

HIST 2605 - Turning Points in United States History 1

Fall 2026 Syllabus, Section 01, CRN 42034,

Credit hours: 3

Instructor

Kyle Starkey

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Public Instructor Information

Instructor Title: Kyle Timothy Starkey, PhD

Instructor Professional Qualifications:

PhD., History, University of Wisconsin-Milwaukee

Master's, History, Youngstown State University

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Course Description

2605. Turning Points in United States History 1. Key episodes in the social, economic, political and cultural developments of the United States to 1877, exploring how diverse peoples shaped the growing nation. 3 s.h.

Course Readings

Group	Title	Author	ISBN
Required	U.S. History (OpenStax)	P. Scott Corbett, Ventura College Volker Janssen, California State University, Fullerton John M. Lund, Keene State College Todd Pfannestiel, Clarion University Sylvie Waskiewicz Paul Vickery, Oral Roberts University	978-1-947172-08-1
Required	Colonial Models of and For English Society		
Required	Individualism and Community in Colonial North America		
Required	Virginia Slave Laws (1662, 1667)		
Required	Joseph Ball Instructs His Nephew on Managing Enslaved Workers (1743)	Joseph Ball	
Required	Enslaved Blacks Working on a Tobacco Plantation (1750)		
Required	Richard Corbin Describes How to Become a Successful Planter (1759)	Richard Corbin	
Required	Lieutenant Governor William Gooch to the Board of Trade (1729)	William Gooch	
Required	On George Whitefield Coming to Connecticut (1740)	Nathan Cole	
Required	On George Whitefield, the Great Revivalist (1739)	Benjamin Franklin	



Required	Common Sense (1776)	Thomas Paine
Required	Federalist No. 10	James Madison
Required	Antifederalist Argument at the NY State Convention (1788)	Melancton Smith
Required	Federalist Argument at the NY State Convention (1788)	Alexander Hamilton
Required	Antifederalist Argument at the NY State Convention(1788)	John Williams
Required	Expanding American Democracy for Whom?	
Required	Protesting the Missouri Compromise	
Required	Founding a Female Anti-Slavery Society (1836)	Elizabeth Emery & Mary P. Abbott
Required	Congressional Pastoral Letter (1837)	
Required	Response to the Pastoral Letter (1837)	Sarah Grimke
Required	Families in Slavery	
Required	On the Treaty of New Echota (1836)	John Ross
Required	Why Union Soldiers Fought the Civil War	
Required	Letter to His Brother Henry (1861)	Frederick Spooner
Required	The Civil War in America (1863)	Clement L. Vallandigham
Required	Race and Reconstruction	
Required	Mississippi Black Code (1865)	
Required	Support for Indian Extermination (1868)	James Michael Cavanaugh
Required	Challenges to Indian Policy (1881)	Helen Hunt Jackson
Required	Views on Indian Affairs (1879)	Chief Joseph

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.

Course Schedule

Week of	Reading(s)	Proposed Topic	Due/To Prepare for Class
8/24	U.S. History (OpenStax) - Ch(s) 2-4 YouTube - The Columbian Exchange (Crash Course)	Module 1: First Contact	Media Response #1 (Due: 08/31)
8/31	U.S. History (OpenStax) - Ch(s) 2-4 Colonial Models of and For English Society Individualism and Community in Colonial North America Virginia Slave Laws (1662, 1667)	Module 1: First Contact	Discussion #1 (Due: 09/06) Primary Source Analysis #1 (Due: 09/06)
9/7	U.S. History (OpenStax) - Ch(s) 2-4 Joseph Ball Instructs His Nephew on Managing Enslaved Workers (1743) Enslaved Blacks Working on a Tobacco Plantation (1750) Richard Corbin Describes How to Become a Successful Planter (1759) Lieutenant Governor William Gooch to the Board of Trade (1729)	Module 1: First Contact	Essay #1 (Due: 09/13)



9/14	U.S. History (OpenStax) - Ch(s) 5-8 YouTube - American Revolution (Crash Course)	Module 2: Rebellion	Media Response #2 (Due: 09/20)
9/21	U.S. History (OpenStax) - Ch(s) 5-8 On George Whitefield Coming to Connecticut (1740) On George Whitefield, the Great Revivalist (1739) Common Sense (1776)	Module 2: Rebellion	Discussion #2 (Due: 09/27) Primary Source Analysis (Due: 09/27)
9/28	U.S. History (OpenStax) - Ch(s) 5-8 Federalist No. 10 Antifederalist Argument at the NY State Convention (1788) Federalist Argument at the NY State Convention (1788) Antifederalist Argument at the NY State Convention(1788)	Module 2: Rebellion	Essay #2 (Due: 10/04)
10/5	U.S. History (OpenStax) - Ch(s) 9-13 YouTube - The Market Revolution (Crash Course)	Module 3: Antebellum Era	Media Response #3 (Due: 10/11)
10/12	U.S. History (OpenStax) - Ch(s) 9-13 Expanding American Democracy for Whom? Protesting the Missouri Compromise	Module 3: Antebellum Era	Discussion #3 (Due: 10/18) Primary Source Analysis #3 (Due: 10/18)
10/19	U.S. History (OpenStax) - Ch(s) 9-13 Founding a Female Anti-Slavery Society (1836) Congressional Pastoral Letter (1837) Response to the Pastoral Letter (1837)	Module 3: Antebellum Era	Essay #3 (Due: 10/25)
10/26	U.S. History (OpenStax) - Ch(s) 14-16 YouTube - War & Expansion (Crash Course)	Module 4: Civil War	Media Response #4 (Due: 11/01)
11/2	U.S. History (OpenStax) - Ch(s) 14-16 Families in Slavery On the Treaty of New Echota (1836)	Module 4: Civil War	Discussion #4 (Due: 11/08) Primary Source Analysis (Due: 11/08)
11/9	U.S. History (OpenStax) - Ch(s) 14-16 Why Union Soldiers Fought the Civil War Letter to His Brother Henry (1861) The Civil War in America (1863)	Module 4: Civil War	Essay #4 (Due: 11/15)
11/16	U.S. History (OpenStax) - Ch(s) 16-17 YouTube - Reconstruction & 1876 (Crash Course)	Module 5: Reconstruction	Media Response #5 (Due: 11/22)
11/23	U.S. History (OpenStax) - Ch(s) 16-17	Module 5: Reconstruction (Thanksgiving Break)	No Assignments Due
11/30	U.S. History (OpenStax) - Ch(s) 16-17 Race and Reconstruction Mississippi Black Code (1865)	Module 5: Reconstruction	Discussion #5 (Due: 12/06) Primary Source Analysis #5 (Due: 12/06)
12/7	U.S. History (OpenStax) - Ch(s) 16-17 Support for Indian Extermination (1868) Challenges to Indian Policy (1881) Views on Indian Affairs (1879)	Module 5: Reconstruction	Essay #5 (Due: 12/10)

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.