

# HIST-1500: UNITED STATES HISTORY TO 1877: CIVIC LITERACY

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## Cuyahoga Community College

**Viewing: HIST-1500 : United States History to 1877: Civic Literacy**

**Board of Trustees:**

March 2026

**Academic Term:**

Fall 2026

**Subject Code**

HIST - History

**Course Number:**

1500

**Title:**

United States History to 1877: Civic Literacy

**Catalog Description:**

An overview and critical examination of United States history from Age of Exploration to end of Reconstruction, with emphasis on significant political, social, cultural, economic and military events as well as specific historical personalities. Will also examine the influence and contributions of women, minorities and ethnic groups.

**Credit Hour(s):**

3

**Lecture Hour(s):**

3

**Lab Hour(s):**

0

**Other Hour(s):**

0

## Requisites

**Prerequisite and Corequisite**

ENG-0995 Applied College Literacies, or appropriate score on English Placement Test; or departmental approval.

Note: ENG-0990 Language Fundamentals II taken prior to Fall 2021 will also meet prerequisite requirements.

## Outcomes

**Course Outcome(s):**

Synthesize major themes of American development from the colonial era to 1877 and interpret their effects on the present-day nation, in writing, using correct grammar and supporting evidence.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

**Objective(s):**

1. Evaluate the societies established by the First Americans prior to the arrival of the Europeans.
2. Analyze the Age of Exploration and its consequences.
3. Evaluate the establishment, growth, and development of British colonies in North America.
4. Read and discuss principles of Adam Smith's Wealth of Nations.

5. Assess the origins of the African Slave Trade and its effects on the colonial economy and society.
6. Analyze the causes of the American Revolution, the factors leading to an American victory, and the consequences of the war.
7. Read and discuss the entire Declaration of Independence.
8. Evaluate the framework of government established by the Constitution and its significance.
9. Read and discuss the entire United States Constitution.
10. Read and discuss five essays in their entirety from the Federalist Papers.
11. Examine the Early National Period and the presidential administrations of George Washington and John Adams.
12. Analyze the Revolution of 1800 and the Age of Jefferson.
13. Examine the origins of the War of 1812 and its consequences.
14. Evaluate the Era of Good Feelings and its effects on American development.
15. Analyze the rise of sectionalism in the United States.
16. Explain the growth of slavery in the South and its social, political, and economic effects on the section and nation.
17. Evaluate the rise of industrialization in the North and the social, political, and economic implications.
18. Analyze the social, political, and economic consequences of the Age of Andrew Jackson.
19. Examine the Age of Reform and its impact on American society, politics, and economics.
20. Evaluate westward expansion and the causes and consequences of the Mexican-American War.
21. Explain the political and social unrest of the 1850s.
22. Analyze the causes of the Civil War, the factors leading to a Union victory, and the consequences of the conflict.
23. Examine the social, political, and economic factors of Reconstruction.
24. Identify the geographical locations of major events on a map and evaluate the changing boundaries of the nation.
25. Develop and evaluate supporting arguments regarding historical issues.

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**Course Outcome(s):**

Analyze the historical quest for equality and opportunity in the United States and apply the knowledge to the modern nation.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Evaluate the societies established by the First Americans prior to the arrival of Europeans. Compare and evaluate gender roles and cultural differences between indigenous communities and Europeans.
2. Evaluate the establishment, growth, and development of British colonies in North America.
3. Assess the origins of the African Slave Trade and its effects on the colonial economy and society.
4. Analyze the American Revolution and assess the various meanings of "Liberty" and "Freedom". Evaluate which groups of people are included/excluded in these new American ideals of "democracy."
5. Examine the Ages of Jefferson, Jackson, and Manifest Destiny.
6. Analyze the rise of sectionalism and the Market Revolution in the United States.
7. Explain the growth of slavery in the South and its social, political, and economic effects on the section and nation.
8. Examine the development of the enslaved African American community and the developing Free Black community in the North.
9. Evaluate the rise of industrialization in the North and the social, political, and economic implications.
10. Examine the Age of Reform and its impact on American society, politics, and economics. Assess the roles of gender and race with the reform movements.
11. Evaluate westward expansion and the causes and consequences of the Mexican-American War.
12. Analyze the causes of the Civil War, the factors leading to a Union victory, and the consequences of the conflict.
13. Read and discuss the entire Emancipation Proclamation.
14. Read and discuss the entire Gettysburg Address.
15. Examine the social, political, and economic factors of Reconstruction.
16. Read and discuss Dr. Martin Luther King's Letter from Birmingham Jail
17. Analyze and interpret the social and cultural perspectives of women, minorities, and immigrants and evaluate their contributions to American development.

