

The History of the United States to 1865

Fall 2016

HIS 211 Section 3
MWF 10-10:50 a.m.
Bryan Building Room 105

Instructor: Ms. Kelsey Walker
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Office: MHRA 2104
Office Hours:

Course Description:

For many years, historians focused on statesmen and other great men as the sole agents of change in American history. This course shifts focus to ordinary Americans and their efforts to shape their own history and the history of their nation. The goals of this course are to introduce students to the controversies, trends, events, and actors in the first half of American history and to familiarize students with the analytical skills employed in the study of history.

Required Readings:

1.) **Required Book:**

William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War* (2007)

While you may choose to purchase this book from the university bookstore, it is recommended that you look for a cheaper copy online

2.) **Articles and Primary Sources:** A series of articles and primary sources, which are available in PDF format on Canvas or on the internet (as marked), are listed on this syllabus. You are responsible for downloading, printing, reading and bringing these readings to class on the day they are due. You may also bring a laptop or tablet to access the readings in class. Students who do not bring their copies of the reading or are unprepared to discuss them in class will receive a zero for participation for the day.

3.) **Handouts and Study Questions:** Along with the assigned readings, you will be given a handout or set of questions to complete and bring with you on the day they are due. These questions will be collected at random throughout the semester. No late submissions will be accepted.

Course Requirements and Grading:

1. **Attendance:** Students are required to attend class. A maximum of 4 absences are allowed (no documentation required). Once a student reaches four absences, he or she will lose 5 points from the final grade for each additional absence. If you miss class, you are still responsible for all discussion, lecture and reading materials. It is up to you to find out about any class announcements, activities, or changes to the syllabus.
2. **Participation and Discussion (15%):** Participation in this class is a requirement. To receive full credit for participation, students must come prepared to class having done the reading, thoughtfully completed any study questions, and actively contribute to in-class discussions.
3. **Written Responses to the Readings (15%):** For each reading, you will be assigned study questions (distributed in class or posted on Canvas). You must complete these questions and bring them with you to each class. At several points throughout the semester, I will collect these written responses at random.
4. **Reading Response Paper (20%):** Students are required to write one reading response paper (3-5 pages) that offers an analytical response to the assigned reading and question. The final copy of this paper is due Monday Nov. 28. All papers must be submitted in hard copy on the day they are due.
5. **Exams:** Both the **mid-term (25%)** and **final essay (25%)** will be take home exams, where students will use their class notes and readings to write an analytical response to the essay question. The mid-term is due on Wed. Oct. 19 and should include all materials (readings, notes, images, etc.) up through the Revolution (week 9). The final exam is due on Dec. 9 and should include all materials from the Constitution (week 10) to the end of class.

Course Policies:

Late Assignments: All assignments must be submitted in hard copy (except the final exam, which I will accept via e-mail). Unless otherwise specified on the syllabus, papers are due in class at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. If a student leaves a paper in the professor's mailbox, it is the student's responsibility to check that the professor has received the paper.

Plagiarism: The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the University's [Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and

will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

Course Schedule:

WEEK 1- Course Introduction

Monday 8/22: Course Introduction

Wednesday 8/24: What is History?

- Jules R. Benjamin, "How Historians Work" (2004) on Canvas
- Mary Beth Norton, "History Under Construction" (2006) on [internet \(Links to an external site.\)](#)
- Two Views on Columbus Day, Canvas

Friday 8/26: Creating the Atlantic World

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 24-37, on Canvas

WEEK 2- Race and the Early Atlantic World

Monday 8/29: The "Myth" of the Conquest"

- Olivia Harris, "The Coming of the White People Reflections on the Mythologization of History in Latin America." In *Colonial Spanish America: a Documentary History* Eds. Kenneth Mills and William Taylor. (Wilmington, Del: Scholarly Resources Inc., 1998). Canvas
- Christopher Columbus, "An Abundant Nature and Promises of Wealth" Canvas

Wed. 8/31: The Legacy of the Conquest- Race as a construct

- Jack Hitt, "Mighty White of You: Racial Preferences Color America's Oldest Skulls and Bones," *Harper's*, July 2005, pp. 39-55 on Canvas
- Stanley and Barbara Stein. "The Racial Heritage of Colonialism" in *The Colonial Heritage of Latin America: Essays on Economic Dependence in Perspective*. Stanley and Barbara Stein, eds. (New York: Oxford University Press, 1970). Canvas

Fri 9/2: The Atlantic Slave Trade

- Why were Africans Enslaved- "Why Were Africans Enslaved?" in David Northrup, ed., *The Atlantic Slave Trade, Second Edition* (New York: Houghton Mifflin, 2002), pp. 1-29 on Canvas
- Documents: John Hawkins, "An Alliance to Raid for Slaves" (1568), Willem Bosman, "Trading on the Slave Coast" (1700), Olaudah Equiano, "Kidnapped, Enslaved, and Sold Away" (c. 1756) on Canvas

