

History 101: American History to the Civil War Era
 Fall 2012
 University of Wisconsin-Madison

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Lectures: MWF 1:20 PM – 2:10 PM

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“The past is a foreign country: they do things differently there.”

- L. B. Hartley

Imagining the **past** as a foreign country allows us to meditate on our relationship with our own history. The past as a place is at once “foreign” and “familiar,” both distant and nearby. We can visit the past by examining documents or objects, we can learn its language through careful study, but we can never fully inhabit it. The people of the past tell jokes that we’ll never understand. **History** is our attempt to explore the past’s landscapes in order to comprehend our own. What we look for depends on the context of the present, and no two visitors to the past will discover the same country.

In this course you will “visit” the early American past. The lectures and readings will serve as your tour guides, but ultimately your experience is your own. When you analyze artifacts, try to envision the context from which they originated. Be a self-aware explorer: recognize that you have a unique perspective that influences your interpretations. Above all else, accept that the past is a place with its own interior logic. Especially when we are confronted with historical perspectives that we find distasteful, abhorrent, or contradictory, we must approach history with a desire to understand the conditions of the past so that we can craft informed opinions about ourselves and the society of which we are a part. I want this course to be meaningful to you in some way, and I hope to provide you with foundational historical principles that will help you use your understanding of the past to develop informed judgments of the present. I welcome your comments, questions, and suggestions.

Objectives

1. Introduce you to the conditions of everyday life in early America
2. Introduce you to history as an academic discipline and its relationship to the broader public
3. Introduce you to the methods historians employ when interpreting the past and reading documents

Course Mechanics

Meetings for this course consist of lectures and discussion sections. Lectures are three days per week and discussion sections meet once per week. You are required to attend all course meetings. Students are allowed one free absence from discussion section. If you have any special circumstances or if a situation arises that will interfere with your attendance in this course, please contact me or your TA **before** your absence.

Readings

Each week you are assigned primary source documents, secondary source essays/book chapters, and readings from the textbook, all of which must be completed before discussion sections. These readings average 60-90 total pages per week. Plan ahead so that you can take time to read carefully and reflect on the material before coming to discussion section.

You will also be assigned a website as part of your course reading. These websites are often online versions of museum exhibitions. Prompts, instructions, and hyperlinks for each week can be found on the course schedule. **These assignments are of equal importance to the course readings, and we will discuss them in class.**

Required texts:

All required texts (except online documents) are available for purchase at the **University Book Store**.

- James A. Henretta, Rebecca Edwards, and Robert O. Self, *America: A Concise History*, Vol. 1: To 1877, Fifth Edition (Boston: Bedford/St. Martin's, 2012).
- Charles Brockden Brown, *Edgar Huntly, or, Memoirs of a Sleep-walker* (New York: Viking Penguin Books, 1988).
- Primary and secondary sources
Available on Learn@UW

Prioritizing readings:

We understand that the obligations of other courses, extracurricular activities, family, and friends will pull you in many directions throughout the semester. This course expects a good deal of you, but I have every confidence that you can complete the assignments each week. If you consistently have trouble keeping up with the reading for this course, speak up! Talk to me or to your TA; we are here to help you!

The week of October 22, you are assigned the entire novel *Edgar Huntly*. Although you are expected to complete all of this reading, keep in mind that fiction requires a different approach than our other sources. You do not need to take copious notes about the novel; instead, read it in large chunks to immerse yourself in the atmosphere and tone of the story. You may want to begin reading *Edgar Huntly* a week or two before it is due to allow yourself enough time to complete the novel in its entirety. I have provided suggestions on the Course Schedule of how to break the novel down into manageable chunks of reading.

Learn@UW and Computer Policy

All documents outside of the textbook and *Edgar Huntly* are available on the Learn@UW class website. You may read the documents online or print them.

Please bring the readings in some form to discussion sections. If you have decided not to print the documents, bring a laptop, e-reader, or tablet to class. Please, no cell phones. If you use your laptop for social networking or entertainment during class meetings, you will be asked to obtain physical copies of the readings and leave your electronic device at home.

Class Participation, Responsibility, and Respect

I'm happy to help you develop strategies for success, but this is your course and you are responsible for your own contributions. Please feel free to contact me or come to my office hours to discuss any questions or concerns you may have about your ability to complete the assignments for this course.

Students will determine the content of discussion sections. A stimulating and thoughtful conversation can occur if you come to class prepared to discuss the course materials, ask questions, and listen to your peers. Your attendance, preparation, and engagement with discussions will be factored into your final grade. Each week you will converse about the past with students from a wide range of backgrounds in your discussion sections. Approach discussions as an opportunity to learn from others who may see the world differently than you do. Respect the contributions of your peers and the course materials.