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**Course Outcome(s):**

Analyze the significance of race and gender in American development.

**Essential Learning Outcome Mapping:**

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

**Objective(s):**

1. Evaluate the societies established by the First Americans prior to the arrival of Europeans. Compare and evaluate gender roles and cultural differences between indigenous communities and Europeans.
2. Evaluate the establishment, growth, and development of British colonies in North America.
3. Assess the origins of the African Slave Trade and its effects on the colonial economy and society.
4. Analyze the American Revolution and assess the various meanings of "Liberty" and "Freedom". Evaluate which groups of people are included/excluded in these new American ideals of "democracy."
5. Examine the Ages of Jefferson, Jackson, and Manifest Destiny.
6. Analyze the rise of sectionalism and the Market Revolution in the United States.
7. Explain the growth of slavery in the South and its social, political, and economic effects on the section and nation.
8. Examine the development of the enslaved African American community and the developing Free Black community in the North.
9. Evaluate the rise of industrialization in the North and the social, political, and economic implications.
10. Examine the Age of Reform and its impact on American society, politics, and economics. Assess the roles of gender and race with the reform movements.
11. Evaluate westward expansion and the causes and consequences of the Mexican-American War.
12. Analyze the causes of the Civil War, the factors leading to a Union victory, and the consequences of the conflict.
13. Examine the social, political, and economic factors of Reconstruction.
14. Analyze and interpret the social and cultural perspectives of women, minorities, and immigrants and evaluate their contributions to American development.

**Course Outcome(s):**

Interpret the foundations of the American Constitution and system of government and apply them to the United States today.

**Essential Learning Outcome Mapping:**

Civic Responsibility: Analyze the results of actions and inactions with the likely effects on the larger local and/or global communities.

**Objective(s):**

1. Evaluate the framework of government established by the Constitution and its significance.
2. Examine the Early National Period and the presidential administrations of George Washington and John Adams.
3. Account for the political crises of the 1850s leading the United States to the cusp of Civil War.

**Course Outcome(s):**

Analyze primary source documents and evaluate their significance.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Analyze historical controversies and evaluate primary source documents.
2. Use and evaluate online resources including primary and secondary source materials.

**Course Outcome(s):**

Interpret scholarly articles and evaluate their historical significance.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

**Objective(s):**

1. Analyze historical controversies and evaluate primary source documents.
2. Analyze the causes of the American Revolution, the factors leading to an American victory, and the consequences of the war.
3. Analyze the social, political, and economic consequences of the Age of Andrew Jackson.
4. Examine the Age of Reform and its impact on American society, politics, and economics.
5. Analyze the causes of the Civil War, the factors leading to a Union victory, and the consequences of the conflict.
6. Develop and evaluate supporting arguments regarding historical issues.

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**Course Outcome(s):**

Evaluate internet resources and determine appropriate research sites.

**Essential Learning Outcome Mapping:**

Information Literacy: Demonstrate contextual awareness of the research process through the reflective discovery of the production and value of information, the use of information in the creation of new knowledge, and ethical participation in the use of information in communities of learning.

**Objective(s):**

1. Use and evaluate online resources including primary and secondary source materials.

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**Methods of Evaluation:**

1. Midterm exam(s) and final exam
2. Research paper or a research project (with an emphasis on multimedia presentation and primary source analysis)
3. Analytical book review
4. Presentation (individual or group)
5. Analysis of primary source documents
6. Internet research assignment
7. Discussion/participation
8. Final cumulative exam on the principal documents of the origins and developments that shaped American civics.