WEEK 3- Encounter

M 9/5: LABOR DAY, NO CLASS

W 9/7: Gender in the Chesapeake

- Kathleen Brown, "The Anglo-Algonquian Gender Frontier," in *Negotiators of Change Historical Perspectives on Native American Women*, ed. Nancy Shoemaker (New York: Routledge, 1995), pp. 26-48 on Canvas
- John Smith, "Description of Virginia" on Canvas; Father Paul LeJeune, "Encounter with the Indians" on Canvas

F 9/9: The Chesapeake- Constructing Race and Slavery

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 138-157 on Canvas
- James Revel, "The Poor Unhappy Transported Felon's Sorrowful Account of His Fourteen Years Transportation at Virginia in America," (c. 1680) on Canvas; "Servitude and Slavery in 17th-Century Virginia Courts," (1630-89) on Canvas

WEEK 4- Race and Gender in the North American Colonies

M 9/12: In-class activity- Anthony Johnson

W 9/14: Slaves, Servants, and Sailors

- Peter Linebaugh and Marcus Rediker, *The Many Headed Hydra: Sailors, Slaves, and Commoners, and the Hidden History of the Atlantic* (Boston: Beacon Press, 2000), pp. 8-35 on Canvas

F 9/16: New England

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 158-186 on Canvas

WEEK 5- North American Colonies

M 9/19: Carolina

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 222-244 on Canvas
- Document: "The Stono Rebellion in South Carolina" (1739) on Canvas

W 9/21: Middle Colonies

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 246-272 on Canvas
- Document: Gabriel Thomas, "Pennsylvania, The Poor Man's Paradise" (1698) on Canvas

F 9/23: Writing Workshop

WEEK 6- Lead Up to Revolution

M 9/26: In-Class Writing Activity

W 9/28: The Push for Revolution from Below

- Peter Linebaugh and Marcus Rediker, "Sailors and Slaves in the Revolution," in *The Social Fabric*, ed. Thomas L. Hartshorne (New York: Longman, 2006), pp. 131-49 on Canvas

F 9/30: SHEG- Stamp Act activity

WEEK 7- Radical Origins of the American Revolution

M 10/3: Unrest in the Lower Orders

- Documents: "New Jersey Land Riots" (1746 and 1748) on Canvas
- William Livingtons, "The Vanity of Birth and Titles; with the Absurdity of Claiming Respect without Merit" (1753) on Canvas; Paxton Boys, "Manifesto" (1764) on Canvas; North Carolina Regulators, "Shew Yourselves to be Freemen" (1769) on [internet \(Links to an external site.\)](#); J. Hector St. John Crèvecoeur, "What is an American?" (1770) on Canvas

W 10/5: Rhetoric of Revolution

- Documents: Thomas Paine, *Common Sense*, [Section I \(Links to an external site.\)](#), [Section II \(Links to an external site.\)](#), [Section III \(Links to an external site.\)](#) on internet; Ann Hulton, "Loyalist View of Colonial Unrest" (1774) on Canvas; Thomas Jefferson, "Declaration of Independence" (1776); Abigail and John Adams, "Remember the Ladies" (1776) on Canvas; Joseph Brant, "Mohawk Loyalty to Britain" (1776) on Canvas; John Dickinson, "A Speech Against Independence" (1776) on Canvas; Slave Petitions for Freedom during the Revolution (1774-79) on Canvas

F 10/7: The Revolution Around the World

- Armitage, NY TIMES, The Declaration Of Ind. Around the World [NY Times Armitage the Declaration of Independence Around the World](#)
- SHEG- Battle of Lexington- In class activity

WEEK 8- Writing Week

M 10/10: ROUGH DRAFT PAPER 1 DUE- Writing Workshop

W 10/12: CLASS CANCELLED- Work on papers

F 10/14: CLASS CANCELLED- Work on papers

WEEK 9- The Constitution

M 10/17: FALL BREAK, NO CLASS

W 10/19: MID TERM ESSAY DUE AT THE BEGINNING OF CLASS
SHEG- Shay's Rebellion

F 10/21: Debating the Constitution

- Ron Chernow, "The Founding Fathers Versus the Tea Party," *New York Times* (2010) on [internet \(Links to an external site.\)](#)
- SHEG activity- Federalists vs. Anti-Federalists

WEEK 10- Understanding the Constitution

M 10/24: Creating the Constitution through Compromise

- Young, "The Pressure of the People on the Framers of the Constitution
- Grievances of the Shays Rebels, Canvas
- Finlay, "On Democracy and Paper Money" on Canvas.
- **Extra Credit Opportunity:** Voting Rights Teach In (Virginia Dare Room, Alumni House, 4pm). 5 points extra credit for attendance. Students must submit a one paragraph summary to receive credit.

