

History 2111: American History to 1865

Fall 2008, MWF 11:15-12:05

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Office: 210 LeConte Hall
Office Hours: Mondays, 9:45-11:00,
Wednesdays 12:15-1:15 and by appt.

Course Overview:

This course will introduce students to major concepts, themes, and events in American history from the early American civilizations to the Civil War. Although this is a survey course, we will endeavor to not only answer the standard “who, what, and when” but look deeper to the “why and so what” questions that historians deal with every day. In keeping with this approach, you will not only learn answers to historical questions but also what questions to ask of history.

In order to focus our discussion of American history, this course will follow the story of freedom in the American experience by examining what freedom meant at different times in American history to various groups of people including Indians, affluent whites, poor whites, freed blacks, slaves, immigrants, and women. At the end of this course, you should not only be able to trace the conflicting incarnations of American freedom from c.1000 to 1865, but also have a greater understanding of how the actual term “freedom” can have multiple definitions to different groups at the same point in time.

Required Texts:

James Roark, Michael Johnson, Patricia Cohen, Sarah Stage, Alan Lawson, and Susan Hartmann, *The American Promise: A Compact History* (Third Edition) Volume I: To 1877.

Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*. University of Virginia Press, 2001.

Daphne Brooks, ed, *The Great Escapes: Four Slave Narratives*. Barnes and Noble, 2007.

Online Reserves and Primary Sources via website and email (You are required to print these readings out and bring them to class)

Course Requirements

Grading:

Exam One: September 29 (15%)

Exam Two: October 29 (20%)

Response Paper (15%)

In Class Final Exam (15%)

Take Home Final Exam (20%)

Attendance and Participation (15%)

Attendance and Participation:

This course combines lecture with discussion. Both attendance and active participation are expected, but not required. This course has no mandatory attendance policy (ie that if you miss three classes your final grade suffers). Instead, fifteen percent of your final grade will be based on your attendance and both the quantity and quality of the comments and questions you raise in class. Frequent absences (more than three for the semester) will begin to affect your grade. However, simple physical presence in the classroom (with less than three absences) without participation is only enough for a D for this part of your grade. To earn a participation grade of A (Excellent), B (Good), or C (Average) in this course, you will need to perform in an appropriate manner. If you want to earn an A in participation, you should be participating (or attempting to participate at least once a day (when the format of the class permits) and have something substantial to say.

Course Communication:

It is important to contact the instructor with any issues you have about the course. Please feel free to stop by during office hours, make an appointment, or send him an email. Please keep your email boxes available (ie not full) and check your email often. The instructor will be sending you course information via email. Please note that the instructor strives to answer any questions/concerns you pose via email as soon as possible, but he does not guarantee that you will get an immediate response via email at all hours of the day. For example, if you send an email at 12:05AM, you might not get a response until 9:30AM the next morning, so please plan accordingly.

Academic Honesty:

You have the luck of enrolling in a course with an instructor who has participated in the adjudication of over 35 Honor Code violations at another institution. Because of this experience, this course has a zero tolerance policy for any type of cheating, lying, or plagiarism. Any work suspected of violating the University's academic honesty code will be referred to the proper University officials for prosecution to the fullest extent the University permits. All academic work must meet the standards contained in "A Culture of Honesty." Each student is responsible to inform themselves about those standards before performing any academic work. See the following website for more information: http://www.uga.edu/ovpi/academic_honesty.htm

Classroom Etiquette:

Both I, as an instructor at the University of Georgia, and you, as students at the University of Georgia, are bound by the University's Non-Discrimination and Anti-Harassment Policy. In order to promote an atmosphere of mutual respect towards others, this course will adhere to the University's Policy on Non-Discrimination. You can read the policy at this website: <http://www.uga.edu/legal/pdfs/DescrimandHarass.pdf>.

