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HIST 2111H
MWF: 12:20-1:10

American History to 1865

Course Outline:

How often do we hear politicians discuss the “spread of democracy” or the “expansion of freedom (or liberty)” across the world? Such claims too often ignore the frequent conflicts over the meaning of such things as “liberty,” “freedom,” and “democracy” throughout American history. While these debates continue to our own time, much of what we seek to understand about ourselves or think we know about our country stems from the period covered by this course. We will explore the efforts to plant viable European colonies in the “new” world, and then how those colonies continued to expand, redefine themselves, and moved through four wars in less than its first one hundred years of existence. Major figures and events are important, but so were the thoughts and actions of many often neglected historical actors. We shall try to recover as many of these diverse voices of our past in the hopes of understanding how it shapes our current battles over “freedom.”

Course Objectives:

This course addresses major developments and trends in American society, politics, thought, institutions, and economic life from the first settlements to the end of the Civil War.

Required Texts:

Stephanie Smallwood, *Saltwater Slavery*
Woody Holton, *Forced Founders*
Joanne Freeman, *Affairs of Honor*
Harry Watson, *Liberty and Power*
Stephen Berry, *All That Makes a Man*

Optional Texts:

Eric Foner, *Give Me Liberty!* Volume 1 (seagull edition)

Student Responsibilities:

Attendance: Come to class regularly. You will be **allowed three absences** throughout the course of the semester. This is designed to account for possible family emergencies, doctor’s appointments, and other such unfortunate events. Every absence starting with your fourth will result in a full letter grade reduction in your final grade. If you use your excused absences to take a day off, take a road trip, or for any other reason, that’s fine and entirely your choice. Like any boss you may have in the future, I will simply hold you accountable for your decisions regarding your time. Missing a day when you are scheduled to lead discussion—without an acceptable excuse—will result in a F for your participation grade.

Classroom Demeanor: No cell phones, newspapers, magazines, crossword puzzles, sudokus, sleeping, singing telegrams, or other disruptions will be tolerated. I'll cut you a break on the first one because we have all forgotten to turn off our phones at some point. After that, however, you will be asked to leave and marked absent for that day. Please turn off or silence your cell phones before class begins. Similar rules apply to laptops. You may use your computer in class for activities strictly related to classroom work: note taking, reviewing notes, referencing your paper for discussion, or for leading class discussion. Using a computer in class for any reason beyond the immediate needs of the class will result in your being dismissed for the day, marked absent, and your loss of your classroom computer rights. Going to class is like going to your job. You wouldn't go to work and goof off right under the boss's nose. It's silly to imagine that you can do the same in a class at a major university. Also, discussion is an important part of this class. You must be able to debate and disagree with your classmates, and me, respectfully. Disrespectful behavior will not be tolerated and will result in an instructor initiated withdrawal from the course.

Grading and Assignments:

Discussion: This course is entirely discussion based. You have readings due for every class and it is incumbent upon you to keep up with the reading. These discussions will center upon the primary documents or secondary reading assigned that week. You must complete all reading assignments by the date they are marked on the syllabus.

Papers: The papers will be due on the day noted in the weekly schedule. You will be completing a variety of writing assignments in this course. The first is a source analysis. This is a short paper that requires you to analyze a single primary source and drawing out its broader historical significance. Second, you will write four short book reviews on each of the books we read in class. Finally, you will write a historiographical paper on a topic of your choice relevant to this class. Papers should always be double-spaced, have one inch margins around the entire page, and be in 12-point Times New Roman font. They will be collected at the beginning of class, without exception. Any paper handed in later than that will be docked 5 points off the final grade for each day late.

Late Papers: I expect all assignments to be handed in on time. If you have a university approved absence—mock trial, athletic event, national competition, etc.—we can work to find alternative arrangements for you to submit your work. Simple failure to complete the assignment on time, however, will not be tolerated. You may hand in a paper no more than one day late—weekends included. Handing in the assignment the day after it is due will result in a mandatory one letter grade reduction. After that first day late, the paper will no longer be accepted and the student will receive a zero for the assignment.

Grade Distribution: This course is predicated upon this point system:

Paper 1.....	100
Paper 2.....	100
Paper 3.....	100
Paper 4.....	100
Source Paper.	100
Hist. Paper....	200
Participation..	100
TOTAL.....	800

Participation will be determined by a series of short in class writing assignments at the end of each week, your performance as discussion leader, and my assessment of your discussion contributions over the course of the entire semester.