Student Evaluation (i.e., your grades)

All response papers are due in lecture on Fridays (due dates are listed on the schedule). The response papers will be graded for completion (either you completed the assignment or you didn't), and **no late response papers will be accepted**, except in cases of prearranged absence.

All essays are due in lecture (due dates are listed on the schedule). **No electronic copies of essays will be accepted!** Late papers will be deducted 5% per twenty-four hour period that elapses after the due date. If foreseen or unforeseen circumstances prevent you from completing an essay on time, you may request an extension. Extensions must be requested **in advance** of the due date. If the situation warrants an extension, we

will determine a new due date for the essay based on your individual circumstances. Failure to turn in the assignment at the agreed upon date and time will result in an automatic **zero** for the essay.

- Participation: 15%
 - Response Papers: 15%
 - Essay #1: 20%
 - Essay #2: 20%
 - Essay #3: 10%
 - Final Exam: 20%
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Writing

Writing in this course consists of response papers and essays. The response papers should be **no more than one page** in length, ideally, one long-ish paragraph, around 250 words. Response papers must follow the same style guidelines as the longer essays (i.e., typed, double-spaced). Throughout the semester, you will write six response papers.

You will write three longer essays. The essay questions are designed to draw on your readings and the information contained in lectures: no outside research is required.

Style Guidelines

- Twelve point, Times New Roman font
- Double-spaced, page numbers, one inch margins
- Parenthetical or footnote citations

Plagiarism

Essays must be written in your own words. You must cite each source that you use. Students who are suspected of plagiarism will be required to meet with me to develop a plan of action to address these suspicions and prevent future missteps. The university defines plagiarism and student responsibility as follows:

“Plagiarism means presenting the words or ideas of others without giving credit. You should know the principles of plagiarism and the correct rules for citing sources. In general, if your paper implies that you are the originator of words or ideas, they must in fact be your own.”

A reminder from Dean Yolanda Garza, UW-Madison Division of Student Life/Judicial Affairs:

“Academic integrity is a commitment, even in the face of adversity. The purpose of education is learning, not grades; there are short-cuts to grades, but not to learning. If you are tempted to cheat, you should question why you are here.”

More information about plagiarism and the possible consequences for academic misconduct are available at: <http://students.wisc.edu/doso/students.html>

Response Paragraphs: Prompts and Due Dates

1. Due Friday, September 14

Question: What effect did English-style education and literacy have on native peoples in seventeenth-century New England?

2. Due Friday, September 21

Question: Compare and contrast seventeenth-century European and American Indian cultures of violence. How did contact with a different culture in the context of war change the actions/perspectives/behavior of both colonists and Indians?

3. **Due Friday, October 12**

Question: This week we learned about the trope of the “self-made man” and also about the “American paradox of liberty.” What eighteenth-century economic, political, and social conditions made the socioeconomic mobility of some colonists possible?

4. **Due Friday, October 19**

Question: Was the American Revolution a top-down or bottom-up revolution? What role did non-elites play in pushing the colonies toward declaring independence from Britain? How did elite leaders react to the political actions and speech of non-elites?

5. **Due Friday, November 30**

Question: What do the Brer Rabbit stories we read and the interviews we listened to tell us about the ways in which men and women responded to the conditions of their enslavement? Are these lessons overshadowed by the language in which the stories were written/recorded? What does this language tell us about white attitudes toward slavery, race, and education?

6. **Due Friday, December 7**

Question: Locate a scholarly website or online exhibition that discusses either pro-slavery or anti-slavery antebellum culture. Write a response that explains the purpose of the exhibition and how the exhibition uses documents or objects to teach us about the topic.

Examples of scholarly exhibition sites:

- Local or national history museums
- Libraries or archives
- State historical societies
- Local or national art museums
- Galleries, libraries, and museums at universities
- Non-profit or government organizations

Make sure the objects and documents are thoroughly explained and put into appropriate historical context.

Essay Questions

1. *Understanding Historians’ Metaphors*

Due in lecture 10/1/12

Andrew Lipman argues that we can understand the exchange of body parts in the Pequot War as “a strange kind of negotiation, a cross-cultural conversation rendered in flesh and blood” (Lipman, 4). In 3-4 typed, double-spaced pages, explain what “a cross-cultural conversation” is and evaluate its usefulness as a metaphor for understanding European/American Indian interactions in the seventeenth century. Because you are working with metaphor, your discussion of “conversation” need not be limited to speaking, but rather think of other objects and situations in which a conversation might be “rendered,” as Lipman has done with “flesh and blood.” If you find Lipman’s metaphor inapplicable to other situations, feel free to suggest an alternative metaphor.

