

**HIST2111: AMERICAN HISTORY TO 1865**  
**FALL SEMESTER 2009**  
**M/W/F, 10:10-11:00 A.M.**

**INSTRUCTOR:** Christopher R. Lawton  
**OFFICE:** 334 LeConte Hall  
**E-MAIL:** crlawton@uga.edu  
**OFFICE HOURS:** M/W 11:00-12:30  
or by appointment

**COURSE DESCRIPTION**

This is a course about two revolutions. In it, we will investigate the circumstances that, by the 1770s, led disorganized European settlers to join together, fight for and achieve American Independence, and build a rational and organized government. We will also investigate how the ideals and results of the first American Revolution set the stage for a second revolution (the Civil War) in the 1860s. To help achieve these larger goals, we will focus on select points in the political and cultural history of North America (limited to the area of the United States) between roughly 1600 and 1865. Along the way we will continually ask who defined “American-ness,” how it was defined, and why various groups (in terms of race, gender, culture) and places (especially in terms of region) were either included in, or excluded from, that ever-shifting definition.

By the end of the semester, you should be able to:

1. Identify key events (cultural, political, etc.) and figures of the period covered by this class
2. Think critically about those key events and figures
3. Know where to look for and be able to use relevant primary sources
4. Produce analytical writings, grounded in factual evidence, on the subjects of this class

**REQUIRED TEXTS**

There are three books required for this class. All three are available at the University Bookstore, the off-campus bookstores, and online.

John Ruston Pagan, *Anne Orthwood's Bastard: Sex and Law in Early Virginia*.

Roger Wilkins, *Jefferson's Pillow: The Founding Fathers and the Dilemma of Black Patriotism*

Melton McLaurin, *Celia, a Slave*

Additional readings are available under my name in the library's e-reserve system. You are *required* to print out each assigned reading and bring it to class on the day it is to be discussed.

**COURSE REQUIREMENTS**

One of the benefits of a small class size is that we can work through this material together. There will be days when I present information through a lecture, but there also will be numerous days (or parts thereof) when we engage in extended discussions. In order to be prepared for our discussions, you must keep up with the assigned readings, take thorough notes and review them frequently, and learn to think critically about the subjects of this class.

### *Readings*

This will be a fairly reading- and writing-intensive course. You will have weekly reading assignments, including a number of primary sources and frequent articles by experts in the field. Readings are listed on the course calendar on the last page of the syllabus. You must:

- \*complete all reading assignments in advance of the class period in which they are to be discussed.
- \* take notes on each reading assignment, mainly to record the author's thesis, their key points of evidence, and how they use that evidence to support their argument
- \* print out each week's reading assignments and bring them to class on the day(s) they are to be discussed.

### *Quizzes*

There will be several surprise quizzes throughout the course of the semester. Quizzes will cover assigned readings only – so please be sure to keep up with the schedule of assignments. Quizzes will be given without notice and will be administered at the start of class. There will be no opportunity to make up a missed quiz, no matter what the reason, but I will automatically drop every student's single lowest quiz grade at the end of the semester (essentially giving everyone the opportunity to miss one –or fail one– without penalty).

### *Papers*

Over the course of the semester you will be required to produce three brief but thorough and carefully written response essays. The first paper will be a 2-3 page critical response to Pagan's *Anne Orthwood's Bastard*. In order to fully engage with the material, you will need to place it in the context established by class lectures, discussions, and relevant assigned readings. The second paper will require you to revise your analysis of *Anne Orthwood*, based on my comments, and use it in creating a context for your critical response to (in an additional 2-3 pages) Wilkins's *Jefferson's Pillow*. Finally, the third paper (an additional 2-3 pages) will require you to continue to fine-tune both your writing and your ideas. Your critical response to McLaurin's *Celia, A Slave*, should be a tightly woven tapestry in which you bring together all three books, play them against one another, and build them into an argument about race and gender, freedom and slavery, and ideals and realities in early American history.

To be clear, each successive paper builds on and is fully integrated into the one(s) before it. Paper #1 will be 2-3 pages in length, paper #2 will be 4-6 pages in length, and paper #3 will read as a cohesive 6-9 page essay. We will discuss each assignment in detail as it comes up. In order to receive credit, each paper must be handed to me at the beginning of class on the day it is due. Late papers will be penalized a letter grade for every day they are late.

### *Exams*

There will be two formal exams (a midterm and a final). Both exams will most likely consist of a combination of identifications and short essays. More specific information will follow as we get closer to the exam dates. There will be no make-up exams except in cases family, medical, or other serious emergencies that have been both reported to me (as soon as you know it will interfere with your ability to take the test) and documented through the Office of the Vice President of Student Affairs.

### *Work load*

This course will be intellectually challenging. It will require that you spend several hours per week, outside of class time, preparing for the course. The work load will be heavy, but I think you will find the benefits rewarding. If you find that you are spending more than several hours a week and still cannot keep your head above water, or if you are feeling overwhelmed for whatever reason, please come and talk to me immediately.