Grading:

A – Excellent work: original, exceptionally insightful, very well written/presented, efficiently organized, and displays a thorough understanding of the relevant course materials, with very few mistakes and a professional appearance.

B – Good work: insightful, clearly written/presented, organized, and thorough, insightful, but lacking full support of course materials, with few mistakes and a professional appearance.

C – Satisfactory work: solid but unremarkable in terms of insight, lacking some organization and/or clarity, and adequately written/presented, with several mistakes. Does not make full or efficient use of the relevant course material.

D – Poor work: not insightful, disorganized, poorly written, mistake-ridden, and reflective of a general lack of efforts.

F – Failing work: work that fails to meet the most basic requirements of the assignment.

Academic Honesty:

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. In short, plagiarism is handing in any work that is not yours—meaning not your idea, not your writing, etc.—without citations. Plagiarism is the highest offence in the historical profession and it is an ugly business that could result in severe punishment by the university. If you have any questions about citations, plagiarism, or anything like that, do not hesitate to ask me or contact the folks in the writing center.

Meanwhile, check out UGA’s academic honesty policy:

http://www.uga.edu/honesty/ahpd/culture_honesty.htm

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

Weekly Schedule of Classes:

Friday, Jan. 9 through Thursday April 30 (Monday schedule day)

SECTION ONE, THE MULTICULTURAL CONTINENT

Week 1...Jan. 9

F Introduction

Week 2 (Jan. 12-16) Writing Workshop (Primary Source analysis paper?)

M History in Practice: The Different Styles of Historical Writing

W Introductions, Conclusions, & Argument Making

Reading: Cronon, "A Place for Stories: Nature, History, and Narrative," *Journal of American History* 1992 78(4): 1347-1376 (JSTOR)

F Source Analysis Discussion

SOURCE ANALYSIS PAPER DUE

NOTE: Add/Drop Ends January 14

Week 3 (Jan. 19-23) Looking East from Indian Country

M **NO CLASS IN OBSERVANCE OF MARTIN LUTHER KING DAY**

W Native American Culture Pre-1492

Reading: Gallivan, "Powhatan's Werowocomoco," *American Anthropologist* 2007 109(1): 85-100 (Ebsco; available through America: History and Life)

Voices of Freedom, Chapter 1

F Spanish and French North America

Reading: Brooks, "'This Evil Extends Especially...To the Feminine Sex': Negotiating Captivity in the New Mexico Borderlands," *Feminist Studies* 1996 22(2): 279-309 (Ebsco; available through America: History and Life)

White, "The Middle Ground," chapter 2 of his *The Middle Ground: Indians, Empires, and Republics in the Great Lakes Region, 1650-1815* (e-reserve)

Week 4 (Jan. 26-30) Slavery and the African Diaspora

M Smallwood, Intro to Chapter 2

W Smallwood, Chapters 3-4

F Smallwood Chapters 5-7

PAPER 1 DUE

Week 5 (Feb. 2-6) British Colonization

M Voices of Freedom, Chapters 2-3

W Settling the Chesapeake

Reading: Reading: Morgan, "Slavery and Freedom: The American Paradox" *Journal of American History* 1972 59(1): 5-29 (JSTOR)

F Settling New England

Reading: Winship, "Godly Republicanism and the Origins of the Massachusetts Polity," *William & Mary Quarterly* 2006 63(3): 427-462 (Ebsco; full text available through America: History and Life)

Week 6 (Feb. 9-13) The American Revolution

M Voices of Freedom, Chapters 5

W Holton, Parts 1 & 2

F Holton, Parts 3 & 4

PAPER TWO DUE

Week 7 (Feb. 16-20) Founding the Republic

M Voices of Freedom, Chapters 6-7

W The Constitution

Reading: Roche and Zinn, "Were the Founding Fathers Democratic Reformers?" in *Taking Sides: Clashing Views in United States History* Vol. 1 (e-reserve)

F Voices of Freedom, Chapter 8

SECTION TWO, THE EARLY REPUBLIC

Week 8 (Feb. 23-27) Securing the Republic

M Freeman, Prologue through Chapter 1

W Freeman, Chapters 2-4

F Freeman, Chapter 5 through Epilogue

PAPER 3 DUE

Week 9 (March 2-6) The Market Revolution

M Voices of Freedom, Chapter 9

W Market Revolution in the North

Readings: Richard Bushman, "Markets and Composite Farms in Early America," (JSTOR)