2. *Evaluating Cause and Effect*

Due in lecture 11/5/12

Why is Charles Brockden Brown obsessed by order and chaos in *Edgar Huntly* and how does the novel reflect postrevolutionary political culture? In 3-4 typed, double-spaced pages, explain this preoccupation and its historical context. Of what (or who) were postrevolutionary political leaders afraid? Why was order a crucial part of the Constitutional debate and how did chaos result from the Revolution? How did political leaders attempt to order the new republic? You may find it useful to refer to the Articles of Confederation and the U.S. Constitution in your essay. These documents can be found in the back of your textbook.

3. *Connecting Past and Present*

Due in lecture 11/19/12

Read the two short newspaper articles and the *New York Times* editorial roundtable about the Cherokee Nation's expulsion of African Americans. How does this issue question tribal sovereignty and categories of membership? **In no more than 750 words**, write an op-ed about this controversy using your knowledge of the Cherokee in the nineteenth century. As with any editorial, you must form and express an opinion about this event and then support your opinion using evidence from your readings and lecture. The editorial roundtable offers examples of several opinions. You may draw on these editorials as a guide, but you must develop your own argument and use your own evidence. It's OK to have mixed feelings about the subject; your opinion does not need to be absolute. Rather, try to think through the issue, the history, and your evidence before drawing conclusions.

Course Schedule
Week of Sept. 3

M	No Class – Labor Day
W	Introduction and Colonial America <i>with</i> the Indians
F	Wampum and Beaver Pelts: Finding the Middle Ground
Readings	<p><i>A Concise History</i>, pp. 6-28 Learn@UW Secondary Sources Hoffman, Elizabeth Cobbs, Edward J. Blum, and Jon Gjerde. Introduction to <i>Major Problems in American History</i>. Volume 1: <i>To 1877</i>. Third Edition. Boston: Wadsworth/Cengage Learning, 2012. xxi-xxv. Axtell, James. "Colonial America without the Indians: Counterfactual Reflections." <i>Journal of American History</i> 73, no. 4 (March 1987): 981-996.</p>
Website	<p>Read four articles from the website for the Smithsonian's exhibition, "Written in Bone." As you read, consider what the archaeology at Jamestown tells us about colonial life that historians couldn't have learned from reading seventeenth-century documents. http://anthropology.si.edu/writteninbone/unearthing_past.html</p>

Week of Sept. 10****Response Paragraph #1 Due Friday, 9/14****

M	Profit and Perfection: Experiments in the "Wilderness"
W	Language and Translation in the Service of God
F	Fence Posts and Cattle: Domesticating the "Wilderness"
Readings	<p><i>A Concise History</i>, pp. 28-33, 36-48, 53-55 Learn@UW Secondary Sources Lepore, Jill. "Beware of any Linguist." In <i>The Name of War: King Philip's War and the Origins of American Identity</i>. New York: Vintage Books, 1999. 21-47. _____. "What is a Document?" "How to Read a Document," and Introduction to <i>Encounters in the New World: A History in Documents</i>. New York: Oxford University Press, 2000. 6-16. Learn@UW Primary Sources Eliot, John. Selections from <i>Tears of repentance, or, A further narrative of the progress of the gospel amongst the Indians in New-England...</i> London: Peter Cole, 1653. B1-B2, 1-3, 7-8, 43-45. Williams, Roger. Selections from <i>A Key Into the Language of America...</i> London: Gregory Dexter, 1643.</p>
Website	<p>Read three articles from the website for Cornell University Library's exhibition, "Vanished Worlds, Enduring People" from the sections "Language and Education" or "The Written Word." http://nac.library.cornell.edu/exhibition/introduction/index.html **AND** Read the entire virtual exhibition, "Digging Veritas," from Harvard's Peabody Museum. http://www.peabody.harvard.edu/DV-online As you read, consider the following question: What effect did English-style education and literacy have on native peoples in seventeenth-century New England?</p>

Week of Sept. 17

Response Paragraph #2 Due Friday, 9/21

M	Cultures of Violence
W	The Unruly Masses
F	“Wonders of the Invisible World”: The Supernatural Sources of Puritan Fear
Readings	<p><i>A Concise History</i>, pp. 49-53, 55-74 <u>Learn@UW: Secondary Source</u> Lipman, Andrew. “‘A Meanes to Knitt them Togeather’: The Exchange of Body Parts in the Pequot War.” <i>William and Mary Quarterly</i>, 3rd Series 65, no. 1 (January 2008): 3-28. <u>Learn@UW: Primary Sources</u> Hubbard, William. “A Supplement Concerning the Warre with the Pequods.” In <i>A narrative of the troubles with the Indians in New-England...</i> Boston: John Foster, 1677. 117-132. Mather, Cotton. “A Notable Exploit; wherein, Dux Faemina Facti.” In <i>Women’s Indian Captivity Narratives</i>. Edited by Kathryn Zabelle Derounian-Stodola. New York: Penguin Books, 1998. 55-60.</p>