W 10/26: Constitutional Conservatism

- Documents: Constitution (1787) on [internet \(Links to an external site.\)](#); Bill of Rights (1791) on [internet \(Links to an external site.\)](#); Elbridge Gerry, "The Danger of the Levelling Spirit" (1787); George Clinton, "To The Citizens of the State of New York," (1787); James Madison, "The Federalist, No. 10," on Canvas

F 10/28: Constitutional Uncertainty

- Drew R. McCoy, "The Fears of the Jeffersonian Republicans" on Canvas; Linda Kerber, "The Fears of the Federalists" on Canvas
- Documents: Governor Thomas Mifflin, "Proclamation on Unlawful Combinations," 1794; Judge Alexander Addison, "On the Whiskey Rebellion" (1794) on Canvas

WEEK 11- Westward Expansion

M 10/31: Indian Removal and Manifest Destiny

- Document: Tecumseh's Plea to the Choctaws and the Chickasaws on Canvas; James Tallmadge, "Denunciation of Slavery in Missouri" (1819); "James Flint Recall the Panic of 1819" (1822); "Davy Crocket, Advice to Politicians" (1833), on Canvas.

W 11/2: Gender (dis)order in the West

- Susan Lee Johnson, "'Domestic' Life in the Diggings: The Southern Mines in the California Gold Rush," in Matsumoto and Allmendinger, eds., *Over the Edge: Remapping the American West*, pp. 107-132 on Canvas
- Document: John O'Sullivan, "Annexation," *The United States Magazine and Democratic Review* 17 on [internet \(Links to an external site.\)](#)

F 11/4: The Mexican-American War- In Class Activity

WEEK 12- The Market Revolution in the North

M 11/7: Market Revolution in the North- the Middle Class- In Class Activity

W 11/9: Market Revolution in the North- the Working Class

- Documents: B. Julianna, "Factory Life as it Is" (1845) on Canvas; "Accounts of Urban Riots" (1835) on Canvas; William Sanger, "New York Prostitutes" (1858) on Canvas

F 11/11: Market Revolution in the South

- Stephanie McCurry, "The Two Faces of Republicanism: Gender and Proslavery Politics in Antebellum South Carolina," *Journal of American History*, Vol. 78, No. 4 (Mar., 1992), pp. 1245-1264 on Canvas
- Daniel R. Hundley, from *Social Relations from Our Southern States* on Canvas; Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery*, 1841, on Canvas

WEEK 13- Market Revolution in the South- the Domestic Slave Trade

M 11/14: Antebellum Slavery

-Brenda Stevenson, "Distress and Discord in Virginia Slave Families, 1830-60," in *In Joy and In Sorrow: Women, Family, and Marriage in the Victorian South, 1830-60*, pp. 103-124 on Canvas

Documents: Harriet Jacobs, from *Incidents in the Life of a Slave Girl* on Canvas; Frederick Douglass, from *Narrative of the Life of Frederick Douglass* on Canvas

W 11/16: Debating Slavery

-Documents: Secession Era Editorials Project on Canvas; George Fitzhugh, *Cannibals All! or Slaves Without Masters* (1857) on Canvas; James D. B. DeBow, "The Interest in Slavery of the Southern Non-Slaveholder" on Canvas; Frederick Law Olmsted, *The Cotton Kingdom* (1861) on Canvas; and Frederick Douglass, "What to the Slave is the Fourth of July?" (1852) on Canvas

F 11/18: Why did the South Secede?

- Documents: South Carolina's "Declaration of Causes" (December 24, 1860); Mississippi's "Declaration of Causes" (January 9, 1861); Georgia's "Declaration of Causes" (January 19, 1861) on Canvas (PICK 1)

WEEK 13- Civil War and Memory

M 11/14: William Barney. *The Making of a Confederate, Walter Lenoir's Civil War*, pgs. 3-45 (Prologue and Chapter 1)

W 11/16: William Barney. *The Making of a Confederate, Walter Lenoir's Civil War*, pgs. 46-107 (Chapters 2 and 3).

F 11/18: William Barney. *The Making of a Confederate, Walter Lenoir's Civil War*, pgs. 108-166 (Chapters 4 and 5)

WEEK 14- Writing Workshop

M 11/21: READING RESPONSE ROUGH DRAFT DUE- Peer Edits

- Barney, *The Making of a Confederate, Walter Lenoir's Civil War*, pgs. 167-231 (chapter 6 and Afterword)

W 11/23: THANKSGIVING BREAK

F 11/25: THANKSGIVING BREAK

WEEK 15- Reconstruction

M 11/28: READING RESPONSE PAPER DUE- Finish discussion of Lenoir book

W 11/30: Reconstruction

- Primary Source Doc. Set- Reconstruction, on Canvas

F 12/2: Reconstruction

- In Class Activity

WEEK 16- Final Review

M 12/5: REVIEW FOR FINAL EXAM

FINAL EXAM DUE FRIDAY 12/9 by 5pm- Submissions accepted via e-mail or you may submit a hard copy to my mail box in the history department.