**Course Content Outline:**

1. Course Introduction
  - a. Introduction to the historical discipline
  - b. Historical research methods
  - c. Themes in American History
2. The First Americans: The Western Hemisphere before Columbus
  - a. Settlement of the Americas
  - b. Mound builders of the Mississippi Region
  - c. Native American Society on the Eve of Colonization
    - i. Native Americans of the Southwest, South, and East
    - ii. Native American Religion
    - iii. Gender Relations
3. Europe, Africa, and the Age of Exploration
  - a. European Expansion
    - i. Portugal and Prince Henry the Navigator
    - ii. Exploration and African Societies
  - b. Spain in the Americas
    - i. Voyages of Columbus
    - ii. Colonization and Conquest
  - c. The Spanish, French, and Dutch in North America
  - d. The Columbian Exchange
4. English Colonization of North America
  - a. England and the Protestant Reformation
  - b. Jamestown
  - c. Plymouth

- d. Massachusetts Bay Colony
- e. Settlement of Maryland and remaining colonies
- 5. Growth and Development of the British Colonies
  - a. New England
    - i. Puritanism
    - ii. Religious Dissent in New England
    - iii. Salem Witchcraft Trials
    - iv. Diverse economic development
    - v. Principles of Adam Smith's Wealth of Nations
  - b. Middle Colonies
    - i. Diverse population
    - ii. Economic development
  - c. Southern Colonies
    - i. Agricultural economy
    - ii. Indentured servitude and slavery
    - iii. Social development
- 6. Slavery in Colonial America
  - a. Origins of African slavery
  - b. African slave trade and the middle passage
  - c. North American slavery
    - i. Tobacco colonies
    - ii. Slavery in the Lower South
    - iii. Slavery in the North
  - d. African Americans under slavery
  - e. Resistance to slavery
- 7. Breaking the Bonds of Empire: The Road to Revolution
  - a. Seven Years' War
  - b. Proclamation Line of 1763 and Pontiac's Rebellion
  - c. Stamp Act Crisis
  - d. Townshend Acts
  - e. Boston Massacre
  - f. Boston Tea Party and aftermath
  - g. The Declaration of Independence
- 8. The American Revolution
  - a. The U.S. and Britain at the outset of the War
  - b. Loyalists and Patriots
  - c. Women and the War
  - d. African Americans and the War
  - e. Native Americans and the War
  - f. Campaigns in the North
  - g. The Southern Campaigns
  - h. Surrender at Yorktown
  - i. The Meaning of the Revolution
    - i. Democratic ideology
    - ii. Laboratories for liberty: the new state constitutions
- 9. The Constitutional Convention and the framework of the American System of Government
  - a. Articles of Confederation and its weaknesses
  - b. Economic Crisis and Shays' Rebellion
  - c. Constitutional Convention
    - i. The Delegates
    - ii. Virginia Plan and the New Jersey Plan
    - iii. Great Compromise
    - iv. 3/5 Compromise
    - v. The United States Constitution
  - d. Ratification of the Constitution
    - i. Federalists
    - ii. Anti-Federalists
    - iii. The Federalist Papers
  - e. Bill of Rights

10. Early National Period: Washington and Adams Administrations
  - a. Washington Administration
    - i. The Cabinet
    - ii. Hamilton's Fiscal Policies
    - iii. Rise of Political Parties: Federalists and Democratic-Republicans
  - b. John Adams Administration
    - i. Affair and the crisis with France
    - ii. Crisis over Freedom of Speech: Alien and Sedition Acts
    - iii. Virginia and Kentucky Resolutions
11. Age of Jefferson
  - a. Election of 1800
  - b. Revolution of 1800
  - c. John Marshall and the establishment of an independent Supreme Court
  - d. Louisiana Purchase
  - e. British impressments and the Embargo Act
12. War of 1812: the Second War for Independence
  - a. Origins of the War
    - i. Impressments
    - ii. Native Americans and the British
    - iii. War Hawks
  - b. Military Aspects of the War
  - c. Consequences of the War
    - i. Hartford Convention
    - ii. Treaty of Ghent
    - iii. Native Americans
13. Era of Good Feelings
  - a. Economic Nationalism
    - i. American System
    - ii. Erie Canal
  - b. John Marshall and judicial nationalism
  - c. Cultural Nationalism
  - d. Rise of Sectionalism: Missouri Compromise of 1820
14. The South and Slavery
  - a. King Cotton and slavery's expansion
  - b. Social Hierarchy of the South
    - i. Planter elite and plantation mistresses
    - ii. Small slave owners
    - iii. White majority
      1. Middling ranks
      2. Poor whites
    - iv. Free African Americans
    - v. Slaves
  - c. African American experience under slavery
    - i. Field laborers and house servants
    - ii. African American families
    - iii. Artisans and skilled workers
    - iv. Slave narratives
  - d. Resistance
    - i. African American religion
    - ii. Slave revolts
    - iii. Free African Americans
15. The Industrial North
  - a. Revolution in Transportation
  - b. Market Revolution
  - c. Yankee ingenuity
  - d. Industrialization
    - i. Lowell Mills
    - ii. American system of manufactures
    - iii. Social effects of industrialization