Week of Sept. 24

M	Slaveries in the Colonial Era
W	Sugarcane: Slavery, Trade, and Empire
F	The New York Plot of 1741: A Case Study
Readings	<p><i>A Concise History</i>, 74-88 <u>Learn@UW: Secondary Sources</u> Davis, David Brion. “Slavery in Colonial America.” In <i>Inhuman Bondage: The Rise and Fall of Slavery in the New World</i>. New York: Oxford University Press, 2006. 124-140. Lepore, Jill. “Africans in America.” <i>Encounters in the New World: A History in Documents</i>. New York: Oxford University Press, 2000. 125-145. Brown, Kathleen M. “The Anxious World of the Slaveowning Patriarch.” In Elizabeth Cobbs Hoffman, Edward J. Blum, and Jon Gjerde. <i>Major Problems in American History</i>. Volume 1: <i>To 1877</i>. Third Edition. Boston: Wadsworth/Cengage Learning, 2012. 49-58. <u>Learn@UW: Primary Sources</u> “Virginia’s Statutes Illustrate the Declining Status of African American Slaves, 1660-1705,” “Southern Planter William Byrd Describes his Views Toward Learning and his Slaves, 1709-1710,” and “African Olaudah Equiano Recounts the Horrors of Enslavement, 1757.” In Elizabeth Cobbs Hoffman, Edward J. Blum, and Jon Gjerde. <i>Major Problems in American History</i>. Volume 1: <i>To 1877</i>. Third Edition. Boston: Wadsworth/Cengage Learning, 2012. 41-49. Sloane, Sir Hans. Selections from the Introduction to <i>A voyage to the islands...</i> London: B. M., 1707. lv-lvii.</p>
Website	<p>Take the entire virtual tour (all nine galleries and the “New-York Stories” for each gallery, it won’t take long) of the New York Historical Society’s exhibition, “Slavery in New York.” Gallery one is a brief introduction that can be clicked through to advance. After the introduction, you will click on each gallery at the top of the screen to advance through the exhibit. Each “New-York Stories” section has a group of hyperlinks that will take you to the documents and artifacts. As you read, note any two artifacts from the exhibition and consider what those artifacts tell us about slave experiences in the colonial era. http://www.slaveryinnewyork.org/gallery_1.htm</p>

Week of Oct. 1

Essay #1 Due in Lecture Monday, 10/1

M	Gender, Power, and Patriarchy
W	It Took a Village: Families and Towns in a Transatlantic Economy
F	The Eighteenth-Century Home: A New World of Goods
Readings	<p><i>A Concise History</i>, 96-107</p> <p>Learn@UW: Secondary Sources</p> <p>Ulrich, Laurel Thatcher. "September 1788: 'warpt a piece.'" In <i>A Midwife's Tale: The Life of Martha Ballard, Based on her Diary, 1785-1812</i>. New York: Vintage Books, 1990. 72-101.</p> <p>Sturtz, Linda L. "'A Little Purse to Herself': Cash, Credit, and Shopping." In <i>Within her Power: Propertied Women in Colonial Virginia</i>. New York: Routledge, 2002. 111-140.</p> <p>Learn@UW: Primary Sources</p> <p>"Elizabeth Sandwith Drinker, a Wealthy Philadelphian, Describes her Work and that of Other Women, 1758-1794," and "Ruth Henshaw, a Massachusetts Teenager, Records her Work in 1792." In <i>Major Problems in American Women's History</i>. Edited by Mary Beth Norton and Ruth M. Alexander. 3rd ed. New York: Houghton Mifflin, 2003. 50-54.</p> <p>"Dr. Alexander Hamilton Depicts the Material Acquisitions of Northern Colonists, 1744." In Elizabeth Cobbs Hoffman, Edward J. Blum, and Jon Gjerde. <i>Major Problems in American History</i>. Volume 1: <i>To 1877</i>. Third Edition. Boston: Wadsworth/Cengage Learning, 2012. 79-80.</p>
Website	<p>Take the entire virtual tour of the Tea Table section of Chipstone's online exhibition "Tea Table Coffee Table." The gray triangle in the upper left corner of the screen is the advance button. Make sure you "view the audio presentation" by clicking on the link on the far right side of the third page, and after the presentation, continue advancing through the exhibit. You may stop as it transitions into 1920s coffee tables. As you read/listen, consider the following questions: What was the larger significance of tea drinking to colonists? What do the elaborate rituals of tea tell us about colonial culture? http://www.chipstone.org/SpecialProjects/TeaTables/01t.html</p>

