



Independent Study IN IDAHO

Hist 111

Introduction to U.S. History I

Independent Study in Idaho
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Study Guide

Independent

Study IN IDAHO

PO Box 443225

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Self-paced study. Anytime. Anywhere!

History 111 **Introduction to U.S. History**

University of Idaho
3 Semester-Hour Credits

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Independent Study in Idaho

This course is offered by the University of Idaho.

Introduction to U.S. History

3 Semester-Hour Credits: UI

Welcome!

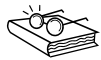
Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Before beginning this course, read the information provided below, including course description, prerequisites, required materials, course objectives, and information about lessons, exams, and grading.

Important!

As you read this section, you will see the following icon:



Use this icon to direct yourself to the **Appendix** in the back of this study guide for essential registration information, Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures.



Turn to the **Appendix** now. Familiarize yourself with the information in the Registration section, student responsibilities in Academic Integrity, and the necessary forms. If there is anything you do not understand, please contact the ISI office for clarification before starting your course.

Course Description

Political, diplomatic, economic, social, and cultural history of the United States; earliest times to 1877.

Prerequisites

While there are no prerequisites for this course, it may be helpful if you are now taking, or have completed, an English composition course.

Course Materials

Required Course Materials

- Norton, Mary Beth, David M. Katzman, David W. Blight, Howard P. Chudacoff, Thomas G. Paterson, William M. Tuttle, Jr., and Paul D. Escott. *A People and a Nation: A History of the United States to 1877*, 6th ed. Vol. 1. New York: Houghton Mifflin Co., 2001. ISBN: 0-618-00551-X
- *Atlas of American History*. Houghton Mifflin/Rand McNally. ISBN: 0-395-94901-7
- Stowe, Harriet Beecher. *Uncle Tom's Cabin*. New York: Dutton Signet, 1997. ISBN # 0451526708.
- **You must read *Uncle Tom's Cabin* to complete this course** (see Lesson 17). You may wish to purchase your own copy of this book; however, it is widely available in libraries.

Independent Study in Idaho course materials are available for purchase at the University of Idaho Bookstore. Visit the UI Bookstore's Web site, <http://www.uidahobookstore.com>, select *Textbook, Independent Study* for a list of course materials. You may order online, by telephone, (208) 885-7334, or by e-mail to uibooks@uidaho.edu.

Independent Study in Idaho courses are updated and revised periodically. Ordering course materials from the UI Bookstore at the time of registration allows you to purchase the correct edition(s) of textbooks, study guides, and supplemental materials. If purchasing textbooks from another source, refer to the ISBN(s) for the textbook(s) listed for this course to ensure that you obtain the correct edition(s). If you have questions regarding the course materials you have ordered and received, contact the UI Bookstore.

Course Introduction

This course will provide an introduction into the complex nature of the diverse population of the United States today. Knowledge of traditions and cultural expectations of the people who populate the country increases tolerance and understanding.

Rather than memorizing lists of names and dates, students should attempt to discover patterns of history, and more importantly, try to understand the people involved in the patterns. It is helpful to try to imagine what it was like to live in different situations and environments, then think about how you might react in the same circumstance. This exercise helps to prevent judgments made from a 21st century perspective. In addition, this allows each student to discover the human drama of history, which produces stories that are frequently more compelling than most movies or television shows.

History C111 explores the origins of a variety of cultures and civilizations that helped to form the foundations for the United States. As you explore the text, maps, and required readings, you will be expected to contemplate and analyze numerous aspects of life in the United States from its beginnings to the Reconstruction Era following the Civil War. From your analysis, you will reach some conclusions about how the people of the United States formed opinions and reacted to circumstances.

As you investigate the past, pay special attention to the impact of missionary zeal on the ongoing process of events in the United States. For people in the United States, missionary zeal was not limited to religion; it permeated all aspects of life. Keep this in mind when studying the interactions with Native Americans, African slaves, reform movements, expansionism (national and international), and with concepts like manifest destiny. Upon completion of this course, you should be able to have a better understanding of how the strong tradition of missionary zeal impacts the decision making process in the United States today, as well as how this zeal still creates some powerful social and cultural movements.

Course Objectives

1. The primary objective for this course is to provide students with a better understanding of the cultures that came together to form the population of the United States, and how this diversity continues to impact daily events in the United States.
2. This course is intended to enable the student to (a) understand the people who lived history, (b) develop analytic and contemplative ability, and (c) recognize how events reflected reactions to situations that occurred during the progress of history.

3. Grading for this course is based on recognition of some basic factual information and map placement, and on the ability to reach some conclusions concerning the “hows” and “whys” of events, and support conclusions with factual information acquired from the texts.