To further that atmosphere of mutual respect, please remember to be respectful towards your fellow students by both listening to their comments and questions as well as not disturbing others during class time. This includes but is not limited to: cell phone use, electronic game use, newspaper reading, eating, smoking, coming in late, talking, or any other activity that disrupts the instructor or your classmates. If you continually disrupt the course in any way, you will be dropped from the course immediately.

Policy on Make-up and Missed Assignments:

All students enrolled in this course are expected to adhere to all due dates for assignments and take exams as scheduled. The instructor will grant extensions on a case by case basis for assignments as well as for exams. However, extensions will only be granted in limited medical or personal circumstances. If you are having trouble fulfilling the course expectations and requirements, please contact the instructor as soon as possible—do NOT wait until the last minute to ask for help!

Course Schedule

Please note that the course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Monday August 18: Course Introduction: What is Freedom? What is America?

Wednesday August 20: The First Americans
Reading: *American Promise*, page 3-23

Friday August 22: Freedom in Native American Communities
Reading: Constitution of the Iroquois Nation. This can be found at
<http://etext.virginia.edu/toc/modeng/public/IroCons.html> (Print out and bring to class)

Monday August 25: From Erik the Red to James Cook: “Discovering” America
Reading: *American Promise*, pages 27-34, plus

1. The 1494 Columbus Letter:
<http://www.usm.maine.edu/~maps/columbus/translation.html>
2. Christopher Columbus to King and Queen of Spain (c.1494):
<http://www.let.rug.nl/~usa/D/1400-1500/columbus/brf94.htm>
3. King Ferdinand’s Letter to the Arawak Indians (c.1500)
<http://www.let.rug.nl/~usa/D/1400-1500/columbus/letter.htm>
4. Extracts from Christopher Columbus’ Journal: (only read October 1 to October 21)
<http://www.let.rug.nl/~usa/D/1400-1500/columbus/extract.htm>

Wednesday August 27: Looking South and West: Spanish and Russian America
Reading: *American Promise*, pages 34-45

Friday August 29: Looking North and West: French, Dutch, and Swedish America
Reading: Richard White, *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815*, Chapter 1 (on library electronic reserve)

Monday September 1: No Class: Labor Day

Wednesday September 3: First English Settlement: Jamestown and the Chesapeake
Reading: *American Promise*, pages 53-65, plus

1. Richard Hakluyt, *A Discourse Concerning Western Planting* (1584)
<http://www.csulb.edu/~jlawler/Course%20DW/Hakluyt.htm>

2. Edmund Morgan, *American Slavery, American Freedom*, pages 250-270 (on library electronic reserve)

Friday September 5: Forming Race: Tobacco, the Chesapeake, and the Slave Trade

Reading:

1. Excerpts from the *Narrative of the Life of Olaudah Equiano* (Supplied via email by the instructor)
2. Philip Curtin, "A Historian's Recount" reprinted in David Northrup, ed *The Atlantic Slave Trade*, pages 80-89 (on library electronic reserve)
3. Journal of the Slave Ship Catherine (1732-33), New Jersey Historical Society Manuscript Collection (Supplied via email by instructor)
4. David Brion Davis, *Inhuman Bondage: The Rise and Fall of Slavery in the New World*, pages 48-76 (on library electronic reserve)
5. Allan Kulikoff, *Tobacco and Slaves: The Development of Southern Cultures in the Chesapeake, 1680-1800*, pages 37-44 (on library electronic reserve)

Monday September 8: New England's Religious Adventure

Reading:

1. *American Promise*, pages 77-81, 84-92.
2. John Winthrop Speech to the General Court, 1645
<http://www.hnet.uci.edu/mclark/HumCore/CoreF2005/WebCoreF05/F05Winthropspeech.htm>

Wednesday September 10: For Religion and Commerce: The Middle Colonies

Reading:

1. Pennsylvania Charter of Privileges, 1701.
<http://www.let.rug.nl/~usa/D/1701-1725/pennsylvania/pennchpriv.htm>
2. Brendan McConville, *These Daring Disturbers of the Public Peace: The Struggle for Property and Power in Early New Jersey*, pages 156-176 (on library electronic reserve)
3. Susan E. Klepp and Billy G. Smith, eds., *The Infortunate: The Voyage and Adventures of William Moraley, an Indentured Servant*, pages 41-55 (about him and his sale) (on library electronic reserve)