Week of Oct. 8

Response Paragraph #3 Due Friday, 10/12

M	Self-Made through Self-Help
W	Speaking out of Turn: Political and Religious Voice in the Eighteenth Century
F	Newspapers and Books: Spreading Words through the Colonies
Readings	<p><i>A Concise History</i>, 88-93, 107-125</p> <p>Learn@UW: Primary Sources</p> <p>Gronniosaw, James Albert Ukawsaw. "A Narrative of the Most Remarkable Particulars in the Life of James Albert Ukawsaw Gronniosaw." In <i>Pioneers of the Black Atlantic: Five Slave Narratives from The Enlightenment, 1772-1815</i>. Edited by Henry Louis Gates, Jr. and William L. Andrews. Washington, D.C.: Counterpoint, 1998. 33-59.</p> <p>Equiano, Olaudah. Ch. 7. In <i>The Life of Olaudah Equiano, or Gustavus Vassa, the African</i>. New York: Dover Publications, 1990. 97-107.</p> <p>Franklin, Benjamin. "Continuation of the Account of my Life." In <i>The Autobiography of Benjamin Franklin with Related Documents</i>. Edited by Louis P. Masur. New York: Bedford/St. Martins, 2003. 90-104.</p> <p>Pinckney, Eliza. "To Improve in Every Virtue." In <i>Early American Women: A Documentary History, 1600-1900</i>. Edited by Nancy Woloch. Belmont, CA: Wadsworth, 1992. 48-50.</p> <p>SUGGESTED: Brown, Charles Brockden. <i>Edgar Huntly: Or, Memoirs of a Sleepwalker</i>. Ch. 1 through Ch. 7, pp. 3-68.</p>
Website	<p>Read through the website for the Smithsonian's exhibition, "Slavery at Jefferson's Monticello." To enter the exhibit, click the brown "Get Started" arrow that appears on the bottom right of the front page. As you read, consider the following question: What is the American "paradox of liberty" and how was it embodied in the lives of men like Thomas Jefferson, Benjamin Franklin, Olaudah Equiano, and James Albert Ukawsaw Gronniosaw? http://www.monticello.org/slavery-at-monticello</p>

Week of Oct. 15

Response Paragraph #4 Due Friday, 10/19

M	The Ties that Bound: Monarchism and Englishness in the Colonies
W	Tea in the Harbor: English Imperialism and Its Discontents
F	Breaking Bonds: Declaring Independence and Fighting the American Revolution
Readings	<p><i>A Concise History</i>, Chapter 5 (pp. 132-160) Declaration of Independence (<i>A Concise History</i>, D-1 – D-3) Learn@UW: Secondary Source Holton, Woody. “Free Virginians Versus Slaves and Governor Dunmore.” In <i>Forced Founders: Indians, Debtors, Slaves, and the Making of the American Revolution in Virginia</i>. Chapel Hill: University of North Carolina Press, 1999. 133-163. Learn@UW: Primary Source Carter, Landon. Selections from <i>The Diary of Colonel Landon Carter of Sabine Hall, 1752-1778</i>. Edited by Jack P. Greene. Volume 2. Charlottesville: University Press of Virginia, 1965. 1049-1066. (Note: start at June 11 on p. 1049 and continue through the end of July 1776 on p. 1066.) SUGGESTED: Brown, Charles Brockden. <i>Edgar Huntly: Or, Memoirs of a Sleepwalker</i>. Ch. 8 through Ch. 14, pp. 69-142</p>

Week of Oct. 22

M	A Republic of Fear
W	The United States Constitution
F	(Dis)Loyal Opposition: The Birth of the First Party System
Readings	<p><i>A Concise History</i>, Ch. 6 (162-191), pp. 194-204 Brown, Charles Brockden. <i>Edgar Huntly: Or, Memoirs of a Sleepwalker</i>. All. (If you have been following the reading suggestions for the past two weeks, you will read Ch. 15-end, pp. 143-285.)</p>
Website	<p>Read the information about “The Road to the Constitution” and “Convention and Ratification” in the Library of Congress online exhibition, “Creating the United States Constitution,” then read about two documents from each category. Note which documents you choose and consider what the documents tell us about political culture in the postrevolutionary period. http://myloc.gov/Exhibitions/creatingtheus/Constitution/Pages/default.aspx</p>

