



# Independent Study | in Idaho

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# Course Guide

Independent  
Study | in Idaho

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## History 111 United States History I

University of Idaho  
3 Semester-Hour Credits

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4-Hist 111

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## 4-Hist 111: United States History I

3 Semester-Hour Credits: U-Idaho

### Welcome!

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Whether you are a new or returning student, welcome to the Independent Study in Idaho (ISI) program. Below, you will find information pertinent to your course including the course description, course materials, course objectives, as well as information about lessons, exams, and grading.

### Policies and Procedures

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Refer to the ISI website at [www.uidaho.edu/isi](http://www.uidaho.edu/isi) and select *Students* for the most current policies and procedures, including information on setting up accounts, student confidentiality, exams, proctors, transcripts, course exchanges, refunds, academic integrity, library resources, and disability support and other services.

### Course Description

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Political, diplomatic, economic, social, and cultural history; earliest times to the present. Hist 111: to 1877. U-Idaho students: May be used as core credit in J-3-d, as a social science, and American diversity.

*Prerequisite: None.*

*Recommended: An English composition course.*

*15 graded lessons, 3 proctored exams*

Students may submit up to 3 assignments at a time and 6 assignments per week. Before taking exams, students MUST wait for grades and feedback on assignments, which may take up to three weeks after date of receipt by the instructor.

ALL assignments and exams must be submitted to receive a final grade for the course.

### Course Materials

#### Required Course Materials

- Hyser, Raymond M., and J. Chris. Arndt. *Voices of the American Past: Documents in U.S. History*. 4th ed. Vol. 1. Boston, MA: Thomson Wadsworth, 2008. ISBN-10: 0-495-09674-1. ISBN-13: 978-0-495-09674-0.
- Keene, Jennifer D., Saun Cornell, and Edward T. O'Donnell. *Visions of America American History: A History of the United States*. Vol. 1. Upper Saddle River, NJ: Prentice Hall, 2010. ISBN-10: 0-321-05309-5. ISBN-13: 978-0-321-05309-1.
- Sklar, Kathryn Kish. *Women's Rights Emerges Within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents*. Boston, MA: Bedford/St. Martin's, 2000. ISBN-10: 0-312-10144-9. ISBN-13: 978-0-312-10144-2.

### Course Delivery

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This course is available online. An electronic course guide is accessible through Canvas at no additional cost. Refer to your *Registration Confirmation Email* for instructions on how to access Canvas.

## **Course Introduction**

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This course will provide an introduction into the complex nature of the United States' diverse history. Knowledge of U.S. traditions and cultural expectations increases awareness concerning the country's diversity. Rather than memorizing lists of names and dates, explore the concepts and patterns of history. More importantly, try to understand the people involved in those patterns. Imagine what it was like to live in different situations and environments. This will aid in understanding the history of the United States. In addition, this will allow you to discover the human drama of history, which produces stories that are frequently more compelling than fiction.

History 111 explores the origins of a variety of cultures, groups, and individuals that helped form the foundations of the United States. As you examine the text, maps, and required readings, you are expected to consider and analyze numerous aspects of life in the United States from its beginnings to the Reconstruction Era following the Civil War. Critically examine the material and form conclusions on how the United States developed and how this impacts us today.

As you investigate the past, pay special attention to the diverse groups and individuals that helped create and develop the United States. The interactions of the various segments of the population, their actions, ideas, and the impact of their daily lives led to the nation we live in now. Keep this in mind when studying the interactions of settlers with Native Americans and African slaves, reform movements, expansionism (national and international), and such concepts as Manifest Destiny. Upon completion of this course, you should have a better understanding of how these patterns of history impact the decision-making process in the United States today, as well as how these ideas have created some powerful social and cultural movements.

## **Course Objectives**

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1. The primary objective for this course is to provide students with a better understanding of the cultures that form the United States population, and how this diversity continues to impact daily events.
2. This course is intended to enable the student to (a) understand the population who lived within this period of history, (b) analyze and contemplate historical events, and (c) recognize how the population's reactions to historical events guided U.S. history and changed American society.
3. Grading for this course is based on recognition of basic factual information, the ability to reach conclusions as to why events occurred, and support conclusions with factual information acquired from the texts.

## **Lessons**

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Most lessons include the following components:

- lesson objectives
- reading assignment
- map exercise
- introductory lecture
- written assignment

### **Study Hints:**

- Answer all questions presented when writing essays. When presenting identifications, include the historical significance of the item.
- Use the maps at the end of this course guide for map exercises. Make photocopies of the blank maps since you will need them for each lesson.
- Complete all reading assignments.
- Keep a copy of every lesson submitted.
- Set a schedule allowing for course completion one month prior to your personal deadline. An *Assignment Submission Log* is provided for this purpose.
- Web pages and URL links in the World Wide Web are continuously changing. Contact your instructor if you find a broken web page or URL.

### **Exams**

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- You must wait for grades and comments on lessons prior to taking subsequent exams.
- For your instructor's exam guidelines, refer to your *Registration Confirmation Email*.