16. Age of Andrew Jackson
  - a. Jacksonian Democracy
  - b. Election of 1828
  - c. Nullification Controversy
  - d. Second National Bank
  - e. Second American Party System
  - f. Indian Removal
17. Age of Reform
  - a. The Second Great Awakening
  - b. Temperance, asylum, education, and other reforms
  - c. Abolition
  - d. Women's Rights
  - e. Utopian movements
18. Manifest Destiny and the Mexican-American War
  - a. Westward expansion and manifest destiny
    - i. Annexation of Texas
    - ii. Oregon Territory
    - iii. Overland Trails
  - b. Mexican-American War
    - i. Origins of the War
    - ii. Military aspects of conflict
    - iii. Treaty of Guadalupe Hidalgo
    - iv. Consequences of the War
19. Sectional Crisis of the 1850s
  - a. Politics of Manifest Destiny
  - b. Compromise of 1850 and consequences
  - c. Division in national politics
    - i. Kansas-Nebraska Act
    - ii. Nativism
    - iii. Republican Party and the election of 1856
  - d. Dred Scott decision
  - e. Harper's Ferry raid
  - f. Election of 1860
20. Civil War
  - a. Origins of war
  - b. North and South at the outset of war
  - c. Lincoln and Davis as wartime leaders
  - d. Military aspects of war
    - i. Early phase: Spring 1861-Spring 1862
    - ii. Decisive period: Spring 1862-Fall 1863
      1. George McClellan and the Peninsula Campaign
      2. Antietam
      3. The Emancipation Proclamation
      4. Battle of Gettysburg
      5. The Gettysburg Address
      6. Battle of Vicksburg
    - iii. End of conflict: Fall 1863 – Spring 1865
      1. Sherman's March to the Sea
      2. Grant and Lee in Northern Virginia
      3. Appomattox
  - e. Women and the War
  - f. African Americans and the war
  - g. Assassination of Abraham Lincoln
21. Reconstruction: America's Unfinished Revolution
  - a. Politics of Reconstruction
    - i. Lincoln's Proclamation of Amnesty and Reconstruction
    - ii. Andrew Johnson and Reconstruction
    - iii. Radical Republicans and Congressional Reconstruction
    - iv. Question of Woman suffrage

- b. Freedmen
  - i. Social conditions
  - ii. Economic conditions
  - iii. Political conditions
- c. White resistance to Reconstruction
- d. Disputed Election of 1876
- e. Dr. Martin Luther King's Letter from Birmingham Jail

### Religious Accommodation

Before reviewing the course schedule, students should carefully review the following religious accommodation policy and other required instructional policies:

#### Religious Accommodation:

Students seeking an accommodation for absences permitted under Ohio's Testing Your Faith Act must provide the instructor with written notice of the specific dates for which the student requires an accommodation and must do so not later than fourteen (14) days after the first day of instruction. Please submit requests for accommodations at this link: <https://portal2.tri-c.edu/ReligiousAccommodation/ReligiousAccommodationForm>. Students with questions about their religious accommodations under Ohio's Testing Your Faith Act may contact the College's Office of General Counsel and Legal Services by phone at 216.987.4856 or via email at [legal@tri-c.edu](mailto:legal@tri-c.edu).

#### Other Required Instructional Policies:

<https://www.tri-c.edu/student-resources/curriculum/documents/syllabus-part-b.pdf>

### Weekly Schedule

	Topics
Week 1	Course Introduction/Syllabus Review What Is America?
Week 2	Discovering Early Americans
Week 3	Relations Between Europeans, Natives, and Africans
Week 4	Politics and the Colonies and a Century of Warfare
Week 5	Imperial Breakdown
Week 6	The American Revolution
Week 7	The Constitutional Convention
Week 8	America's First Constitutional Government
Week 9	The War of 1812 and Westward Expansion
Week 10	Egalitarianism and the Changing Presidency
Week 11	The Transportation & Industrial Revolutions
Week 12	Agriculture, Native Americans and War with Mexico
Week 13	Southern Division, Slave Life & Free Society
Week 14	Morality in America and Abolitionism
Week 15	The American Civil War
Week 16	Federal Reconstruction

The Course Schedule is subject to change due to pedagogical needs, instructor discretion, parts of term, and unexpected events.