Winifred B. Rothenberg, "The Market and Massachusetts Farmers, 1750-1855," (JSTOR)

F The Market Revolution and the South

Reading: Edgerton, "Markets Without a Market Revolution: Southern Planters and Capitalism," *Journal of the Early Republic* 1996 16(2): 207-221 (JSTOR)

Week 10 (March 9-13) NO CLASSES SPRING BREAK

Week 11 (March 16-20) The Old South

M Honor

Reading: Wyatt-Brown, "Andrew Jackson's Honor" (JSTOR)

W Society

Reading: Genovese, "Yeoman Farmers in a Slaveholder's Republic" (e-reserve)

F Gender

Reading: Berry, Chapters 1-4

Elizabeth Fox Genovese, "Within the Plantation Household: Women in a Paternalist System," in J. William Harris, ed., *Society and Culture in the Slave South* (e-reserve)**Week 12 (March 23-27) Jacksonian America**

M Voices of Freedom, Chapter 10

W Watson, Part 1

F Watson, Part 2

PAPER 4 DUE**NOTE: Withdrawal deadline is March 24.****Week 13 (March 30-April 3) American West & Life on the Margins**

M Moving West

Reading: Valencius, "The Geography of Health and the Making of the American West: Arkansas and Missouri, 1800-1860," *Medical History* [Great Britain] 2000 (Supplement 20): 121-145 (e-reserve)

W Life on the Frontier

Reading: Faragher, "The Transformation of a Rural Community: Commonality and Class in Sugar Creek," in *Major Problems in the Early Republic* (e-reserve)

F Southern Appalachia

Reading: Inscoc, "Mountain Masters: Slaveholding in Western North Carolina," *North Carolina Historical Review* 1984 61 (2): 143-173 (e-reserve)**PAPER 4 DUE*****SECTION 3, THE HOUSE DIVIDED*****Week 14 (April 6-10) Slavery in the Nineteenth Century**

M Voices of Freedom, Chapter 11

W The Proslavery Argument

Reading: Garson, "Proslavery as Political Theory: The Examples of John C. Calhoun and George Fitzhugh," *South Atlantic Quarterly* 1985 84(2): 197-212 (e-reserve)

F The Slave Community

Reading: Peter Kolchin, "Reevaluating the Antebellum Slave Community," *Journal of American History* 1983 70(3): 579-601 (JSTOR)

Week 15 (April 13-17) Sectionalism, Nationalism, and American Divergence

M Voices of Freedom, Chapter 13

W The Second Party System Collapses

Reading: Levine, "Conservatism, Nativism, and Slavery: Thomas R. Whitney and the Origins and the Know-Nothing Party," *Journal of American History* 2001 88(2): 455-488

F Messing With Texas: The Mexican War

Reading: Foner, "The Wilmot Proviso Revisited," *Journal of American History* 1969 56(2): 262-279 (JSTOR)

Week 16 (April 20-24) Secession & War

M Crises of the 1850s

Reading: Huston, "Democracy by Scripture Versus Democracy by Process: A Reflection on Stephen A. Douglas and Popular Sovereignty," *Civil War History* 1997 43(3): 189-200 (Ebsco; available online through America: History and Life)

Sinha, "The Caning of Charles Sumner: Slavery, Race, and Ideology in the Age of the Civil War," (JSTOR)

W Secession

Reading: West, "Minute Men, Yeomen, and the Mobilization for Secession in the South Carolina Upcountry," *Journal of Southern History* 2005 71(1): 75-104 (JSTOR)

F The Experience of the War, Part 1

Reading: Berry, *All That Makes a Man* Part II

PAPER 5 DUE

Week 17 (April 27-30) The Civil War

M Emancipation and the Redefinition of American Freedom

Reading: Guelzo, "Not One Word... Will I Ever Recall," (e-reserve)

W The Experience of the War, Part 2

Reading: Faust, "The Civil War Soldier and the Art of Dying," *Journal of Southern History* 2001 67(1): 3-38 (JSTOR)

Murrell, "Union Father, Rebel Son: Families and the Question of Civil War Loyalty," in Joan E. Cashin, ed., *The War Was You and Me: Civilians in the American Civil War* (e-reserve)

R War's Legacy

Reading: Blight, "'What Will Peace Among the Whites Bring?': Reunion and Race in the Struggle over the Memory of the Civil War in American Culture," *Massachusetts Review* 1993 34(3): 393-410 (Ebsco; available online through America: History and Life)

HISTORIOGRAPHY PAPER DUE