Week of Oct. 29

M	Gender and Citizenship in the New Republic
W	The Frontier: Expansion of the New Republic
F	Revitalization, Nativism, and Resistance: American Indians and the New Republic
Readings and Websites	<p>Choose your own adventure reading this week! Everyone reads the textbook assignment, and then select one of the reading options below. No mixing and matching, please. You must read all of the assigned texts and the website for the option you choose. Each option has an equal number of pages to read.</p> <p>Everyone reads: <i>A Concise History</i>, pp. 204-224, 232-239</p> <p>Option 1: Sacagawea and Mary Jemison: Mythmaking and Reality in Frontier Narratives <u>Learn@UW: Secondary Sources</u> Barbie, Donna. "Sacagawea: The Making of a Myth." In <i>Sifters: Native American Women's Lives</i>. Edited by Theda Perdue. New York: Oxford University Press, 2000. 60-77. Namias, June. Selections from "Mary Jemison: The Evolution of One Captive's Story." In <i>White Captives: Gender and Ethnicity on the American Frontier</i>. Chapel Hill: University of North Carolina Press, 1993. 145-149, 179-203. <u>Learn@UW: Primary Source</u> Jemison, Mary and James E. Seaver. Chs. 13, 14, 15, & 16. In <i>A Narrative of the Life of Mary Jemison</i>. Edited by June Namias. Norman: University of Oklahoma Press, 1992. 143-160. <u>Website</u> Read the entire "A World of Women" section of the Missouri Historical Society's online exhibition, "Lewis and Clark: The National Bicentennial Exhibition." To get to this section, click "Launch the Exhibition," then "Go to Main Menu," and then "Themes." The section will be listed on the "Themes" page. Please note that this exhibition requires the Flash plug-in. As you read, consider the differences between American Indian femininity and Anglo-American femininity that are presented in the exhibit. http://www.lewisandclarkexhibit.org/index_flash.html</p> <p>Option 2: Performing Masculinity on the American Frontier <u>Learn@UW: Secondary Sources</u> Gorn, Elliott J. "'Gouge and Bite, Pull Hair and Scratch': The Social Significance of Fighting in the Southern Backcountry." <i>American Historical Review</i> 90, no. 1 (Feb. 1985): 18-43. Slaughter, Thomas. "Hunting Themselves." In <i>Exploring Lewis and Clark: Reflections on Men and Wilderness</i>. New York: Knopf, 2003. 134-159. <u>Learn@UW: Primary Sources</u> Lewis, Meriwether and William Clark. "Buffalo and Antelope," "Grizzly Bears," and "A Shipment of Specimens." In <i>The Lewis and Clark Expedition: Selections from the Journals, Arranged by Topic</i>. Edited by Gunther Barth. Boston: Bedford/St. Martin's, 1998. 190-199, 205-207. <u>Website</u> Read the introduction and take the entire virtual tour for one section of the American Antiquarian Society's online exhibition, "Men in the Young Republic." When you click on a section, there will be thumbnails of images at the bottom of the frame. Click on the thumbnail that says "Start" and then move through the figures one by one. As you read, consider how masculinity was demonstrated in the category you chose. http://www.americanantiquarian.org/Exhibitions/Men/introduction.htm</p>

Week of Nov. 5

Essay #2 Due in Lecture Monday 11/5

M	Racism and the Rise of American Democracy
W	FILM: "We Shall Remain: The Trail of Tears"
F	The Cherokee After Removal
Readings	<p><i>A Concise History</i>, pp. 227-232, 239-245, 292-312</p> <p>Learn@UW: Secondary Sources</p> <p>Perdue, Theda. "Cherokee Women and the Trail of Tears." In <i>Unequal Sisters: A Multicultural Reader in U.S. Women's History</i>. Edited by Vicki L. Ruiz and Ellen Carol DuBois. New York: Routledge, 2000. 93-104.</p> <p>Wallace, Anthony F. C. "Aftermath: The Long Shadow of the Removal Policy." In <i>The Long, Bitter Trail: Andrew Jackson and the Indians</i>. New York: Hill and Wang, 1993. 102-120.</p> <p>Learn@UW: Primary Sources</p> <p>"Cherokee Women Petition their National Council, 1818," "Cherokee Women Petition their National Council, 1831," "Removal Defended, 1830," and "Catherine Beecher's Appeal, 1829." In <i>The Way we Lived: Essays and Documents in American Social History</i>. Edited by Frederick M. Binder and David M. Reimers. Boston: Wadsworth, 2013. 167-174.</p> <p>"The Text of the Removal Act." In <i>The Long, Bitter Trail: Andrew Jackson and the Indians</i>. Anthony F. C. Wallace. New York: Hill and Wang, 1993. 125-128.</p>
Website	<p>Visit the website for the National Museum of the American Indian's exhibition, "Indivisible: African-Native American Lives in the Americas." Take the entire virtual tour. As you read, consider how race affected American Indian and African American relationships.</p> <p>http://www.nmai.si.edu/exhibitions/indivisible/introduction.html</p>

Readings for Op-Ed Assignment

Olafson, Steve. "Cherokee Indians Say they Will Not Be Dictated to by U.S." Reuters, September 13, 2011. <http://www.reuters.com/article/2011/09/14/us-usa-cherokees-idUSTRE78D05X20110914>

