



**Hankuk University of Foreign Studies**  
**2025 Summer Session**  
**HIS 105 Introduction to American History**  
**Course Outline**

**Course Code: HIS 105**

**Instructor: Susan Hinely, JD, PhD**

**Home Institution: State University of New York at Stony Brook**

**Office Hours: TBA**

**Email: susan.hinely@stonybrook.edu**

**Credit: 4**

**Class Hours:**

This course will have 60 class hours, including 32 lecture hours, professor 8 office hours, 8-hour TA discussion sessions, 4-hour review sessions, 8-hour extra classes.

**Course Description:**

The course is a survey of United States History beginning with pre-colonial times and continuing through the era of Reconstruction following the Civil War. The major themes will be the dispossession of Indigenous Peoples by Europeans and Euro-Americans, the development and limitations of democracy, and slavery and its legacy for the U.S. Throughout the semester, students will be introduced to the historian's craft. They will study what historians do, how they do it, and why. We will read a survey text, a scholarly narrative, and a collection of primary sources. It is expected that:

- Students will gain knowledge of important historical processes of U.S. history to 1877.
- Students will understand how history can be viewed through the lens of race, class, and gender.
- Students will gain an understanding of how historians work by reading primary sources, engaging in historiographical debates, and crafting written essays defending an interpretive argument.
- Students will learn to think critically, evaluate arguments based on



evidence, and challenge long-held assumptions and myths about American history.

**Required Textbooks:**

- Jill Lepore, *These Truths: A History of the United States* (Norton, 2018).
- Annette Gordon-Reed, *The Hemingses of Monticello* (Norton, 2009).
- Excerpts from primary materials will be made available to the students.

**Requirements:**

Examinations: There will be a midterm and a cumulative final examination. Both will be a combination of essay, short answer, and oral consultation with the professor. Exams should be written in Word Doc form, not pdf, so that the instructor can comment directly on the work.

Homework/Exercises/Quizzes: There will be occasional quizzes and exercises assigned through the lecture and in discussion sections. Exercises should be written in Word Doc form, not pdf, so that the instructor can comment directly on the work. Oral consultation with the professor may be required to confirm independence of the submitted exercises.

Discussion Participation: Students should come to all Discussion Sessions prepared to talk about that week’s lectures and assigned reading. Attendance will be taken.

**Evaluation:**

Discussion Participation	10%
Quizzes and Exercises	20%
Midterm Exam	30%
Final Exam	40%
	100%

**Grading System (1 ~ 100)**

A+ : 96 - 100	A : 91 - 95
B+ : 86 - 90	B : 81 - 85
C+ : 76 - 80	C : 71 - 75
D+ : 66 - 70	D : 60 - 65
F : 0 - 59	
Pa : Pass	Fa : Fail



### Online Learning Policy:

Without your regular engagement with the materials and energetic participation in discussion sessions, you will not achieve the objectives of the class. Students are expected to watch the recorded lectures and take notes, read all the assigned materials, complete all assignments and exams, and attend all synchronous discussion sections. Roll will be taken at discussion. Oral discussion with the professor will be required to confirm the independence of exams, papers, and exercises submitted.

### Academic Integrity and Class Policies:

- Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's or a machine's work as your own is always wrong. All work other than the student's must be cited appropriately.  
Any instance of academic dishonesty will result in penalties ranging from failure of the assignment, to failure of the course, to ejection from the program.
- Exercises, quizzes, and exams must be turned in on time to receive full credit.
- Each student is expected to read the assigned materials, listen to the recordings, take notes during the recordings, and use **ONLY** these materials in responding to exercises and exams.

**Tentative Course Schedule:** (All assignments should be read *before* watching the lectures to which they relate.)

### Week One

**Session 1:** Introduction. Pre-Columbian America. Jill Lepore ["JL"]: xii-xx, 3-25.

**Session 2:** The Columbian Exchange. JL: 25-45. Bartolome de las Casas, *A Brief Account of the Destruction of the Indies*.

**Session 3:** Pre-Columbian Europe. Europe in the Americas. JL: 45-65.

**Session 4:** Europe in the Americas continued. Pre-Columbia Africa and the Atlantic Slave Trade. Demands for Liberty. JL: 65-71. Duarte Lopez, *A Report on the Kingdom of Kongo*.

**Session 5:** The Language of Liberty. The Great War for Empire. Revolts in the Colonies. JL: 73-91.

**Session 6:** War for Independence. JL: 91-108. Philis Wheatley, *To the Right Honourable William, Earl of Dartmouth*.



**Session 7:** The Constitution of America I. JL: 109-119.

### Week Two

**Session 8:** The Constitution of America II. Introduction to the Hemings family. JL: 119-131.  
Annette Gordon-Reed (GR): 11-13, 37-52, 668-671.

**Session 9:** The Constitution of America III. JL: 131-142.

**Session 10:** Gender, Race and the Ideal of Domesticity. GR: 91-102.

**Session 11:** Separate Spheres and Slavery. GR:153-156, 241-248, 264-275, 360-375.

**Session 12:** The Hemingses of Monticello I. GR: 397-413, 455-463, 540-544, 651-662.

**Session 13:** The Hemingses of Monticello II.

**Session 14:** The Global Contagion of Liberty. JL: 142-149.

### Week Three

**Session 15:** One Nation, Two Parties. The Marshall Court. JL: 150-168.

**Session 16:** Western Expansion. Religion in a secular state. JL: 168-188. Red Jacket, *Testimonial in Defense of Native Religions*, 1805.

**Session 17:** Western Expansion, Presidential Politics and Slavery. JL: 188-231.

**Session 18:** Midterm Review

*Midterm Exam*

**Session 19:** Abolition and Salvation and Emancipation. JL: 232-238.

**Session 20:** Abolition and Women's Emancipation.

**Session 21:** Slave Revolts, Technology, and Manifest Destiny. JL: 238-247.

### Week Four:

**Session 22:** Texas and 1848. JL: 247-258.

**Session 23:** The Rending of the Republic. JL: 258-271. Sojourner Truth, *Speech to the Women's Convention*, 1851.

**Session 24:** The Face of Battle I. JL: 271-296.

**Session 25:** The Face of Battle II. JL: 296-307.



**Session 26:** The New Constitution and Reconstruction. JL: 307-330. U.S. Constitution, Amendments 13, 14, 15.

**Session 27:** 1876 and the End of Reconstruction. JL: 330-339.

**Session 28:** Final Exam Review.

Final Exam