Refer to *Grading* for specific information on lesson/exam points and percentages.

### **Proctor Selection/Scheduling Exams**

All exams require a proctor. At least 2 weeks prior to taking your first exam, submit the completed *Proctor/Exam Request Form* (available at [uidaho.edu/isi](http://uidaho.edu/isi), under *Forms*) to the ISI office. ISI mails all exams directly to the proctor after receiving the *Proctor/Exam Request Form*. You must schedule the examination time with your proctor prior to each exam. The proctor administers the exam and returns it to the ISI office.

### **Grading**

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The course grade will be based upon the following considerations:

There are a total of 450 points possible for the completion of this course:

- The fifteen submitted lessons count 10 points each for a total of 150 points or 33% of the final grade.
- The three exams are worth 100 points or 22.3% each, for a total of 300 points or 67% of the final grade.
- Total for all lessons: 33% (2.2% each)
- Total for all exams: 67% (22.3% each)
- A = 405–450    B = 360–404    C = 315–359    D = 270–314

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

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. Reflects 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

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

Acts of academic dishonesty, including cheating or plagiarism are considered a very serious transgression and may result in a grade of F for the course.

### **About the Course Developer**

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Your course developer is Kenneth Faunce, an Adjunct Professor of History and American Studies at the University of Idaho. He received his Ph.D. in history and historical archaeology from the University of Idaho in 2000. He has taught a variety of courses at the University of Idaho and Washington State University in history, American studies, and anthropology. Before coming to the University of Idaho, he worked for the federal government for several years as an archaeologist and historian.

### **Contacting Your Instructor**

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Instructor contact information is posted in the *Course Rules* document on your Canvas site

## Assignment Submission Log

- Hyser, Raymond M., and J. Chris. Arndt. *Voices of the American Past: Documents in U.S. History*.
- Keene, Jennifer D., Saun Cornell, and Edward T. O'Donnell. *Visions of America American History: A History of the United States*.
- Sklar, Kathryn Kish. *Women's Rights Emerges Within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents*.

Send the completed *Proctor Information Form* to the ISI office at least two weeks prior to scheduling your first exam.

Lesson	Reading Assignment	Written Assignment	Date Submitted
1	<i>Visions of America</i> , Volume 1, Chapter 1: "People in Motion," pages 2–33  <i>Voices of the American Past</i> , Volume 1, Chapter 1: "Diverse Beginnings," pages 1–20	2 essays 10 identifications	
2	<i>Visions of America</i> , Volume 1, Chapter 2: "Models of Settlement," pages 34–63  <i>Voices of the American Past</i> , Volume 1, Chapter 2: "Emerging Colonial Societies," pages 21–37	2 essays 10 identifications	
3	<i>Visions of America</i> , Volume 1, Chapter 3: "Growth, Slavery, and Conflict," pages 64–95  <i>Voices of the American Past</i> , Volume 1, Chapter 3: "Toward an American Identity," pages 38–55	2 essays 10 identifications	
4	<i>Visions of America</i> , Volume 1, Chapter 4: "Revolutionary America," pages 96–127  <i>Voices of the American Past</i> , Volume 1, Chapter 4: "Coming of the Revolution," pages 56–75	2 essays 10 identifications	
5	<i>Visions of America</i> , Volume 1, Chapter 5: "A Virtuous Republic," pages 128–157  <i>Voices of the American Past</i> , Volume 1, Chapter 5: "Creating the New Nation," pages 76–102	2 essays 10 identifications	

**Make arrangements with your proctor to schedule Exam 1.**



<b>Lesson</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>6</b>	<i>Visions of America</i> , Volume 1, Chapter 6: “The New Republic,” pages 158–189  <i>Voices of the American Past</i> , Volume 1, Chapter 6: “The Limits of Republicanism,” pages 103–124	2 essays 10 identifications	
<b>7</b>	<i>Visions of America</i> , Volume 1, Chapter 7: “Jeffersonian America,” pages 190–219  <i>Voices of the American Past</i> , Volume 1, Chapter 7: “The New Nation and Its Place in the World,” pages 125–142	2 essays 10 identifications	
<b>8</b>	<i>Visions of America</i> , Volume 1, Chapter 8: “Democrats and Whigs,” pages 220–251  <i>Voices of the American Past</i> , Volume 1, Chapter 8: “The Rise of Democracy,” pages 143–159	2 essays 10 identifications	
<b>9</b>	<i>Visions of America</i> , Volume 1, Chapter 9: “Workers, Farmers, and Slaves,” pages 252–281  <i>Voices of the American Past</i> , Volume 1, Chapter 9: “Society and Economy in the North,” pages 160–179	2 essays 10 identifications	
<b>10</b>	<i>Voices of the American Past</i> , Volume 1, Chapter 10: “Social Reform,” pages 180–197	1 essay	
<b>Make arrangements with your proctor to schedule Exam 2.</b>			
<b>11</b>	<i>Visions of America</i> , Volume 1, Chapter 10: “Revivalism, Reform, and Artistic Renaissance,” pages 282–315	2 essays 10 identifications	
<b>12</b>	<i>Visions of America</i> , Volume 1, Chapter 11: “To Overspread the Continent,” pages 316–341  <i>Voices of the American Past</i> , Volume 1, Chapter 11: “Manifest Destiny,” pages 198–215	2 essays 10 identifications	

