

History 2111
Maymester, 2008

Dr. Michael Winship

AMERICAN HISTORY TO 1865

Office: LeConte 212, office hours, Mon., Tues., 3:15- 4:00, or by appointment, tel:542 2531 (messages) or 2503, but only if you reach me, as I don't check it for messages. Email is the most reliable way to reach me: mwinship@uga.edu

!!You are responsible for all the information on this syllabus !!

Required Reading

Reading for Wednesday class (download, print out, and bring to class), Charles C. Mann, "1491," <http://www.theatlantic.com/doc/200203/mann>

The books below are all required reading. The course packet is available at Bel-Jean Copy Center, 163 East Broad Street.

BOOKS:

Susannah Rowson, Charlotte Temple

COURSE PACKET:

Course Packet: John Winthrop, "On Political Authority and Liberty"

Michael Wigglesworth, "Day of Doom"

Mary Rowlandson, "Narrative"

Selections from Benjamin Franklin

Thomas Paine, Common Sense

Declaration of Independence

Peter Van Schaak,

Peter Cartwright, Autobiography

Barnum and Thoreau

Slavery Narratives (Thomas, Picquet, slave ads)

Goals of Course

This course has two goals. One is to introduce you to, or reacquaint you with, some major themes of early American history. The other is to provide an introduction to the historian's craft.

Course Requirements

1. [This clause is, I trust, gratuitous, but I spell it out on the advice of university higher-ups] There is no talking, reading newspapers, blowing bubblegum, or otherwise engaging in activities that in my judgement disrupt the learning process once the class has begun. Violation of this requirement may involve grade or other penalties. Unless you have pressing reasons, do not leave the classroom before the class has ended.

2. Regular attendance is expected, and attendance will be taken. Punctuality is expected and penalties may ensue for those who consistently show up late. More than five minutes late to either the lecture or breakout session counts as a half absence. You are allowed two absences for any reason (missing one of the three periods of a day also counts as an absence). Thereafter, your

grade drops half a letter for each absence (i.e., you would be ill-advised to miss deliberately more than one class unless you absolutely have to, since no excuses are accepted for more than two absences).

3. There will be two in-class tests for this course, together worth 45%. The two short papers count for another 45%. Reading and discussion counts for another 10%. Your final grade will not necessarily be a straightforward totaling of the above-- truly superior or dismal performance in any area may cause that area to get extra weight.

4. I place a great deal of stress on good writing, both in terms of form and content. ALL WRITTEN WORK IS TO BE TYPED.

5. The reading is extremely varied, consisting of novels, first-person accounts, autobiographies, and scholarly articles. Discussion of the reading is an important part of the class. Accordingly, there will be short, informal typed written assignments to go with each reading. Any evidence of copying or borrowing from other students will be treated as plagiarism. POP QUIZZES ON THE READING ARE POSSIBILITIES.

6. All work is to be handed in on time; all tests are to be taken on time. There are penalties for late work. Exceptions are made only for dire and documented illnesses.

7. *This course has "zero tolerance" for cheating.* Any work in infringement of the university academic honesty code (http://www.uga.edu/ovpi/academic_honesty/academic_honesty.htm) will at a minimum receive a "0" grade and be given extra weight in calculating the final grade, which makes failing the course almost certain. The consequences for what I consider significant plagiarism on a paper or major cheating on an exam in this course can be (and has been) suspension or expulsion.

SCHEDULE OF ASSIGNMENTS (subject to change)

16 Clendinnen

17 Puritans (Winthrop, Wigglesworth, Rowlandson)

18 Franklin, essay assignment given out

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21 work on essays

22 essays due

23 Common Sense, Van Schaack, Declaration of Independence.

24 test midpoint

25 Brackenridge (assignment but no breakout)

*

28 Rowson

29 Barnum

30 Cartwright

31 Slave narratives, paper topics given out

June 1 work on essays

*

4 paper due, bring course packet

5 exam

READING ASSIGNMENT QUESTIONS (subject to change; not necessarily in order-- follow assignment schedule)

Questions for Mann, "1491" (<http://www.theatlantic.com/doc/200203/mann>)-- print out--

What is the evidence for and against large Indian populations? Why is this issue politically and morally significant?

2) What is the evidence for and against large scale Indian modifications of the environment? Why does this issue get some environmentalists very concerned?

Questions for Winthrop, Wigglesworth, and Rowlandson

1) What, according to Winthrop, are correct and incorrect kinds of liberty?

2) What, according to Wigglesworth, automatically would happen to most Indians of New England when they died and why?

3) How does Rowlandson portray the Indians? How accurate do you think this portrayal is?

4) In what ways is Rowlandson's religion a strength and a weakness for her?

5) What is Rowlandson's attitude to the bible? Is that attitude superstitious or not, and why?

Questions for Franklin

1) What is Franklin's view of human nature and how is it different from puritanism's?

2) How does Franklin's religion differ from puritanism?

3) What are the qualities Franklin says are needed to succeed in life?

4) How useful and/or realistic is Franklin's advice in "The Way to Wealth"?

Questions for Common Sense, Declaration of Independence, and Van Schaack

1) Note three different kinds of arguments for independence in Common Sense? Which of these do you find most convincing and why? Do you see any weaknesses?

2) How is the Declaration of Independence a Lockean document? How is the case it makes for independence different from Paine's?

3) Note that the Declaration of Independence holds the king responsible for laws passed by parliament. This is a bit of a stretch-- why is it important for the case that the Declaration is trying to make that it do so?

4) Van Schaak was not convinced by the Declaration of Independence's argument. Why? Who had a better case?

Questions for Brackenridge (note that this is a tiny excerpt from a very long satire about the United States in the 1790s))

What does Farrago think that elections should be like; what does he say they are becoming?

Questions for Rowson

When you read this book, first published in 1791, keep in mind that it was immensely popular for a century, and that women especially liked it.

1. What is the message(s) of this book?

2. What is the ideal woman like?
3. What attitude should women have towards men?
4. What does the book tell you about relationships between men and women at this time?

Questions for Barnum and Thoreau

- 1) Explain P.T. Barnum's appeal.
- 2) Barnum claims he is trying to elevate people's taste in the only way possible in America's new culture of business and work. How does he try to do this and how valid do you think his argument is?
- 3) Thoreau implies that there is a relationship between this new American culture of business and work and the mass media. What is that relationship, according to Thoreau? Do you agree and is it still valid today?

Questions for Cartwright (note: in 1848, the Methodist Church split into two churches, north and south, over the issue of whether Methodist bishops could own slaves. It was an extraordinarily bitter separation, and as you will see, Cartwright had strong opinions about it).

1. What are camp meetings, what kinds of people come to them, and what happens in them?
2. What are Cartwright's attitudes towards slavery, on the personal, religious and national level? What is his solution for it?

Questions for Piquet, Jones, and the slave ads

- 1) What are some of the moral conflicts that Piquet and Jones face and how do they deal with them?
- 2) What was most surprising and/or unsettling about the slave accounts?
- 3) Why do you think the system of slavery would have virtually no formal protection against sexual and physical violence and no recognition of slave marriage?
- 4) From the examples of the narratives and the ad for Simon, what were the informal restraints on white violence and abuse and how effective were they?
- 5) What does becoming a Christian do for Jones? Why is his master so hostile to it at first?
- 6) Judging from the advertisements, what are the relative chances of each of the runaway slaves?