Kellogg, Alex. "Cherokee Nation Faces Scrutiny for Expelling Blacks." NPR, September 19, 2011. <http://www.npr.org/2011/09/19/140594124/u-s-government-opposes-chokeee-nations-decision>

New York Times Editorial Forum: Room for Debate "Tribal Sovereignty Versus Racial Justice," Sept. 15, 2011. <http://www.nytimes.com/roomfordebate/2011/09/15/tribal-sovereignty-vs-racial-justice>

Week of Nov. 12

M	Industrialization and the Market Revolution
W	Dealing with Diversity: Immigration, Race, and the Growth of America's Cities
F	Respectable Cities: Antebellum Urban Reform
Readings	<p><i>A Concise History</i>, pp. 246-254, Ch. 9 (pp. 262-289), pp. 312-318, 321-326, 332-335</p> <p>Learn@UW: Secondary Source</p> <p>Verter, Bradford. "Interracial Festivity and Power in Albany, New York." In <i>Major Problems in American Urban and Suburban History</i>. Edited by Howard P. Chudacoff and Peter C. Baldwin. 2nd ed. New York: Houghton Mifflin, 2005. 93-105.</p> <p>Learn@UW: Primary Sources</p> <p>"A White Observer Deplores the Celebration of Pinkster in Albany, 1803," and "William Otter Brags about his Exploits as a Young Hoodlum in New York, 1806-1807." In <i>Major Problems in American Urban and Suburban History</i>. 76-81.</p> <p>"New People in a New Land: Documents." In <i>The Way we Lived: Essays and Documents in American Social History</i>. Edited by Frederick M. Binder and David M. Reimers. Boston: Wadsworth/Cengage, 2013. 220-223.</p> <p>Brownson, Orestes A. "The Laboring Classes (1840)." In <i>Documents for America's History</i>. Edited by Melvin Yazawa. Boston: Bedford/St. Martin's, 2011. 235-236.</p>
Website	<p>Read the entire sections "Marking Time" and "Mechanizing Time" in the Smithsonian's virtual exhibition, "On Time." Consider the following question: How did clocks change from the eighteenth century to the nineteenth century and what do these changes tell us about the effect of industrialization on everyday life? http://americanhistory.si.edu/ontime/index.html</p>

Week of Nov. 19

Essay #3 Due in Lecture Monday 11/19

M	Religious Awakening and Rural Utopias
W	Western Homesteads: The Comforts of Home at the Edge of “Civilization”
F	No Class – Thanksgiving Break
Readings	<p><i>A Concise History</i>, pp. 326-332 Learn@UW: Secondary Source Johnson, Susan Lee. “‘Domestic’ Life in the Diggings: The Southern Mines in the California Gold Rush.” In <i>Unequal Sisters: A Multicultural Reader in U.S. Women’s History</i>. Edited by Vicki L. Ruiz and Ellen Carol DuBois. New York: Routledge, 2000. 105-123. Learn@UW: Primary Sources “John L. O’Sullivan, a Democratic Newspaperman, Defines ‘Manifest Destiny,’ 1845” and “Walter Colton, a Californian, Describes the Excitement of the Gold Rush, 1848.” In Elizabeth Cobbs Hoffman, Edward J. Blum, and Jon Gjerde. <i>Major Problems in American History</i>. Volume 1: <i>To 1877</i>. Third Edition. Boston: Wadsworth/Cengage Learning, 2012. 276-278. Evans, Priscilla Merriman. “Pulling a Handcart to the Mormon Zion.” In <i>America Firsthand: Readings from Settlement to Reconstruction</i>. Edited by David Bruner and Robert Marcus. Vol. 1. 4th ed. Boston: Bedford, 1997. 184-191.</p>
Website	Read two or three articles and view several images from The National Museum of the American Indian’s exhibition, “A Song for the Horse Nation.” How did horses transform everyday life in western American Indian societies? http://www.nmai.si.edu/exhibitions/horsenation/index.html