<b>Lesson</b>	<b>Reading Assignment</b>	<b>Written Assignment</b>	<b>Date Submitted</b>
<b>13</b>	<p><i>Visions of America</i>, Volume 1, Chapter 12: "Slavery and Sectionalism," pages 342–373</p> <p><i>Voices of the American Past</i>, Volume 1, Chapter 12: "Slavery and the Old South," pages 216–233, Chapter 13: "Origins of the Civil War," pages 234–251</p>	2 essays 10 identifications	
<b>14</b>	<p><i>Visions of America</i>, Volume 1, Chapter 13: "A Nation Torn Apart," pages 374–403</p> <p><i>Voices of the American Past</i>, Volume 1, Chapter 14: "The Civil War," pages 252–270</p>	2 essays 10 identifications	
<b>15</b>	<i>Women's Rights Emerges within the Anti-Slavery Movement, 1830–1870</i> . Read entire book.	1 essay	
<b>Make arrangements with your proctor to schedule Exam 3.</b>			

## Lesson 1

### People in Motion: The Atlantic World to 1590

#### **Lesson Objectives**

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Keep the following objectives in mind while reading the text material and while writing the essays. 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 Understand competing visions of America.
- 1.3 Examine the impact of the Columbian Exchange.
- 1.4 Indicate the motives and the consequences of European colonization.

#### **Reading Assignment**

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- *Visions of America*, Volume 1, Chapter 1: “People in Motion,” pages 2–33
- *Voices of the American Past*, Volume 1, Chapter 1: “Diverse Beginnings,” pages 1–20

#### **Map Exercise**

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Place the following locations on the appropriate map(s) in this course guide. Items on the exams will be chosen from these exercises. Make copies of the blank maps since you will need to use them for each lesson.

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

#### **Introductory Lecture**

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European exploration and colonization of the Atlantic world in the fifteenth and sixteenth centuries created a collision between the civilizations of the Americas, Africa, and Europe. The Americas had been inhabited for at least fifteen to twenty thousand years before Columbus arrived. In the thousands of years before this encounter, a variety of civilizations and cultures had evolved in the Americas. Some resembled the stateless societies of Africa, based on kinship, while others resembled the cultural centers or rising nation-states of Africa and Europe.

The arrival of the Europeans began a process of political, economic, and biological encounter that radically transformed the lives of the peoples who inhabited Europe, Africa, and the Americas. The Columbian Exchange moved plants, animals, foods, and diseases around the world and altered the lives of people from all walks of life. The European search for wealth led to the oppression and enslavement of indigenous peoples. The decline of native populations due mainly to disease and exploitation resulted in European colonizers turning to African slaves to meet the labor demand.

Portugal and Spain took the lead in overseas expansion, but quickly the English, French, Dutch, and others joined in the competition. By the end of the sixteenth century, the Spanish Empire in the Americas was larger in size than the ancient Roman Empire. This did not last, as England, a latecomer in the race to control the Atlantic, surpassed Spain. Within a century, England would become the preeminent power in the Atlantic world. The impact of the Europeans on the Americas and Africa was immense. The Americas developed, combining traits and traditions from all three continents, which then formed the unique countries and cultures of North and South America.

As you proceed through this course, notice the connections of the events during the different time periods. History does not occur in a vacuum, and one event often leads to another. What is important are the concepts and processes that shaped the formation of the United States and how these are connected to the world at large.

## **Written Assignment**

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- Submit two written essays and the answers to ten identifications.
- The essay section counts as 70% and the identification section as 30% of the lesson grade.
- This assignment is worth up to 10 points of the final course grade.
- Each essay should be two to three double-spaced typed pages using 12 point Times New Roman font.
- Address all aspects of the essay proposal using textual support.
- Include some analysis and any conclusions you have reached based on what you have read.

### **Essays**

70 points: 35 points each

#### *Essay 1*

How were the cultures of Europe, Africa, and the Americas similar or different? How did these similarities or differences influence the interactions of the different peoples from these three areas? How did these relationships affect American culture?

#### *Essay 2*

What was the Columbian Exchange and what was its impact on the Americas and the settlement of the Americas? How did the Columbian Exchange change the lives of people on the three continents? How did it change the world?

### **Terms for Identification**

30 points: 3 points each—2 points for identification, 1 point for historical significance

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

- |                           |                |                         |
|---------------------------|----------------|-------------------------|
| 1. Aztecs                 | 5. Jesuits     | 8. William Bradford     |
| 2. capitalism             | 6. John Smith  | 9. Northwest Passage    |
| 3. Renaissance            | 7. plantations | 10. Spanish Inquisition |
| 4. Bartolomé de Las Casas |                |                         |