Friday September 12: Rice and Indigo: The Lower South

Reading:

1. Ira Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*, pages 142-176 (on library electronic reserve)

Monday September 15: Discussion: Race and Rebellion

Reading:

1. Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth century Manhattan*, pages xi-14 (on library electronic reserve)
2. Peter Wood, *Black Majority: Negroes in Colonial South Carolina*, pages 308-326 (on library electronic reserve)

Wednesday September 17: Moving Towards Revolution

Reading: *American Promise*, page 132-151

Friday September 19: Moving Towards Revolution: The Power of Money

Reading:

1. Woody Holton, *Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia*, pages 39-73 (on library electronic reserve)

Monday September 22: Discussion: The Imperial Crisis, Contrasting Identities

Reading:

1. Thomas Paine, "Common Sense" 1776

<http://www.let.rug.nl/~usa/D/1776-1800/paine/CM/sensexx.htm> (Read sections 1-6)

2. Charles Inglis, "The True Interest of America Impartially Stated in Certain Strictures on a Pamphlet Intituled Common Sense" 1776

<http://www.let.rug.nl/~usa/D/1776-1800/libertydebate/inglis.htm>

Wednesday September 24: The Fight for Freedom: The Revolution

Reading: *American Promise*, pages 152-155 and 159-181 plus

1. Diary of Albigeance Waldo, Surgeon at Valley Forge, 1777

<http://www.let.rug.nl/~usa/D/1776-1800/war/waldo.htm>

Friday September 26: Revolutionary Change? The Economic and Social Standing of Americans

Reading:

1. Billy Smith, *The "Lower Sort" Philadelphia's Laboring People, 1750-1800*, pages 126-149 (on library electronic reserve)

Monday September 29: First Exam

Wednesday October 1: Forming a New Nation: The Articles and the Constitution

Reading: *American Promise*, pages 185-207 plus

1. Federalist no. 10

<http://www.let.rug.nl/~usa/D/1776-1800/federalist/fed10.htm>

Friday October 3: Demarcating the Battle Lines: Federalists and Republicans

Reading: *American Promise*, pages 216-221, 225-230

Monday October 6: A Jeffersonian Revolution?

Reading: *American Promise*, pages 235-242

Wednesday October 8: Expansion and Change in the New Republic

Reading:

1. *American Promise*, pages 243-248

2. Steven Deyle, *Carry Me Back: The Domestic Slave Trade in American Life*, pages 142-173 (on library electronic reserve).

Friday October 10: The Power of Markets: The Market Revolution and American Society
Reading: *American Promise*, pages 259-265.

Monday October 13: The Rise of the “Common Man”: Jacksonian America
Reading:

1. *American Promise*, pages 265-268 and 277-280
2. Andrew Jackson’s Bank Veto Message
<http://www.let.rug.nl/~usa/P/aj7/writings/veto.htm>

Tuesday October 14: Midpoint Withdrawal Deadline---last day to withdraw with a “W”

Wednesday October 15: Expanding the Borders: Jackson and Indian Removal

1. *American Promise*, pages 273, 276-277
2. Anthony Wallace, *The Long Bitter Trail: Andrew Jackson and the Indians*, pages 50-72 (on library electronic reserve)
3. Cherokee Nation v. State of Georgia (1831)
<http://www.let.rug.nl/~usa/D/1801-1825/marshallcases/mar03.htm>

Friday October 17: Industrialization and Gender Relations—The Case of Mary Rogers

Reading: Amy Srebnick, *The Mysterious Death of Mary Rogers*, pages 13-32 (on library electronic reserve)

Monday October 20: What’s a Bubba? The South and Gender Relations

Reading: Stephen Berry, *All that Makes a Man: Love and Ambition in the Civil War South*, pages 17-44 (on library electronic reserve)

Wednesday October 22: What is Freedom? Wage Work v. Slavery

Reading:

1. Documents from the Lowell Textile Mills
<http://www.kentlaw.edu/ilhs/lowell.html>
2. Charles Dickens Observes the Lowell Mill Girls and “Factory Girls Remember the Lowell Mills” (via email from instructor)
3. Narrative of William Wells Brown, *The Great Escapes: Four Slave Narratives*, pages 7-66.