Lessons

Overview

Each lesson includes the following components:

- Lesson objectives
- A reading assignment
- An introductory lecture
- Items to place on a United States map
- Thought questions
- A written assignment or activity

Study Hints:

- When writing essays, be sure you answer all questions presented. When presenting identifications, be sure you include the historical significance of the item.
- Complete all assigned readings.
- Set a schedule allowing for completion of the course one month prior to your desired deadline. (An *Assignment Submission Log* is provided for this purpose.)



See the **Appendix** at the back of this study guide for essential *ISI policies on submitting lessons to your instructor*. See the letter sent in your registration packet for *your instructor's requirements: how to format and submit lessons; number of lessons you may submit at one time, and lesson guidelines*.

Exams

Overview

- You must wait for grades and comments on lessons prior to taking each subsequent exam.
- For your instructor's exam guidelines, refer to the letter sent in your registration packet and the *Exam Information* sections in this study guide.

There are three exams for this course. They are not cumulative.

Each exam has four sections:

1. An identification section that contains twelve (12) items chosen from the lessons. Choose only five (5) of the twelve to identify and explain the historical significance. This section accounts for 25% of the exam grade.
2. A map section that contains ten (10) items chosen from the map sections of the lessons. Signify the location of each place on the map that is included in the exam. This section accounts for 10% of the exam grade.
3. A chronological section that contains ten items that you will need to rearrange in chronological order of occurrence. This section accounts for 5% of the exam grade.
4. An essay section that contains three (3) essay proposals. Choose two (2) of these to address in your exam. The essays are your opportunity to tell me everything you have learned in the section of the text pertaining to the exam. Be sure you address all aspects of the essay proposals you choose. Within each essay, support the statements you make with specific information (people, places, events, etc.)
5. You are allowed two (2) hours to take each exam. Note the value of each section and use your time accordingly. I recommend five minutes for each identification (for a total of twenty-five

minutes), ten minutes for the chronology, and five minutes for the map section. This leaves about forty minutes for **each** essay, which should be ample time to write a detailed essay.

See *Grading* for specific information on exams, points, and percentages.

Choosing a Proctor/Scheduling Exams

All exams require a proctor unless an exam is self-administered.



See the **Appendix** for guidelines on *how to choose a proctor and schedule exams*.

Self-Administered Exams



See the **Appendix** for important information on *self-administered exams*.

Grading

The final course grade will be based upon the following considerations.

There are a total of 340 points possible for the completion of this course:

The seventeen submitted lessons count 5 points each for a total of 85 points or 25% of the final grade. The exams are worth 85 points or 25% each, for a total of 255 points or 75% of the final grade.

- Total for all lessons: 25% (1.47% each).
- Total for all exams: 75% (25% each).

The grading criteria for the **Exam Essay Responses** include:

1. Accurately presents the material requested in the questions.
2. Completely covers the breadth of issues posed in the questions.
3. Refers to and integrates appropriate examples from the textbooks to illustrate statements.
4. Reflect on the implications of the issues posed in the questions as they relate to a broad overview of United States history.
5. Written in a legible and well-organized style with concepts and illustrative examples clearly articulated.

The grading criteria for the **Exam Identifications** include:

1. A clear statement explaining the item.
2. A statement that illustrates why the item is relevant or significant to the historical process, that is, the impact the item had on future developments.

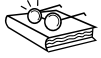
The final course grade is issued after **all** lessons and exams have been graded.



See the **Appendix** for information about *confidentiality of student grades, course completion and time considerations*, and *requesting a transcript*.

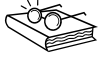
Contacting Your Instructor

You will receive *course and instructor contact information* in your registration packet.



See the **Appendix** for detailed information on *contacting your instructor*.

Disability Support Services



See the **Appendix** for *information on Disability Support Services (DSS)*.

Assignment Submission Log

Lesson	Chapter	Reading	Written Assignment	Date Submitted
1	1	pg. 3-31	two essays 10 identifications	
2	2	pg. 32-57	two essays 10 identifications	
3	3	pg. 58-85	two essays 10 identifications	
4	4	pg. 86-113	two essays 10 identifications	
5	5	pg. 114-139	two essays 10 identifications	
6	6	pg. 140-165	two essays 10 identifications	
It is time to make arrangements with your proctor to take Exam 1.				
7	7	pg. 166-193	two essays 10 identifications	
8	8	pg. 194-215	two essays 10 identifications	
9	9	pg. 216-241	two essays 10 identifications	
10	10	pg. 242-275	two essays 10 identifications	
11	11	pg. 276-301	two essays 10 identifications	
It is time to make arrangements with your proctor to take Exam 2.				
12	12	pg. 302-329	two essays 10 identifications	
13	13	pg. 330-357	two essays 10 identifications	

14	14	pg. 358-385	two essays 10 identifications
15	15	pg. 386-425	two essays 10 identifications
16	16	pg. 426-456	two essays 8 identifications
17	17	<i>Uncle Tom's Cabin</i> references of choice	5-7 page essay

It is time to make arrangements with your proctor to take the Final Exam .

