



ARIZONA STATE UNIVERSITY
GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit	<u>Historical, Philosophical and Religious Studies</u>	Department	<u>History</u>
Subject	<u>HST</u>	Number	<u>109</u>
Title	<u>United States to 1865</u>		Units: <u>3</u>
Is this a cross-listed course? If yes, please identify course(s)	<u>No</u>		
Is this a shared course? Course description:	<u>Yes</u>	If so, list all academic units offering this course	<u>SLS, NCIAS</u>

Requested designation: Social and Behavioral Sciences-SB
Note- a separate proposal is required for each designation requested

Eligibility:

Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:

For Fall 2015 Effective Date: October 9, 2014

For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Literacy and Critical Inquiry core courses \(L\)](#)
 - [Mathematics core courses \(MA\)](#)
 - [Computer/statistics/quantitative applications core courses \(CS\)](#)
 - [Humanities, Arts and Design core courses \(HU\)](#)
 - [Social-Behavioral Sciences core courses \(SB\)](#)
 - [Natural Sciences core courses \(SQ/SG\)](#)
 - [Cultural Diversity in the United States courses \(C\)](#)
 - [Global Awareness courses \(G\)](#)
 - [Historical Awareness courses \(H\)](#)

A complete proposal should include:

- Signed General Studies Program Course Proposal Cover Form
- Criteria Checklist for the area
- Course Catalog description
- Course Syllabus
- Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:

Name	<u>Cindy Baade</u>	Phone	<u>5-7183</u>
Mail code	<u>4302</u>	E-mail:	<u>cynthia.baade@asu.edu</u>

Department Chair/Director approval: (Required)

Chair/Director name (Typed):	<u>Matthew J. Garcia</u>	Date:	<u>2/9/15</u>
Chair/Director (Signature):			

Arizona State University Criteria Checklist for

SOCIAL-BEHAVIORAL SCIENCES [SB]

Rationale and Objectives

Social-behavioral sciences use distinctive scientific methods of inquiry and generate empirical knowledge about human behavior, within society and across cultural groups. Courses in this area address the challenge of understanding the diverse natures of individuals and cultural groups who live together in a complex and evolving world.

In both private and public sectors, people rely on social scientific findings to consider and assess the social consequences of both large-scale and group economic, technological, scientific, political, ecological and cultural change. Social scientists' observations about human interactions with the broader society and their unique perspectives on human events make an important contribution to civic dialogue.

Courses proposed for a General Studies designation in the Social-Behavioral Sciences area must demonstrate emphases on: (1) social scientific theories, perspectives and principles, (2) the use of social-behavioral methods to acquire knowledge about cultural or social events and processes, and (3) the impact of social scientific understanding on the world.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[SB] CRITERIA					
A SOCIAL-BEHAVIORAL SCIENCES [SB] course should meet all of the following criteria. If not, a rationale for exclusion should be provided.					
YES	NO		Identify Documentation Submitted		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Course is designed to advance basic understanding and knowledge about human interaction.	syllabus, texts' t.o.c.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	2. Course content emphasizes the study of social behavior such as that found in: <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY </td> <td style="width: 50%; vertical-align: top;"> anthropology, economics, history </td> </tr> </table>	<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	anthropology, economics, history	syllabus, texts' t.o.c.
<ul style="list-style-type: none"> • ANTHROPOLOGY • ECONOMICS • CULTURAL GEOGRAPHY • HISTORY 	anthropology, economics, history				
<input checked="" type="checkbox"/>	<input type="checkbox"/>	3. Course emphasizes: <ul style="list-style-type: none"> a. the distinct knowledge base of the social and behavioral sciences (e.g., sociological anthropological). <li style="text-align: center;">OR b. the distinct methods of inquiry of the social and behavioral sciences (e.g., ethnography, historical analysis). 	syllabus, texts' t.o.c.		
<input checked="" type="checkbox"/>	<input type="checkbox"/>	4. Course illustrates use of social and behavioral science perspectives and data.	syllabus, texts' t.o.c.		
		THE FOLLOWING TYPES OF COURSES ARE EXCLUDED FROM THE [SB] AREA EVEN THOUGH THEY MIGHT GIVE SOME CONSIDERATION TO SOCIAL AND BEHAVIORAL SCIENCE CONCERNS:			
		<ul style="list-style-type: none"> • Courses with primarily arts, humanities, literary or philosophical content. 			
		<ul style="list-style-type: none"> • Courses with primarily natural or physical science content. 			
		<ul style="list-style-type: none"> • Courses with predominantly applied orientation for professional skills or training purposes. 			
		<ul style="list-style-type: none"> • Courses emphasizing primarily oral, quantitative, or written skills. 			

