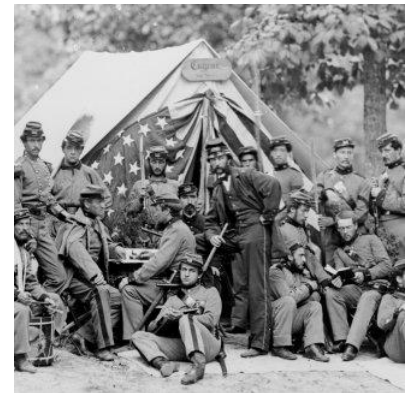




Village of Pomeiooc, North Carolina coastal plain, watercolor by John White, 1585

Montgomery Wolf
 Hist 2111H
 U.S. History to 1865
 TR 11:00-12:15

Office hours:
 121 Leconte Hall
 Tu 8:30-9:15, W 1:00-2:00 & by
 appt
 542-2530
mwolf@uga.edu



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 United States 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 (1997); ISBN 978-0312111519
 Laurel Ulrich, *A Midwife’s Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812* (1991); ISBN 978-0679733768
 James McPherson, *What They Fought For* (Anchor, 1995); ISBN 978-0385476348.
 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: Hist2111H)

Assignments and Grading:

Book Paper 1 – 15%
 Book Paper 2 – 15%
 Midterm Exam (Take home) – 15%
 Research Paper – 20%
 Final Exam (Take home) – 20%
 Participation – 15%

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

Your participation will be a critical piece of your learning experience. Attendance is required. To encourage regular and insightful participation, you will sometimes write (and turn in) short responses to questions posed in advance. Or you may have formal or informal in-class writing assignments. Your participation will comprise 15% of your 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/>.

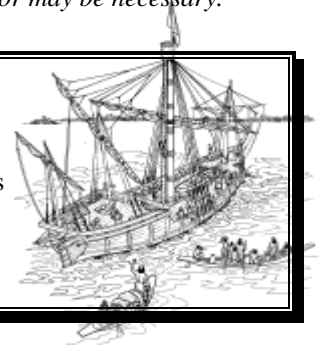
All work, including papers and exams, must be your own. **Plagiarism** constitutes a serious violation of the Honor Code and will be handled with the utmost gravity and severity. UGA defines plagiarism as "submission for academic advancement the words, ideas, opinions or theories of another that are 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

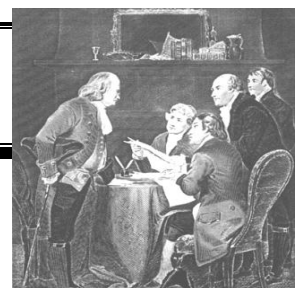
- What did Europeans, Native Americans, and Africans bring to the New World exchange? To what kinds of new worlds did they aspire? How did freedom or liberty figure into their goals?
- How did members of each group view the other groups? What different kinds of cultural assumptions and different resources 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
Tu 1/11	Introduction & Separate Worlds	
Th 1/13	Lecture: Worlds Collide	Foner, 1-42
Tu 1/18	Discussion: Analyzing Primary Sources	Foner 43-62 Reserves: Serving Time in Virginia
Th 1/20	Discussion: Settlement	Foner 62-94 ELC: Columbus (1492); George Alsop (1663); Constitutions of Carolina (1669); John Winthrop (1630).
Tu 1/25	Lecture: Slave Trade & Early Slavery	Foner, 94-102, 129-140 Reserves: Olaudah Equiano's Capture; Mittelberger, Indentured Servants.
Th 1/27	Discussion: Puritanism and Adaptation and Conflict	Foner, 62-75 Mary Rowlandson, <i>The Sovereignty and Goodness of God</i>
Tu 2/1	Lecture: Colonial Economies	Foner, 102-117 ROWLANDSON PAPER DUE
Th 2/3	Lecture: 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
Tu 2/8	Discussion: Great Awakening & the Enlightenment	Foner, 140-154 Reserves: Whitefield and Chauncy
Th 2/10	Lecture: Mid-century Challenge: War, Trade, and Social Conflict	Foner, 154-166, 175-176 Reserves: Regulators, "To the Inhabitants ..."; Matthew Smith (Paxton Boys), pp. 10-18 (beginning with "To the Honourable John Penn, Esquire...").
Tu 2/15	Lecture: Rebellion & Revolution	Foner, 167-234
Th 2/17	Discussion: Constitution of 1787	Foner, 235-257 Readings: TBA
Tu 2/22	Discussion: Constitution of 1787	Foner, 235-257 Readings: TBA
Th 2/24	Debate: Whose Independence?	Foner, 257-267 Reserves: Were the founding fathers democratic reformers?
Tu 3/1	Lecture: The First New Nation	Foner, 268-288
Th 3/3	No Class	MIDTERM DUE – FRIDAY MARCH 4, 5 P.M.
Tu 3/8	Role Playing: Jefferson's America	Foner, 288-295 Reserves: "Thomas Jefferson and the American Arcadia"; Jefferson, "Message to Congress"; Tench Coxe, "Arts and Manufactures."
Th 3/10	Role Playing: Jefferson's America	

UNIT THREE: ANTEBELLUM AMERICA,

ca. 1800-1860

- How did 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
Tu 3/22	Lecture: War of 1812 and American Nationalism	Foner, 295-301
Th 3/24	Lecture: The Market Revolution: Culture, Economy, and Politics	Foner, 302-365; 369-374
Tu 3/29	Discussion: Women in Antebellum America	Reserves: Women's Rights
Th 3/31	Discussion: <i>A Midwife's Tale</i>	
Tu 4/5	Lecture: Native Americans in Antebellum America	Foner, 365-369 Reserves: Andrew Jackson, "On Indian Removal"; " <i>Cherokee Nation v. Georgia</i> "; "Memorial and Protest of the Cherokee Nation." MIDWIFE PAPER DUE
Th 4/7	Discussion: The Slave South	Foner, 375-408
Tu 4/12	Discussion: Awakenings: Religion and Reform	Foner, 409-431 Reserves: "Ten Nights in a Bar-room"

Th 4/14	Lecture: Natives and Newcomers	Reserves: "The Know-Nothing Platform."
Tu 4/19	Lecture: Westward Expansion and Slavery as a National Problem	Foner, 441-460 Reserves: <i>Dred Scott v. Sanford</i> (1857).

**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?



DATE	TOPIC	READINGS
Th 4/21	Discussion: Slavery as a National Problem and The Road to Disunion	Foner, 460-479 Reserves: Stowe, <i>Uncle Tom's Cabin</i> (1851)
Tu 4/26	Discussion: A War for Union and a War for Emancipation	Foner, 480-519 Reserves: "Union Inviolable"; "A Declaration of Freedom"; and "Black Soldiers in Missouri Bring Families to Freedom."
Th 4/28	TBA	RESEARCH PAPER DUE
	TAKE HOME FINAL – Due May 5, 11 p.m.	