Week of Nov. 26

Response Paragraph #5 Due Friday 11/30

M	Uncertain Boundaries: Negotiating Politics of Slavery and Freedom
W	The Big House and the Little House: Plantation Spaces in the Deep South
F	The Expansion of Slavery and its Political Consequences
Readings	<p><i>A Concise History</i>, pp. 335-349, Ch. 12 (pp. 351-378), pp. 384-404 Learn@UW: Secondary Source Levine, Lawrence W. “The Slaves’ World-View Revealed in their Stories.” In <i>Major Problems in African-American History</i>. Edited by Thomas C. Holt and Elsa Barkley Brown. Vol. 1. New York: Houghton Mifflin, 2000. 277-292. Learn@UW: Primary Sources Harris, Joel Chandler. “The Wonderful Tar-Baby Story,” “How Mr. Rabbit was Too Sharp for Mr. Fox,” “Mr. Terrapin Shows his Strength,” and “The Sad Fate of Mr. Fox.” In <i>The Complete Tales of Uncle Remus</i>. Edited by John Tumlins. Savannah, GA: Beehive Press, 1974. 3-4, 5-6, 38-40, 51-54. Douglass, Frederick. Ch. 6. In <i>Narrative of the Life of Frederick Douglass, An American Slave, Written by Himself, with Related Documents</i>. Edited by David W. Blight. New York: Bedford/St.Martin’s, 2003. 63-65.</p>
Website	Read the “About the Collection” section and listen to two interviews and one song from “Voices from the Days of Slavery.” Consider what the interviews helped you understand about slavery in the nineteenth century. http://memory.loc.gov/ammem/collections/voices/index.html

Week of Dec. 3

****Response Paragraph #6 Due Friday 12/7****

M	“John Brown’s body lies a-mouldering in the grave”: Abolitionism Becomes Militant
W	“They would’nt have a government where cotton was’nt king”: The Proslavery South
F	A Failure to Compromise
Readings	<p><i>A Concise History</i>, pp. 404-414, 416-426 <u>Learn@UW: Secondary Source</u> McCurry, Stephanie. “Slavery, Gender, and the Social Fabric.” In <i>Masters of Small Worlds: Yeoman Households, Gender Relations, and the Political Culture of the Antebellum South Carolina Low Country</i>. New York: Oxford University Press, 1995. 171-207. <u>Learn@UW: Primary Sources</u> “James Henry Hammond Claims Southern Cultural Superiority, 1845,” “George Fitzhugh Praises Southern Society, 1854,” and “J.D.B. DeBow Explains Why Nonslaveholders Should Support Slavery, 1860.” In <i>Major Problems in the Civil War and Reconstruction</i>. Edited by Michael Perman. 2nd ed. New York: Houghton Mifflin, 1998. 6-10. McCord, Louisa S. Cheeves. “A Reply to Harriet Beecher Stowe.” In <i>Early American Women: A Documentary History, 1600-1900</i>. Belmont, CA: Wadsworth, 1992. 312-316. “Lydia White, a Philadelphia Shopkeeper, Refuses to Carry the Products of Slave Labor in her Dry Goods Store, 1831.” In <i>Major Problems in American Women’s History</i>. Edited by Mary Beth Norton and Ruth M. Alexander. 3rd ed. New York: Houghton Mifflin, 2003. 133. Grimké, Sarah. “Reply to the Massachusetts Clergy.” In <i>Early American Women: A Documentary History, 1600-1900</i>. Edited by Nancy Woloch. Belmont, CA: Wadsworth, 1992. 342-344.</p>
Website	<p>Locate a website or online exhibition that discusses either pro-slavery or anti-slavery antebellum culture. The website/exhibition needs to be scholarly.</p> <p>Examples of scholarly exhibition sites:</p> <ul style="list-style-type: none"> • Local or national history museums • Libraries or archives • State historical societies • Local or national art museums • Galleries, libraries, and museums at universities • Non-profit or government organizations

Week of Dec. 10

M	Houses in Flames: Fighting the Civil War
W	American Indians, African Americans, and Women in the Postwar Era
F	Retrospective
Readings	<p><i>A Concise History</i>, pp. 426-444 <u>Learn@UW: Secondary Source</u> Davis, David Brion. “The Civil War and Slave Emancipation.” In <i>Inhuman Bondage: The Rise and Fall of Slavery in the New World</i>. New York: Oxford University Press, 2006. 297-322. Foner, Eric. “The Civil War and the Story of American Freedom.” <i>Art Institute of Chicago Museum Studies</i> 27, No. 1 (2001): 8-25. <u>Learn@UW: Primary Sources</u> “John C. P. Wederstrandt and I. N. Steele, Two Slaveholders, Lose Control of their Slave Labor,” “Private Hubbard Pryor as a Slave and as a Union Soldier,” “Slave Fugitives Tell Their Stories to Charlotte Forten,” “Charlotte Forten Describes the Celebration of Emancipation in the Heart of the Confederacy,” and “A Freedom Song from the Civil War Era.” In <i>Major Problems in African-American History</i>. Edited by Thomas C. Holt and Elsa Barkley Brown. New York: Houghton Mifflin, 2000. 337-342. “The Southern Homefront: Documents.” In <i>Major Problems in the Civil War and Reconstruction</i>. Edited by Michael Perman. 2nd ed. New York: Houghton Mifflin, 1998. 216-223.</p>

Final Exam 12/21/12 5:05 PM – 7:05 PM, Location TBA