Course Prefix	Number	Title	General Studies Designation
HST	109	American History to 1865	SB

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
1	Students investigate the conflict and cooperation among Europeans, Africans, and Native Americans throughout the colonial era and interaction among	Syllabus Weeks 1, 3, 4, 11, 13 (and throughout) Readings throughout, especially GML Chapters 1, 3, 11, 12, 13; Our Savage Neighbors (throughout);
2	Readings and discussions focus on subjects including community formation and adaptation, the creation of markets, and the customs and beliefs of various North American indigenous and settler groups	Syllabus Weeks 1,2, 3,10 GML Chapters 1,2,3,9,12 Our Savage Neighbors 1,6
3b	Readings, lectures, and in-class resources demonstrate the use of economic, ethnographic, and historical methods of analysis	See for example Syllabus Weeks Two, 8, 13, 14 GML Chapters 2, 5,6,7,8, 13 Our Savage Neighbors, 1,3,5
4	Readings, lectures, and in-class resources expose students to data on subjects such as population growth, economic growth, and voting patterns; students learn how such data can be used to explain change over time	See for example Syllabus Weeks 1, 2, 3, 9, 10, 14 GML Chapters 1, 2, 3,7, 8,9,10,11

HST 109 United States to 1865

3 (HU or SB) & H

Growth of the Republic from colonial times through the Civil War period.

**Allow multiple
enrollments:** No

**Primary course
component:** Lecture

Repeatable for credit: No

Grading method: Student
Option

Offered by:

New College of Interdisciplinary Arts and Sciences -- School of Humanities, Arts,
and Cultural Studies

College of Letters and Sciences -- College of Letters and Sciences

College of Liberal Arts and Sciences -- Historical, Philosophical & Religious
Studies, Sch

Professor O'Donnell
Lecture Meetings: M/W 2-3:15
Professor's office hours: W 9-11 a.m. and by appointment

History 109: American History to 1865

America's history has shaped every aspect of the nation: its government, society, world role, and even perhaps the character of its people. Americans, in turn, have always been eager to shape and reshape their history, and have often disagreed over which stories are important, how we should tell them, and what meanings we should draw from them. In this course, we will study the events and people of pre-Civil War America and examine the era's dramatic political, cultural, and economic changes. Diverse groups interacted in the colonies and early United States, and we will use the methods of history, ethnography, economics, and political science in order to understand those interactions and their consequences. We will also explore some of the competing and even contradictory ways contemporaries and historians have depicted this important period. In addition to learning about the nation's history and the uses to which it has been put, students will refine their analytical, writing, and discussion skills. Interpretation of primary sources, including letters, maps, cartoons, data sets, and memoirs, will be an important element of our coursework, and students will act as historians themselves in addition to reading the work of others.

CR1

CR1,2,
3B

CR4

Books and materials:

- Eric Foner, *Give Me Liberty, Third Edition*, Volume One
- Eric Foner, ed. *Voices of Freedom*, Volume One
- Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America*
- Edmund Morgan, *American Heroes*
- Henry Gates, ed. *Classic Slave Narratives*
- Turning Point Clicker (We will use clickers, not Responseware (cellphone software))

Your final grade will be calculated from the following:

Exam One	150 points
Exam Two	150 points
<i>Our Savage Neighbors</i> Essay	150 points
Slave Narrative Essay	200 points
Lecture response points	150 points (maximum; there may be more than 200 points offered)
Final Exam	200 points

There will be no extra credit and no "rounding up" of grades.

900-1000 points	A
800-899 points	B
700-799 points	C
600-699 points	D
0-599 points	E

Dates to Keep in Mind:

February 8 – Exam One

March 12 – *Our Savage Neighbors* essay due – CR 1, 2, 3B

March 28th – Exam Two

April 16th – Slave Narrative Essay due CR 1, 2, 3B

April 30th – Final Exam (see end of syllabus for details on the scheduling of this exam)

Policies

Reading and Assignment schedule: All reading for the week should be completed by Monday morning of that week. This will ensure that all students are prepared for clicker questions, exams, and papers. All written assignments will be turned in electronically, via SafeAssignment, by the date and time listed in the syllabus. Follow the electronic turn-in instructions in the syllabus. I may also request that you bring a paper copy to lecture.