Lesson 1

Three Old Worlds Create a New, 1492-1600

Lesson Objectives

Keep the following objectives in mind while reading the text material and while writing the essays to be submitted for grading.

After completing this lesson, you should be able to:

- 1-1 Discuss characteristics of the people from the three continents that were involved in populating the Americas.
- 1-2 Explain the reasons for the intense competition between exploring nations
- 1-3 Examine the impact of the “Columbian Exchange.”
- 1-4 Indicate the motives, as well as explain the failures, for England’s first attempt to establish a permanent settlement.

Reading Assignments

A People and A Nation, Volume 1

Chapter I, “Three Old Worlds Create a New, 1492-1600” pages 3-31.

Atlas of American History, pages 9-16.

Map Exercise

Place the following locations on the appropriate map(s) in this study guide. (Items on the exams will be chosen from these exercises).

- | | |
|----------------------|-------------|
| 1. Mesoamerica | 5. France |
| 2. Newfoundland | 6. Spain |
| 3. Mississippi River | 7. Portugal |
| 4. England | 8. Guinea |

Lecture

The first chapter of the text contains complex material covering a vast period of time, as well as information involving three continents. Therefore, you may find it necessary to read this chapter more than once. As you read chapter 1, be aware that this material forms the foundation for your understanding of modern American thought and actions, based on the development of a unique American character, combining traits and traditions from all three continents.

As the people of the continents of Europe, Africa, and North America met, world concepts changed dramatically. Imagine that in the year 2010, inhabitants of the planet Earth discover that, for many centuries, human life has existed on a planet in our galaxy. Our reaction would not be much different from Europeans and the people on the American continents who learned of the existence of other populated continents on the planet Earth

Be aware of how traditions, law, religion, social expectations, and politics in the early civilizations in the Americas impacted folkways, and how adaptation to the environment impacted belief systems. Was missionary zeal a motivation for exploration efforts?

Be especially aware of commonalities, as well as obvious differences between cultures in Africa, Europe, and the Americas, as well as the between cultures within the Americas. Even though the process devastated the native population and imposed impossible hardships on the Africans that were

forced into slavery, the combination of peoples who came to inhabit the Americas after continental contact undeniably created a unique culture.

As you progress through this course, pay attention to how most all the events that occurred during this time period can be seen as a reaction to previous events. Understanding this action/reaction sequences will help understand the process of history, as well as aid you in keeping chronological order of events clear in your mind when you prepare for exams.

Thought Questions

1. How did the Native American culture in Mesoamerica differ from those in what is now the United States and Canada?
2. How did the development of agriculture lead to more complex civilizations?
3. Why did free hunters and gatherers submit themselves to the frequently tyrannical rule of agricultural civilizations?
4. How did African cultures differ from American cultures? How were they similar?
5. What were the primary motivations for European explorations?
6. What circumstances led to the surrender of the Aztec Empire?

Written Assignment



Please read the **Appendix** in the back of this study guide for essential Independent Study in Idaho policies and procedures, and forms you will need to successfully complete this course. You are responsible for understanding and following ISI policies and procedures. If there is anything on these pages you do not understand, contact the ISI office for clarification. Before starting the written assignment for Lesson 1, see the letter sent in your registration packet for your instructor's contact information and requirements: **how to format and submit lessons, number of lessons you may submit at one time, and lesson guidelines.**

Two (2) written essays and the answers to ten identifications must be submitted for grading for this lesson. Each essay accounts for 30% and the answer to each identification accounts for 4% of the grade for this lesson. (60% for the essay section and 40% for the identification section.) Each essay should be no more than two (2) and no less than one (1) double-spaced typed pages. Be sure you address all aspects of the essay proposal, using information from the text. But also include some analysis and conclusions you have reached based on what you have read.

Essays (30 points each):

Essay 1

Compare the cultures of western Africa and Europe with the various societies of the North American continent at the time of contact. Address aspects of tribal unity (or lack of unity); gender divisions, religious beliefs, technological development, levels of political structure, and family organization. Scholars of European descent have written the majority of texts on American history. How has this influenced our perception and definition of the word "civilization?"

Essay 2

Provide a chronology of the explorations of North America. Compare the motivations of the countries involved. Explain the term “Columbian Exchange” and illustrate how this changed the lives of people on three continents.

Terms for Identification (4 points each – 2 points for identification and 2 points for historical significance):

Identify and explain the historical significance of the following terms. (Items on the exams will be chosen from these terms).

1. Mayans
2. *A Brief and True Report of the New Found Land of Virginia*
3. Prince Henry the Navigator
4. Roanoke
5. Black Death
6. Guinea
7. Lady of Cofitachequi
8. John Cabot
9. Northwest Passage
10. Columbian Exchange