### Required/Recommended Readings

Readings will be from one of the below recommended textbooks, as selected by the individual instructors.

- Foner, Eric, *Give me Liberty Seagull*, online text with access to InQuizitive
- Corbett, Janssen, Lund, Pfannestiel, & Vickery. *US History*. Open Stax, Rice University, Houston, TX.
- Kennedy ([https://www.amazon.com/David-Kennedy/e/B000APMU2Q/?ref=sr\\_ntt\\_srch\\_Ink\\_2&qid=1758646867&sr=1-2](https://www.amazon.com/David-Kennedy/e/B000APMU2Q/?ref=sr_ntt_srch_Ink_2&qid=1758646867&sr=1-2)), David and Lizabeth Cohen, *American Pageant*, Cengage
- Smith, Adam, *The Wealth of Nations*
- *The Constitution of the United States*
- *The Declaration of Independence*
- Hamilton, Alexander, John Jay, James Madison. *Federalist Papers*. 1788.

- Lincoln, Abraham. *The Emancipation Proclamation*. 1863.
- Lincoln, Abraham. The Gettysburg Address. 1863.
- King, Martin Luther. *Letter from Birmingham Jail*. 1963.

#### Supplemental Texts

- Essays on Civil Disobedience, edited by Bob Blaisdell, (This includes MLK Birmingham Jail as well as Thoreau and a lot of others) (<http://amazon.com/Essays-Civil-Disobedience-Thrift-Editions/dp/0486793818/>)
- Richard Godbeer, *Salem Witch Hunt: A Brief History with Documents*
- Theda Perdue, *Cherokee Removal: A Brief History with Documents*

#### Resources for the Instructor

Berkin, Carol, Christopher Miller, Robert Cherny, and James Gormly. *Making America: A History of the United States*. 7th ed. Boston: Wadsworth, Cengage Learning, 2015.

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Boyer, Paul S., Clifford E. Clark, Karen Halttunen, Joseph F. Kett, Neal Salisbury, Harvard Sitkoff, and Nancy Woloch. *The Enduring Vision*. 9th ed. Wadsworth, Cengage Learning, 2018.

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Divine, Robert A., T.H. Breen, R. Hal Williams, Ariela J. Gross, and H.W. Brands. *America: Past and Present*. 10th ed. Boston: Pearson, 2013.

---

Faber, Eli. *A Study Guide to Making America*. Vol. 1. Boston: Houghton Mifflin, 1995.

---

Fragher, John Mack, Mari Jo Buhle, Daniel H. Czitrom, and Susan H. Armitage. *Out of Many: A History of the American People*. Ninth. New Jersey: Pearson/Prentice Hall, 2021.

---

Foner, Eric. *Reconstruction: America's Unfinished Revolution*. New York: Harper and Row, 1988.

---

Freehling, William W. *The Road to Disunion: Secessionists at Bay, 1776-1854*. N.Y.: Oxford University Press, 1990.

---

McPherson, James. *Battle Cry of Freedom: The Civil War Era*. New York: Ballantine Books, 1988.

---

Nash, Gary B. *Red, White, and Black: The Peoples of Early America*. 7th ed. New Jersey: Prentice Hall, 2014.

---

Norton, Mary Beth, Carol Sheriff, David W. Blight, and Howard Chudacoff. *A People and A Nation: A History of the United States*. 11th ed. Boston: Wadsworth, Cengage Learning, 2023.

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Potter, David M. *Impending Crisis*. New York: Harper and Row, 1976.

---

Berkin, Carol. *Revolutionary Mothers: Women in the Struggle for America's Independence*. New York: Vintage Books, 2006.

---

Berlin, Ira. *Many Thousands Gone: The First Two Centuries of Slavery in North America*. Cambridge, Mass.: Belknap Press of Harvard University, 1998.

---

Bornerman, Walter. *1812: The War that Forged a Nation*. New York: Harper Perennial, 2005.

---

Crosby Jr., Alfred W. *The Columbian Exchange: Biological and Cultural Consequences of 1492*. Westport, Conn.: Praeger, 2003.

---

Elkins, Stanley and Eric McKittrick. *The Age of Federalism*. New York: Oxford University Press, 1995.

---

Kolchin, Peter. *American Slavery, 1619-1877*. New York: Hill and Wang, 2003.