Attendance and participation: You are responsible for attending lecture, and for bringing your clicker with you so that your attendance and participation can be registered. Many class meetings will also include discussions, and you are expected to participate in an informed, insightful way. Unacceptable conduct, including late arrivals, early departures, and the unauthorized use of electronic devices, will result in the forfeit of clicker points, at my discretion. No extra credit will be given to make up for missed work or classes. No make-up exams will be administered except in the case of extreme and documented emergency. If you choose to take this course, you have chosen to follow these rules.

Late work: Assignments are due in SafeAssignment by the date and time listed in the syllabus. It is your responsibility to check to make sure your assignment has been successfully posted, and to contact IT if you have a problem. Work submitted late but within 24 hours of the deadline, will be docked 10%. The grade will be docked an additional 10% of the points originally possible for each calendar day late, starting at the beginning of each 24-hour period. After 4 calendar days, you will receive a 0 on the assignment. If you choose to take this course, you have chosen to follow these rules.

Academic integrity: All work submitted must be your own, prepared especially for this course. Unacceptable breaches of your obligation as a student include: submission of the same work or portions of the same work to more than one class, turning in work prepared by another person as if it were your own; and the unattributed use of text of any length from any source, including websites. Penalties for academic integrity violations range from a 0 on the assignment to an E in the course or an XE in the course. Any significant violation, regardless of the penalty imposed, will be reported to the College of Liberal Arts and Sciences. If you choose to take this course, you have chosen to follow these rules.

Don't despair. Syllabi have to be about rules. The course can be fun and enjoyable. I promise.

Lastly, some useful links:

Academic Calendar: <https://students.asu.edu/academic-calendar#spring2012>

Academic Integrity Resources: <http://provost.asu.edu/academicintegrity/students>

ASU Libraries: <http://lib.asu.edu/home>

ASU Counseling Centers: <http://students.asu.edu/counseling>

School of Historical, Philosophical, and Religious Studies: <http://shprs.clas.asu.edu/>

ASU Disability Resource Center: <http://www.asu.edu/studentaffairs/ed/drc/>

(You MUST register with the DRC if you wish accommodation)

See our Blackboard site for some interesting History websites, as well

Schedule of Readings, Lectures, Papers, and Exams

Week One – Lectures January 9th and 11th

READING: *Give Me Liberty*, Chap. One, Cultural encounters and settlement CR 1, 2, 4
American Heroes, Preface and Chapter 2

Week Two – Lecture January 18th only; no class January 16th

READING: *GML*, Chap. Two, Comparing the Economies and Cultures of New England and the Chesapeake
American Heroes, Chap. Seven CR 2, 3b, 4

Week Three- Lectures January 23rd and 25th

READING: *GML*, Chap. Three, Growth, Violence, and more Growth CR 1, 2, 4
Our Savage Neighbors, Introduction and Chapter One

Week Four – Lectures January 30th and February 1

READING: *GML*, Chap. Four – Enslavement and Liberty throughout the colonies CR 1
Our Savage Neighbors, Chaps. Two and Three

Week Five—Lecture February 6th, and Exam February 8th

READING: *Our Savage Neighbors*, Chap. Four CR 1

Exam ONE will take place on February 8th

Week Six- Lectures February 13th and February 15th

READING: *GML*, Chaps. 5 and 6 -- Revolution CR 3b
Our Savage Neighbors, Chaps. Five and Six

Week Seven – Lectures February 20th and February 22nd

READING: *Our Savage Neighbors*, Chaps. Seven, Eight CR 1

Week Eight – Lectures February 27th and February 29th

READING: *GML*, Chap. 7 - From Articles of Confederation to Ratification
Federalist No. 10 and 51
Our Savage Neighbors, Chap. Nine and Conclusion

CR4
1

Week Nine – Lectures March 5 and 7th

READING: *GML*, Chap. 8 – Classes and Parties Form (And All are Shocked!)
American Heroes, Chap. 13

CR3b,4

Week Ten – Lectures March 12 and 14th

READING: *GML*, Chaps. 9 and 10, Market Revolution and Tocqueville's America
Our Savage Neighbors Essay Due March 12 by classtime

CR2,3b,4

Week Eleven – No classes, spring break

READING: *GML*, Chap. 11, The Expansion of Slavery

CR4

Week Twelve – Lecture March 26th and Exam March 28th

Last names A-L, begin Jacobs narrative; Last names M-Z, begin Douglass narrative
Exam 2 takes place March 28th

Week Thirteen – Lecture April 2nd and Exam returned April 4th

READING: *GML*, Chap. 12, Making the Nation Anew (and Anew)
Finish your assigned Slave Narrative

CR2

Week Fourteen – Lectures April 9 and 11th

READING: *GML*, Chap. 13, Birth of the Republicans
Browse through "The American Presidency Project" election returns for 1800, 1824, 1828, 1848, and
1852. <http://www.presidency.ucsb.edu/elections.php>
We will discuss in class.

