	Indiana, 10-19

Students discuss the relative importance of short- and long-term forces in the coming of the Revolution. Factors include demographic changes, particularly the growth of a creole population,

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<sup>7</sup> Several days in the schedule below have been elaborated to indicate how daily discussion and lecture help students meet the HSO, FSO, and SALO.

economic growth and expansion, and the activities of individual leaders such as Samuel Adams. As an example of how students engage primary sources, in this discussion we use Paul Revere's famous print of the Boston Massacre to analyze perspective and intent. Revere, of course, wanted to generate sympathy for the colonists and raise hatred of the British Army, but he also wanted to make money. We discuss the background to the image, how it was sold across the colonies, and how Revere's own background shaped his reaction to the Massacre and his growing involvement in the colonial cause. [HSO 1-4; FSO 2, 5, 6, 7]

9-17 The American Revolution  
Nations, 162-178

9-19 The American Revolution  
Nations, 178-187                      Indiana, 20-27

We discuss how the American Revolution affected different groups of people—slaves, women, poor white men, and so forth—and address the age-old question of “how revolutionary was it?” This entails a series of questions that are both relative and global (compared to, say, the Bolshevik Revolution), which allows for a broader perspective on change and revolutions. It also allows us to begin the discussion of how North and South began to diverge over the absence or presence of slavery. We also trace the impact of the Revolution through the eyes of several individuals and assess how they were, or were not, changed by the long Revolutionary era. Primary documents include portions of the life narrative of George Robert Twelves Hewes, a shoemaker from Boston, and John Hancock, also from Boston but the wealthiest man in the state. Class, race, and gender are the central analytical lenses for the whole discussion of revolutionary change. Finally, we read about the impact of the Revolution on what became Indiana, particularly as it affected American Indians and their relationships with advancing European settlement.[HSO, 1-4; FSO, 1, 3, 5, 6, 7, 8, and 10]

9-22 Revolutionary governments & republican society  
Nations, 188-205; 214-217                      Indiana, 27-35

9-24 The Constitution  
Nations, 205-213

9-26 **EXAM 1** <sup>8</sup>

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<sup>8</sup> Exam questions are designed to make students take a position and make an argument, which is how history develops critical reading and thinking skills. For example, one question on the first exam for this

## Unit II: Antebellum America

9-29	<u>Alexander Hamilton and the Federalists</u>	Nations, 218-229	Indiana, 36-46	
10-1	<u>Thomas Jefferson and the Democratic Republicans</u>	Nations, 229-247; 258-261	Indiana, 46-50	
10-3	<u>The War of 1812</u>	Nations, 247-257	Indiana, 50-54	
10-6	<u>The Market Revolution</u>	Nations, 262-272	Indiana, 74-86 <sup>9</sup>	
10-8	<u>Movement West &amp; early factories</u>	Nations, 272-282	Indiana, 86-97	
10-13	<u>Market society</u>	Nations, 282-289	Indiana, 57-73	“Good-bye, Boys” [on J-Stor]
10-15	<u>Politics before Jackson</u>	Nations, 290-298	Indiana, 121-126	
10-17	<u>Andrew Jackson and the Democrats</u>	Nations, 298-309	Indiana, 126-131	
10-20	<u>The Second Party System</u>	Nations, 309-318	Indiana, 131-140	
10-22	<u>Revivalism</u>	Nations, 320-332	Indiana, 98-104	
10-24	<u>Reform</u>	Nations, 332-337	Indiana, 104-120	

We discuss how antebellum Americans supported a variety of reform movements

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material is:

How did the British system of administration for the North American colonies contribute to the American Revolution? What was the “unwritten constitution” that evolved during the colonial period (the textbook calls this the system of “benign neglect”)? Finally, explain the outcome of the Seven Years’ War and analyze how the aftermath of the war altered the relationship between Great Britain and the North American colonies. In your essay be sure to draw specifically on your readings and cite evidence to support your argument. [exam 1 is also attached below]

<sup>9</sup> A typical quiz asks students to read and analyze specific material and relate it to other reading and/or discussion in class. For example, the quiz for this day’s reading was: In chapter 8 of *The Indiana Way*, author James Madison describes how the Indiana economy changed between 1850 and 1900. Discuss what he says were the most important changes and developments in how Indians made a living, and analyze how this relates to our class discussion of the early national economy. This might include the relative changes to farming and industry, for example, although you don’t have to be limited to that.

(temperance, public schools, abolition) for a great variety of reasons. Some Nativists wanted to reform or control immigrants, some middle-class men and women wanted to teach working people “how to act like good citizens,” and many evangelical Protestants saw reform as a way to “correct” Catholic or “sinful” behavior. This complex issue is an important opportunity to discuss multiple causation and perspective—different people can reach the same conclusion for many different reasons. [HSO, 1-4; FSO, 1, 2, 3, 6, 8, and 10]

- 10-27 Abolition  
Nations, 337-345                      Indiana, 140-142
- 10-29 The Old South and white society  
Nations, 346-360
- 10-31 Antebellum Slavery  
Nations, 360-364
- 11-3 Slave Culture  
Nations, 364-369
- 11-5 Southerners and the Proslavery Argument  
Nations, 369-373

11-7 **EXAM 2**

Unit III: Sectionalism and the Civil War

- 11-10 Manifest Destiny  
Nations, 374-384                      Indiana, 145-158
- 11-12 U. S.-Mexican War & the Far West  
Nations, 384-397                      Indiana, 158-167
- 11-14 The Compromise of 1850  
Nations, 398-403                      Indiana, 168-179
- 11-17 America in the 1850s  
Nations, 404-414                      Indiana, 179-192
- 11-19 The Political Crisis of the 1850s  
Nations, 414-423                      Indiana, 193-196
- 11-21 Abraham Lincoln and the Republicans
- 11-24 Secession and the coming of the Civil War  
Nations, 423-431
- 12-1 The Civil War  
Nations, 432-440

Lincoln [on Blackboard]

- 12-3 Emancipation, Civilians, and the war effort

Nations, 441-456; 466-469

Indiana, 197-207

Our discussion of emancipation and the war focuses on how and why a portion of northern civilians rallied behind Lincoln's Emancipation Proclamation. We analyze why and how Lincoln "sold" emancipation to northern voters, emphasizing how it would help win the war (not how it would promote civil rights). In this strategy Lincoln had the support of abolitionists and many African Americans, highlighting how politics helped bring together unlikely allies with mixed motives. We consider the Emancipation Proclamation in light of Union military strategy and the progress of the war. Finally, we analyze how the war evolved and how emancipation was received in Indiana. [HSO, 1-3; FSO, 1, 2, 3, 5, 6, and 7]

12-5 Union Victory  
Nations, 456-465

12-8 **EXAM 3 [1:00 pm - 3:00 pm]**