



Village of Pomeiooc, North Carolina coastal plain, watercolor by John White, 1585

Montgomery Wolf
Hist 2111 U.S. History to 1865
MWF 12:20-1:10

Office hours:
121 Leconte Hall
Tu 1:00-2:00, W 3:30-4:30 & by appt
542-2530
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Teaching Assistants:
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Engineers of the 8th N.Y. State Militia, 1861

A Story of Liberty? The American People to 1865

This course is designed around **two central concepts**: 1) the experiences and ideas of everyday Americans matter in history; 2) students learn about history best when they have a chance to “do” history themselves.

The central question we shall explore this semester is: how has “liberty,” both as an idea and a lived reality evolved for America and Americans over the years?

Course Goals: Keeping these motifs in mind, we will:

1. **Learn History:** By acquiring knowledge of the basic facts and events of U.S. history to 1865, we will be able to identify the significant questions about the period: Why did Europeans settle North America? What happened when European, African, and Native American worlds collided? How did Americans define and understand the role of government? How did the American political system develop over time? How did economic development affect religion, culture, and politics? How was it that the U.S. entered Civil War?
2. **Think Historically:** By learning to ask **HOW** and **WHY** as well as who, what, where, and when, we will gain an understanding of historical change, of how historians think and interpret the past through the lens of the present.
3. **Retrieve/Recover History:** Through an exposure to a wide variety of historical sources and practices, we will learn how historians go about “recovering” (interpreting) the past. We will analyze a variety of secondary sources (writings by historians, including the textbook) and primary sources (autobiography, cartoons, political documents, speeches, etc.), learn to assess their reliability, and produce our own interpretation of them.
4. **Do history:** After learning some of the historian’s tools, we will employ these tools in producing history ourselves by writing essays with interpretive arguments based on historical evidence.

Required Reading:

Eric Foner, *Give Me Liberty, Vol 1* (Seagull Edition) 2nd Ed., 2009.

Mary Rowlandson, *The Sovereignty and Goodness of God*, ed. Neal Salisbury (Bedford/St. Martin’s, 1997).

Benjamin Franklin, *The Autobiography of Benjamin Franklin*, ed. Louis Masur (Bedford/St. Martin’s, 2003).

Linda Brent (Harriet Jacobs), *Incidents in the Life of a Slave Girl*. Also available electronically via

<http://xroads.virginia.edu/~hyper/jacobs/hjhome.htm>. This is a great website with lots of images, a timeline, and extras.

Various short assignments for in-class discussion (in paper form at the Main library; and electronically: go

to <http://www.uga.edu/academics/libservices.html> and click on “reserves catalog.” Password: hist2111)

Assignments and Grading:

Book Paper 1 – 15%

Book Paper 2 – 15%

Midterm Exam – 20%

Final Exam – 25%

Quizzes – 15% (4 quizzes on key terms)

Participation – 10% (includes response papers and in-class writing)

Late papers will lose one full letter grade for the first day late and 1/3 of a letter grade for each additional day (or portion thereof).

Participation and Quizzes

Your participation will be a critical piece of your learning experience. Each Friday you will attend a “breakout section,” in which you will read primary sources and discuss a topic related to them. Attendance of breakout sections is required. To encourage regular and insightful participation in these forums, you will sometimes write (and turn in) short responses to questions posed in advance. Or you may have an in-class quiz. Additionally, some days in lecture we will have short in-class writing assignments. Together, your participation and writing assignments will comprise 10% of your grade.

Additionally, there will be four (4) announced quizzes during the semester, which will test you on the key terms identified in the lectures. These quizzes will be worth 15% of your final grade.

Honor Code

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.

If you are unclear about the specifics of the Honor Code, you can review them at: <http://www.uga.edu/honesty/>.

All work, including papers and exams, must be your own. **Plagiarism** constitutes a serious violation of the Honor Code and will be handled with the utmost gravity and severity. UGA defines plagiarism as “submission for academic advancement the words, ideas, opinions or theories of another that are not common knowledge, without appropriate attribution to that other person.” You can read more about the University’s policy on plagiarism at http://www.uga.edu/honesty/ahpd/prohibited_conduct.html#Plagiarism.

SCHEDULE OF TOPICS AND READINGS:

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

UNIT ONE: THREE WORLDS COLLIDE, ca. 1450-1700

- What did Europeans, Native Americans, and Africans bring to the New World exchange? To what kinds of new worlds did they aspire? How did freedom or liberty figure into their goals?
- How did members of each group view the other groups? What different kinds of cultural assumptions and different resources shaped their encounters?
- What mixture of ideology and economics drove European motivations for New World settlement? How did that mixture affect relations with Native Americans and Africans?

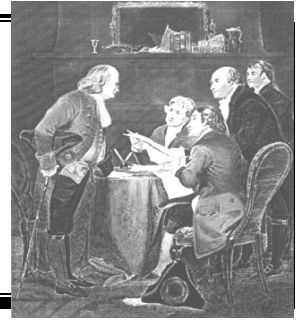


DATE	TOPIC	READINGS
M 8/17	Introduction/Separate Worlds	
W 8/19	Worlds Collide	Foner, 1-42
F 8/21	BREAKOUT SECTIONS: Analyzing Historical Sources	Reserves: Serving Time in Virginia Foner, 43-62
M 8/24	Settlement	Foner, 62-94 Reserves, “Settlement Motives”: Columbus (1492); George Alsop (1663); Constitutions of Carolina (1669); John Winthrop (1630). See WebCT for URL’s.
W 8/26	Slave Trade	Foner, 125-140
F 8/28	Early Slavery in America	Reserves: Olaudah Equiano’s Capture and Middle Passage Foner, 94-102
M 8/31	Writing seminar QUIZ	
W 9/2	Adaptation and Conflict	Foner, 72-75
F 9/4	BREAKOUT SECTIONS: Puritanism & the Pequot War	Mary Rowlandson, <i>Sovereignty and Goodness</i> [Paper Due]
M 9/7	NO CLASS	
W 9/9	Colonial Economies	Foner, 102-117