CR4

Week Fifteen – Lectures April 16th and 18th

READING: *GML* Chapter 14, Crisis of the Union
Paper on Slave Narratives Due April 16th by classtime

CR3b,4

Week Sixteen – Lecture April 23rd only

FINAL EXAM will take place on Monday, April 30th, from 12:10-2:00 p.m., in our lecture hall.

I will not approve any requests for early exams except in the case of a documented death in the family, a scheduled presentation at a significant scholarly conference, or a student facing three final exams on the same day; even in those instances, the request must also be approved by the College of Liberal Arts and Sciences.

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Eric Foner, Give Me Liberty! 3rd edition

An American History

[Overview](#) | [Features](#) | [Contents](#) | [Editions](#) | [Formats](#) | [For Instructors](#) | [For Students](#) | [Inside the Book](#)

Standard Edition Contents | AP* Edition Contents

Volume 1: Chapters 1-15

Volume 2: Chapters 15-28

Part 1: American Colonies to 1763

Chapter 1: A New World CR 1, 2, 4

Chapter 2: Beginnings of English America, 1607-1660 CR 2 3b, 4

Chapter 3: Creating Anglo-America, 1660-1750 CR 1, 2, 4

Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763 CR 1

Part 2: A New Nation, 1763-1840

Chapter 5: The American Revolution, 1763-1783 CR 3b

Chapter 6: The Revolution Within CR 4, 1

Chapter 7: Founding a Nation, 1783-1789 ~~CR 4, 1~~ CR 4, 1

Chapter 8: Securing the Republic, 1790-1815 CR 3b, 4

Chapter 9: The Market Revolution, 1800-1840

Chapter 10: Democracy in America, 1815-1840 CR 2, 3b, 4

Part 3: Slavery, Freedom, and the Crisis of the Union, 1840-1877

Chapter 11: The Peculiar Institution CR 4

Chapter 12: An Age of Reform, 1820-1840 CR 2

Chapter 13: A House Divided, 1840-1861 CR 4

Chapter 14: A New Birth of Freedom: The Civil War, 1861-1865 CR 3B, 4

Chapter 15: "What Is Freedom?": Reconstruction, 1865-1877

Part 4: Toward a Global Presence, 1870-1920

Cremans

OUR SAVAGE NEIGHBORS

*How Indian War
Transformed Early America*

PETER SILVER

W. W. NORTON & COMPANY • NEW YORK LONDON



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German

FIGURES

- 3.1: Blood streams from the dead man's and woman's chest in ings may be meant for scalping wounds; the woman's eyes b a child's body is at center. *Detail of [James Claypoole Jr.], "The Furs / Of Quaker Lords & Savage Curs . . ." (Philadelphia, 171 Company of Philadelphia. 93*
- 3.2: "The Colonies Reduced." Franklin first had this hugely distribution on small cards to members of Parliament during Stamp Act (London, late 1765 or early 1766; reproduced from frical Register and Impartial Review of New Books). *Cou Library, Yale University. 93*
- 6.1: An Indian delegation is proudly shown the sights of assembly speaker—Heinrich Melchior Mühlenberg's son, *Detail of William Birch, "New Lutheran Church, in Fourth St The City of Philadelphia . . ." (Philadelphia, 1800), pl. 21. Cou of Philadelphia. 173*
- 7.1: A pastiche of highlights from the Paxton crisis. Watch Friends meetinghouse is filled with volunteers, one unit near governor dismisses the crowd. *Henry Dawkins, "The Pax: the Author of the Farce . . .," illustrating The Paxton Boys: 1764). Courtesy of the Library Company of Philadelphia. 206*
- 7.2: Quaker mischief. *Left: A view of the King Wampum fan "embracing BARBARIANS" at a 1762 treaty conference. Cente Friendly Association clerk Abel James hands out tomahaw. Detail of [James Claypoole Jr.], "An Indian Squaw King Wom,*

Write a persuasive, carefully edited 3-4 page essay on ONE of the following two questions. Essays should be in Times New Roman 12-point font, double-spaced, using parenthetical citation. You should directly quote *Our Savage Neighbors* at least three times, and you will also carefully paraphrase it as you see fit. Make sure that you draw on several different parts of the book, rather than basing all of your analysis on one or two chapters. Your essay should have an introductory paragraph and a concluding paragraph. Each of your other paragraphs should have a clear topic sentence, which is supported by arguments and evidence within that paragraph.