Friday October 24: Slaves and Southerners

Reading: *American Promise*, pages 322-334

Monday October 27: Reforming the Nation: Asylums, Women, and Temperance

Reading:

1. Bishop McIlvaine and the “Curse of Intemperance” (via email from instructor)
2. Seneca Falls Declaration of Sentiments (1848)
<http://www.let.rug.nl/~usa/D/1826-1850/women/seneca.htm>
3. Dorothea Dix Calls for Humane Treatment (1843) (via email from instructor)
4. Catharine Beecher’s Cause (1829) (via email from instructor)

Wednesday October 29: Exam Two

Friday October 31: Fall Break, No Class

Monday November 3: Where is Baker Island? The Idea of American Manifest Destiny

Reading:

1. *American Promise*, pages 285-292
2. "Oration delivered on July 4, 1823 in the Second Presbyterian Church (Newark) by the Reverend Hooper Cumming" New Jersey Historical Society Manuscript Collection 125 (via email by instructor)

Wednesday November 5: 54° 40' or Fight!: The Mexican War and the Oregon Question

Reading:

1. *American Promise*, pages 292-299 and 343-48.
2. James Polk Inaugural Address (1845)
<http://www.let.rug.nl/~usa/P/jp11/speeches/polk.htm>

Friday November 7: The 1840s and the Expansion of Slavery

Position Papers due at Beginning of Class (Assignment Sheet to be distributed by Instructor)

Monday November 10: The North and South at Mid-Century

Reading:

1. *American Promise*, pages 305-307 and 316-322
2. Robert Fogel, *Without Consent or Contract: The Rise and Fall of American Slavery*, pages 60-80 (on library electronic reserve)

Wednesday November 12: From Compromise to Crisis, 1850-56

Reading: *American Promise*, pages 348-356

Friday November 14: To the Brink: Kansas, Sumner, Scott, and Brown

Reading: *American Promise*, pages 356-365

Monday November 17: Abolitionists and Fire-Eaters

Reading: Nine views of the Antebellum Slave Debate: William Lloyd Garrison, Angelina Grimke, Catharine Beecher, Jane Swisshelm, John C. Calhoun, George Fitzhugh, Daniel Hundley, and Hinton Helper (all supplied via email from instructor)

Wednesday November 19: The Drive to Freedom, Part One

Reading: "Narrative of the Life of Henry Box Brown" (1851) in *The Great Escapes: Four Slave Narratives*, pages 173-214.

Friday November 21: The Drive to Freedom, Part Two

Reading: "Running a Thousand Miles for Freedom" (1860) in *The Great Escapes: Four Slave Narratives*, pages 221-286.

Monday November 24-Friday November 28: No Class: Thanksgiving Holiday

Monday December 1: Why Did the South Secede?

Reading: Charles Dew, *Apostles of Disunion: Southern Secession Commissioners and the Causes of the Civil War*, pages 1-103.

Wednesday December 3: The House Divided: 1861-63

Reading: *American Promise*, pages 369-380.

Friday December 5: Men and Women at War

Reading: TBA

Monday December 8: The House Divided: From Union to Emancipation, 1863-65

Reading: *American Promise*, pages 380-395

REACTION PAPER DUE AT THE BEGINNING OF CLASS

Tuesday December 9 (A Friday Class Schedule is in Effect): Setting the Stage for Reconstruction

Reading: *American Promise*, pages 399-407.

Friday December 12, 12:00-3:00 PM: Final Exam