## **COURSE POLICIES**

### *Attendance*

Regular class attendance is required, will be checked daily, and will be necessary in order to succeed in this course. You must be here for the entire class period in order to be counted as having attended for that day. *More than four absences will result in the dropping of one full letter grade from the final grade you earn for the class. No exceptions.*

### *Academic Honesty*

Cheating, plagiarism, and inappropriate use of copyright privileges are reprehensible. Students caught in any of these activities, no matter how trivial it may seem to them, will be given a zero for the assignment, will most likely receive an “F” for the course, and will be reported to Office of the Vice President of Instruction for appropriate disciplinary action.

### *Disruptive Behavior*

Please be courteous and remember that we are here to work. Disruptive or impolite behavior will not be tolerated. You must arrive on time, pay attention, take notes, and listen and respond respectfully to the comments and questions of others. While in class, you may not: sleep, read newspapers or other non-course materials, eat (although closed drinks are okay), check your cell phone or send or receive text messages, play games, etc., etc. You may not record lectures or class discussions. If you chose to use a laptop in class, you may not open any other application or window other than that in which you are taking notes. Any violation of this computer policy, no matter how small, will automatically result in a dropped letter grade on your next exam and the immediate and permanent suspension of your in-class laptop privileges. There are absolutely no exceptions to this rule. Students who continually engage in disruptive or inappropriate behavior will be dropped from the course.

## **COURSE GRADING**

Engaged and thoughtful participation in discussions	10%
Quizzes on Readings	5%
1 <sup>st</sup> paper on Pagan book	10%
2 <sup>nd</sup> paper on Pagan and Wilkins books	15%
3 <sup>rd</sup> paper on Pagan, Wilkins, and McLaurin books	20%
Midterm Exam (Wednesday, 30 September 2009)	20%
Final Exam (Wednesday, 16 December 2009, 8-11 a.m.)	20%

## SCHEDULE OF ASSIGNMENTS

This calendar is subject to change at my discretion.

Mon. Aug. 17:

Wed. Aug. 19:

Fri. Aug. 21: 01A/ Johnson, *Reading the American Past*  
(pp. 55-71)  
01B/ Mann, *1491*

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Mon. Aug. 24:

Wed. Aug. 26: 02B (01A)/ Johnson, (same as above)  
(pp.71-74)  
02A/ Three analyses of the events in  
Salem, Mass.

Fri. Aug. 28:

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Mon. Aug. 31:

Wed. Sept. 02: 03A/ Wheeler & Becker, *Discovering  
the American Past* (pp.49-73)  
03B/ Woodward, "The Southern Ethic  
in a Puritan World"

Fri. Sept. 04:

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Mon. Sept. 07: [LABOR DAY]

Wed. Sept. 09: 04A/ Jordan, "Unthinking Decision,"  
04B/ Breen, "A Changing Labor Force,"

Fri. Sept. 11:

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Mon. Sept. 14:

Wed. Sept. 16: Book discussion:  
Pagan, *Anne Orthwood's Bastard*  
\*\*\*\*\*{1<sup>st</sup> paper due}\*\*\*\*\*

Fri. Sept. 18:

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Mon. Sept. 21:

Wed. Sept. 23: 05A/ Selections from Benjamin Franklin  
Fri. Sept. 25:

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Mon. Sept. 28:

Wed. Sept. 30: MIDTERM EXAM

Fri. Oct. 02: 06A/ Paine, "Common Sense" and  
Jefferson's draft of the *Declaration of  
Independence*

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Mon. Oct. 05:

Wed. Oct. 07: 07A/ Berlin, "Rvltnry. Generations,"  
Fri. Oct. 09:

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Mon. Oct. 12:

Wed. Oct. 14: Book discussion:  
Wilkins, *Jefferson's Pillow*  
\*\*\*\*\*{2<sup>nd</sup> paper due}\*\*\*\*\*

Fri. Oct. 16:

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Mon. Oct. 19:

Wed. Oct. 21: 08A/ Regal, "Peale's Mammoth,"  
Fri. Oct. 23:

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Mon. Oct. 26:

Wed. Oct. 28: 09internet/ Selections from *The Life  
of P.T. Barnum*  
09A/ Cole, "Essay on Amer. Scenery"

Fri. Oct. 30: [FALL BREAK]

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Mon. Nov. 02:

Wed. Nov. 04: 10A/ Wyatt-Brown, "Anatomy of a  
Wife-Killing"

Fri. Nov. 06:

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Mon. Nov. 09:

Wed. Nov. 11: 11A/ selections from Abolitionists and  
Fire-Eaters

Fri. Nov. 13:

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Mon. Nov. 16:

Wed. Nov. 18: Book discussion:  
McLaurin, *Celia, A Slave*  
\*\*\*\*\*{3<sup>rd</sup> paper due}\*\*\*\*\*

Fri. Nov. 20:

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M/W/F Nov. 23-27: [THANKSGIVING BREAK]

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Mon. Nov. 30:

Wed. Dec. 02: 12A/ Dew, "The First Wave"  
12B/ "Thomas R.R. Cobb's Secessionist Speech"

Fri. Dec. 04:

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Mon. Dec. 07: 13A/ Selections from Abraham Lincoln

Tues. Dec. 08: (Friday schedule)

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Wed. Dec. 16: FINAL EXAM, 8-11 a.m.