1. How did printed materials (such as pamphlets, broadsides, and newspapers) help to create the concept of "the white people" in colonial and Revolutionary Pennsylvania?
2. Discuss the use of violence and terror by both Indians and Europeans in this period. How did each group view violence differently and what were the consequences of the difference or differences?

Be sure to spellcheck AND proofread before turning the paper in.

Grading:

An "A" paper will have a clear thesis that answers the question posed, and that is supported by well-chosen evidence from the book. Each paragraph will have an organizing idea and evidence to support and illustrate that idea. There will be no significant errors in grammar, spelling, or organization. The paper will offer insight into Silver's arguments and the historical events and processes Silver is discussing.

A "B" paper will have a clear thesis that answers the question posed, and that is supported by well-chosen evidence from the book. Each paragraph will have an organizing idea and evidence to support and illustrate that idea. There may be weakness in the argumentation or evidence of one section of the paper. There may be a few significant errors in grammar, spelling, or organization. If the paper offers insight into Silver's arguments and the historical events and processes Silver is discussing, such insights can partially compensate for other weaknesses in the paper. However, lack of such insights can result in a solid paper earning a "B" rather than an "A."

A "C" paper will often either have a fuzzy thesis or a thesis that only partially answers the question, or it will lack sufficient evidence to support that thesis. There may be faulty organization, or significant errors in grammar, spelling, or organization. Some "C" papers simply summarize parts of the book rather than advancing a thesis; good grammar, spelling, and organization cannot turn such a paper into a "B" or an "A," although they will keep the essay in the passing range.

A "D" or "E" paper will often lack a thesis or will fail completely to support that thesis. There may be a failure to answer the question. (If that failure results from the paper having been written originally for another setting, the problem becomes one of academic integrity.) There may be no or radically insufficient citation of the book. There may be such significant errors in grammar, spelling, or organization that the paper does not communicate the writer's ideas. The paper may be of insufficient length and depth.

[W. W. Norton & Company Logo](#)

Voices of Freedom

A Documentary History

[Overview](#) | [Contents](#) | [Editions](#) | [Formats](#)

(Volume One: Chapters 1-15)

(Volume Two: Chapters 15-28)

Chapter 1: A New World

- *Adam Smith, The Results of Colonization (1776)*
- *Thomas Morton, The Native Americans of New England (1637)*
- *Bartolomé de las Casas on Spanish Treatment of the Indians, from History of the Indies (1528)*
- *The Pueblo Revolt (1680)*
- *Father Jean de Brébeuf on the Customs and Beliefs of the Hurons (1635)*
- *A Micmac Indian Replies to the French (1677)*

Chapter 2: Beginnings of English America, 1607-1660

- *Richard Hakluyt, an Argument for Colonization from A Discourse Concerning Western Planting (1584)*
- *Sending Women to Virginia (1622)*
- *Maryland Act Concerning Religion (1644)*
- *John Winthrop, Speech to the Massachusetts General Court (1645)*
- *The Trial of Anne Hutchinson (1637)*
- *Roger Williams, Letter to the Town of Providence (1655)*
- *The Levellers, The Agreement of the People Presented to the Council of the Army (1647)*

Chapter 3: Creating Anglo-America, 1660-1750

- *William Penn, Pennsylvania Charter of Privileges and Liberties (1701)*
- *Nathaniel Bacon on Bacon's Rebellion (1676)*
- *Letter by an Immigrant to Pennsylvania (1769)*
- *Gottlieb Mittelberger on the Trade in Indentured Servants (1750)*
- *Complaint of an Indentured Servant (1756)*
- *Women in the Household Economy (1709)*

Chapter 4: Slavery, Freedom, and the Struggle for Empire, to 1763

- *Olaudah Equiano on Slavery (1789)*
- *Samuel Sewall, The Selling of Joseph (1700)*
- *The Independent Reflector on Limited Monarchy and Liberty (1752)*
- *The Trial of John Peter Zenger (1735)*
- *The Great Awakening Comes to Connecticut (1740)*
- *Pontiac, Two Speeches (1762 and 1763)*