---

Nash, Gary B. *The Unknown American Revolution: The Unruly Birth of Democracy and the Struggle to Create America*. New York: Viking, 2005.

---

Richardson, Heather Cox. *West from Appomattox: The Reconstruction of America After the Civil War*. New Haven: Yale University Press, 2007.

---

Weber, David J. *The Spanish Frontier in North America*. New Haven: Yale University Press, 1992.

---

Foner, Eric, Kathleen Duval, and Lisa McGirr. *Give Me Liberty! An American History*. 7th ed. W.W. Norton & Company, 2024.

---

Goldfield, David and Carl Abbott. *Revel for the American Journey: A History of the United States, Volume 2 (since 1865)*. 8th ed. Pearson, 2016.

---

Wood, Gordon S. *The Radicalism of the American Revolution*. New York: Vintage, 1993.

---

Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*. New York: Oxford University Press, 2008.

---

Foner, Eric. *The Second Founding: How the Civil War and Reconstruction Remade the Constitution*. New York: W.W. Norton, 2019.

---

Horn, James. *1619: Jamestown and the Forging of American Democracy*. New York: Basic Books, 2018.

---

Morgan, Jennifer L. *Reckoning with Slavery: Gender, Kinship, and Capitalism in the Early Black Atlantic*. Chapel Hill: Duke Univ. Press, 2021.

---

Resendez, Andres. *The Other Slavery: The Uncovered Story of Indian Enslavement in America*. Boston: Mariner Books, 2016.

---

Polasky, Janet. *Revolutions without Borders: The Call to Liberty in the Atlantic World*. 2016. New Haven: Yale Univ. Press, 2016.

---

Dunbar, Erica Armstrong. *Never Caught: The Washingtons' Relentless Pursuit of Their Runaway Slave, Ona Judge*. . New York: Simon & Schuster, 2018.

---

Klarman, Michael. *The Framers' Coup: The Making of the United States Constitution*. New York: Oxford Univ. Press, 2016.

---

Wilentz, Sean. *No Property in Man: Slavery and Antislavery at the Nation's Founding*. Boston: Harvard Univ. Press, 2018.

---

Zakim, Michael. *Accounting for Capitalism: The World the Clerk Made*. Chicago: Univ. of Chicago Press, 2018.

---

Saunt, Claudio. *Unworthy Republic: The Dispossession of Native Americans and the Road to Indian Territory*. New York: W.W. Norton, 2021.

---

Foner, Eric. *Gateway to Freedom: The Hidden History of the Underground Railroad*. . New York: W.W. Norton, 2016.

---

Jones-Rogers, Stephanie E. . *They Were Her Property: White Women as Slave Owners in the American South*. New Haven: Yale Univ. Press, 2019.

---

Dubois, Ellen Carol. *Suffrage: Women's Long Battle for the Vote*. New York: Simon & Schuster, 2020.

---

Sinha, Manisha. *The Slave's Cause: A History of Abolition*. New Haven: Yale Univ. Press, 2016.

---

Freeman, Joanne B. . *The Field of Blood: Violence in Congress and the Road to Civil War*. London: MacMillian, 2019.

---

Goodwin, Doris Kearns. *Team of Rivals: The Political Genius of Abraham Lincoln*. New York: Simon & Schuster, 2006.

---

Reidy, Joseph P. *Illusions of Emancipation: The Pursuit of Freedom and Equality in the Twilight of Slavery*. Chapel Hill: Univ. of North Carolina Press, 2019.

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### Additional Resources for the Instructor

#### Websites:

1. Virtual Jamestown: <https://www.virtualjamestown.org/page2.html>
2. Slave Voyages: <https://www.slavevoyages.org/>. 2021.
3. The American Revolution: <https://www.masshist.org/revolution/>. 2025.
4. The Early Republic: <https://www.loc.gov/exhibits/creating-the-united-states/special-presentations.html>
5. Slave Narratives from the Federal Writers Project: <https://www.loc.gov/collections/slave-narratives-from-the-federal-writers-project-1936-to-1938/about-this-collection/>
6. A House Divided: <https://www.digitalhistory.uh.edu/exhibits/ahd/index.html> (<https://www.digitalhistory.uh.edu/exhibits/ahd/>)

### Instructional Services

#### OAN Number:

Ohio Transfer 36 TMSBS and Transfer Assurance Guide OHS043 and OHS010 (1 of 2 courses, both must be taken)

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