F 9/11	BREAKOUT SECTIONS: The Salem Crisis	Reserves: Was the Salem Witchcraft Hysteria Caused by a Fear of Women?
M 9/14	Colonial Society and Culture	Foner, 118-124

UNIT TWO: FROM COLONIES TO NATION, ca. 1700-1800

- What kinds of new worlds did inhabitants of the colonies try to make for themselves in the 18th century?
- Why did the American Revolution take place when it did? How was the Revolution connected to the aspirations and experiences of individuals? How was it connected to global events?
- What did the American Revolution and the idea of liberty mean for groups such as women and African Americans?



DATE	TOPIC	READINGS
W 9/16	The Enlightenment	Foner, 140-151
F 9/18	BREAKOUT SECTIONS: Great Awakening	Reserves: Whitefield and Chauncy Foner 151-154
M 9/21	Mid-century Challenge: War, Trade, and Social Conflict	Foner, 154-166
W 9/23	Social Conflict: Regulators & the Paxton Boys QUIZ	Regulators, “To the Inhabitants of ... North Carolina” (1769); Matthew Smith (Paxton Boys), (1764) – eBook Foner, 165, 175-176
F 9/25	Film: <i>Liberty! The Times that Try Men’s Souls</i>	
M 9/28	Rebellion	Foner, 167-190
W 9/30	Revolution	Foner, 190-200
F 10/2	BREAKOUT SECTIONS	Ben Franklin, <i>Autobiography</i> [Paper Due]
M 10/5	Social Aspects of the Revolution	Foner, 201-234
W 10/7	Constitution of 1787	Foner, 235-267
F 10/9	BREAKOUT SECTIONS The First New Nation	Reserves: Federalist versus Republican Foner, 268-288
M 10/12	Debate: Whose Independence?	Reserves: Were the founding fathers democratic reformers?
M 10/12	Review for Midterm	Evening: exact time & location TBA
W 10/14	MIDTERM	

UNIT THREE: ANTEBELLUM AMERICA, ca. 1800-1860

- How did liberty and the ideals of the American Revolution translate into practice?
- To what extent was an American nationalism created during these years? Who was included and excluded?
- How did economic development affect religion, politics, and culture? How did these changes influence the way different groups of Americans were able to create new worlds for themselves?



DATE	TOPIC	READINGS
F 10/16	BREAKOUT SECTIONS: Republican Motherhood	Reserves: Abbott, “The Mother at Home” and Willard, “The Plan for Female Education” (in the same reserves document); “Republican Motherhood”
M 10/19	Jefferson’s America	Foner, 288-295
W 10/21	War of 1812 and American Nationalism	Foner, 295-301

F 10/23	BREAKOUT SECTIONS: Native Americans in Antebellum America	Reserves: Andrew Jackson, "On Indian Removal;" Tecumseh, "Speech to Gov Harrison;" "Cherokee Nation v. Georgia;" "Memorial and Protest of the Cherokee Nation." Foner, 365-369
M 10/26	The Market Revolution: Culture and Economy QUIZ	Foner, 302-337
W 10/28	The Market Revolution: Politics	Foner, 338-365; 369-374
F 10/30	NO CLASS	
M 11/2	The Slave South	Foner, 375-408
W 11/4	Awakenings: Religion and Reform	Foner, 409-440
F 11/6	BREAKOUT SECTIONS: Women in the antebellum US	Reserves: Skinner, "Antebellum Women"; Sojourner Truth, "A'n't I a Woman?" (3 pp)
M 11/9	Women in antebellum America Natives and Newcomers	Reserves: Skinner 72-79.
W 11/11	Debate: Temperance	Arthur, "Ten Nights in a Bar-room"
F 11/13	BREAKOUT SECTIONS: Harriet Jacobs	Harriet Jacobs, <i>Incidents in the Life of a Slave Girl</i> [Jacobs Paper Due]
M 11/16	Westward Expansion QUIZ	Foner, 441-453

UNIT FOUR: SECTIONALISM AND CIVIL WAR, ca. 1848-1865

- Was the Civil War inevitable? Why did it break out in 1861? How important were ideology, material conditions, and political personalities?
- What visions of America did northerners and southerners hold? How did their notions of liberty resonate or differ?
- What opportunities and obstacles did the Civil War present to women, African Americans, and other social groups?
- How have Americans made sense of the Civil War since 1865?



DATE	TOPIC	READINGS
W 11/18	Slavery as a National Problem	Foner, 453-460 Reserves: <i>Dred Scott v. Sanford</i> (1857).
F 11/21	BREAKOUT SECTIONS: <i>Uncle Tom's Cabin</i>	Reserves: Stowe, <i>Uncle Tom's Cabin</i> (1851)
11/23-11/27	THANKSGIVING BREAK!	
M 11/30	The road to disunion	Foner, 460-479
W 12/2	A War for Union	Foner, 480-498 Reserves: "Lincoln's First Inaugural Address"
F 12/4	BREAKOUT SECTIONS: A War for Emancipation	Foner, 498-519 Reserves: "A Declaration of Freedom;" and "Black Soldiers in Missouri Bring Families to Freedom."
M 12/7	Civil War in Popular Culture	
Tu 12/8	TBA	
	Review for final	Evening: exact time & location TBA
M 12/14 12-3 p.m.	**FINAL EXAM**	