Chapter 5: The American Revolution, 1763-1783

- *Virginia Resolutions on the Stamp Act (1765)*
- *New York Workingmen Demand a Voice in the Revolutionary Struggle (1770)*
- *Association of the New York Sons of Liberty (1773)*
- *Farmington, Connecticut, Resolutions on the Intolerable Acts (1774)*
- *Thomas Paine, Common Sense (1776)*
- *James Chalmers, Plain Truth (1776)*

Chapter 6: The Revolution Within

- *Exchange between Jewish Congregation of Newport, Rhode Island, and George Washington, on Religious Toleration (1790)*
- *The Right of "Free Suffrage" (1776)*
- *Noah Webster on Equality (1787)*
- *Liberating Indentured Servants (1784)*
- *Petition of Slaves to the Massachusetts Legislature (1777)*
- *Benjamin Rush, Thoughts Upon Female Education (1787)*

Chapter 7: Founding a Nation, 1783-1789

- *Petition of Inhabitants West of the Ohio River (1785)*
- *David Ramsay, American Innovations in Government (1789)*
- *James Winthrop on the Anti-Federalist Argument (1787)*
- *A July Fourth Oration (1800)*
- *Thomas Jefferson on Race and Slavery (1781)*
- *J. Hector St. John de Crèvecoeur, "What, Then, Is the American?" (1782)*

Chapter 8: Securing the Republic, 1790-1815

- *Benjamin F. Bache, A Defense of the French Revolution (1792-1793)*
- *Address of the Democratic-Republican Society of Pennsylvania (1794)*
- *Judith Sargent Murray, "On the Equality of the Sexes" (1790)*
- *George Washington, Farewell Address (1796)*
- *George Tucker on Gabriel's Rebellion (1801)*
- *Tecumseh on Indians and Land (1810)*

- *Felix Grundy, Battle Cry of the War Hawks (1811)*

Chapter 9: The Market Revolution, 1800-1840

- *Complaint of a Lowell Factory Worker (1845)*
- *Immigrants Arriving in New York City (1853)*
- *A Woman in the Westward Movement (1824)*
- *Ralph Waldo Emerson, "The American Scholar" (1837)*
- *Henry David Thoreau, Walden (1854)*
- *Charles G. Finney, "Sinners Bound to Change Their Own Hearts" (1836)*

Chapter 10: Democracy in America, 1815- 1840

- *The Monroe Doctrine (1823)*
- *John Quincy Adams on the Role of the National Government (1825)*
- *John C. Calhoun, the Concurrent Majority (ca. 1845)*
- *Chief Shavitarish on Changes in Indian Life (1822)*
- *Appeal of the Cherokee Nation (1830)*
- *Andrew Jackson, Veto of the Bank Bill (1832)*

Chapter 11: The Peculiar Institution

- *Frederick Douglass on the Desire for Freedom (1845)*
- *Rise of the Cotton Kingdom (1836)*
- *William Sewall, The Results of British Emancipation (1860)*
- *Rules of Highland Plantation (1838)*
- *George Fitzhugh and the Proslavery Argument (1854)*
- *Letter by a Fugitive Slave (1840)*
- *Confessions of Nat Turner (1831)*

Chapter 12: An Age of Reform, 1820-1840

- *Robert Owen, "The First Discourse on a New System of Society" (1825)*
- *Philip Schaff on Freedom as Self- Restraint (1855)*
- *David Walker's Appeal (1829)*
- *Frederick Douglass on the Fourth of July (1852)*
- *Catherine Beecher on the "Duty of American Females" (1837)*
- *Angelina Grimké on Women's Rights (1837)*
- *Declaration of Sentiments of the Seneca Falls Convention (1848)*

Chapter 13: A House Divided, 1840-1861

- *John L. O'Sullivan, Manifest Destiny (1845)*
- *A Protest Against Anti- Chinese Prejudice (1852)*
- *George Henry Evans, "Freedom of the Soil" (1844)*
- *William Henry Seward, "The Irrepressible Conflict" (1858)*

- *Hinton R. Helper, The Impending Crisis (1857)*
- *The Lincoln- Douglas Debates (1858)*
- *South Carolina Ordinance of Secession (1860)*

Chapter 14: A New Birth of Freedom: The Civil War, 1861-1865

- *Alexander H. Stephens, The Cornerstone of the Confederacy (1861)*
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