

**History 150**  
**American Histories: The Nineteenth Century**

**University of Wisconsin-Madison**  
**Department of History**  
**Fall 2009**

MWF, 9:55 – 10:45  
2650 Humanities

Teaching Staff:

Prof. Stephen Kantrowitz  
5110 Humanities  
263-1844  
Office Hours: TBA

Doria Dee Johnson  
Jennifer Hull  
David Gilbert

To make an appointment during Prof. Kantrowitz's office hours, sign up on the sheet posted outside 5110 Humanities. To make an appointment for another time, email [skantrow@wisc.edu](mailto:skantrow@wisc.edu) with a list of times you are available on Mondays, Wednesdays, and Fridays. Teaching Assistant office hours will be announced in class and posted on the course [learn@uw](#) page.

I will respond to emails and phone calls to my office as my schedule permits, but I will not respond to questions that can be answered by reading this syllabus.

**Adding the Course and Switching Sections**

There is no waiting list. If you have not been able to enroll in the course, your only option is to check the online timetable vigilantly and wait for someone to drop. Every year some students are able to enroll this way, but there are no guarantees.

It may be possible for some students to switch from one section to another, but we cannot guarantee that you can switch into any particular section. If you are trying to switch sections, fill out a sheet at the front of the class after the first lecture. DO NOT drop one section of the course and try to add another or you may lose your place in the course.

This is a 4-credit course; there will be no reduction in work for students who choose to earn only 3 credits. If you are enrolled for 3 credits and want to earn 4, do not try to drop the course and re-add it; this will put your spot in the class in jeopardy.

**Assignments**

**"Study Terms" and the Midterm and Final Exams**

During most weeks you will be asked to submit 3 or more "study terms" on the reading. You must do this via the "Discussion" link on the course [Learn@UW](#) page, no later than midnight of the day before your section meeting. Provide the number of terms indicated and, for each term, a one-sentence definition that explains its "who/what/when/where/why/how." You must also bring a printed copy of your three terms and definitions with you to section for discussion.

These study terms should be major concepts, events, or transformations. For example, when thinking about our first reading assignment, good study terms would include "election of 1800" and "Federalist" but not "Gabriel."

After all of a week's sections have met, the teaching staff will select a number of the terms you generated, supplement them as necessary, and post a final "Key Study Term" list for each reading on the [Learn@UW](#) page, under "Course Content." You will be responsible for these Key Study Terms, along with the material on lecture outlines (which will also be posted under "Course Content"), on your midterm and final exams. Note that the final "Key Study Term" lists we post will not include definitions. It is up to you, through your reading and participation in discussion, to develop working definitions of these terms and maintain them

throughout the semester. We will spend considerable time in section on definitions and how to develop them.

### Written work

- All written work must be submitted in hardcopy, 12-point and double-spaced, with reasonable margins, **and** an accurate word-count at the end of the last page of text.
- All written work (other than study terms), even items submitted via the "dropbox," must have your name and section day/time at the top left of the first page.
- All pages must be securely fastened to one another.
- All written work must be carefully proofread by hand, not just by a spell-check.

We strongly encourage you to make use of the Writing Center, whose resources are available to all students. For more information, see their homepage at: <http://www.wisc.edu/writing>. To make an appointment for an individual consultation with a member of their staff, call 263-1992.

### Assessment

Your final grade will be determined according to this formula:

Discussion Sections (participation, study terms)	25%
Assignment #1 ("Gabriel's Rebellion")	5%
Assignment #2 ( <i>Sam Patch</i> )	7.5%
Assignment #3 ( <i>Creole</i> documents)	7.5%
In-class midterm exam	15%
Assignment #4 ( <i>South vs. South</i> )	12.5%
Assignment #5 ( <i>Looking Backward</i> )	7.5%
Final exam	20%

### Other Matters

#### Attendance

This classroom is too large for us to monitor your presence or absence in lecture. That said, the TAs will be taking note of persistent absenteeism and factoring it into decisions about whether or not to give you the benefit of the doubt when you are at the cusp of a grade, etc. **But:** your presence in discussion section is a crucial part of your course grade (25%, including study terms), and you will face significant penalties beginning with the second unexcused absence from section. For what constitutes an excused absence, see "Late Work and Missed Exercises," below.

#### This Barn of a Room

This hall is too large for a class this size, so we will be moving people as far forward in the room as is practical and comfortable. Your TAs will be seated just behind the last "available" rows; you must choose a seat closer to the front than they are sitting.

#### In-class Behavior, including Wireless Communication

Be respectful of one another and the teaching staff, and refrain from distracting activities. Do not read the paper, gossip, or catch up your electronic correspondence. Phones and other devices must be turned off or completely silent--not on vibrate--during lectures and sections. No texting or other electronic communication is allowed. If the message you are waiting for is so important that it can't stay unread or unanswered for another hour, don't come to class. I have observed lectures from the back of enough lecture halls to know that most laptop users spend a considerable amount of time on Facebook, sports sites, and other activities other than note-taking; the TAs seated in the back of the classroom will take note of this as well. This is not to discourage you from using a laptop for note-taking, but to let you know that you will be no more invisible to us during your online extracurricular activity than you would be if you held up a newspaper or did a sudoku on top of your notebook.

#### Academic Responsibility

All written work that you turn in should be your own, and you are responsible for knowing what constitutes plagiarism; claiming ignorance will not help you after the fact. If you repeat someone else's words, you must use quotation marks and must cite the relevant author, work, and page numbers (either in parentheses or in a footnote). Likewise, if you closely paraphrase another writer or rely on his or her ideas, you must acknowledge your debt with an appropriate citation. Appropriation of another author's work without

citation—whether or not you use direct quotations—always constitutes plagiarism. Some clear guidelines are available on the Writing Center's website at [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html). Cheating in any form is completely unacceptable, and there will be no second chances.

### Special Needs and Requests

We will make every effort to accommodate students' needs. Students requiring accommodation must work through the McBurney Center and must alert their T.A. well before the first time they require such accommodation; otherwise, in a class this size, we cannot guarantee that we can make arrangements.

### Late Work and Missed Exercises

Absences or missed deadlines are only considered "excused" if the student provides a note from a medical professional or dean. In the absence of such a note, your work will lose points every day that passes, and you will not be able to retake missed quizzes.

### Readings

Books [#] are available at Rainbow Bookstore Cooperative, 46 W. Gilman St.

Readings marked [•] are part of a course packet available at the Humanities Copy Center.

# Paul E. Johnson, *Sam Patch, the Famous Jumper* (New York: Hill & Wang, 2003).

# Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Cambridge, Mass.: Harvard Univ. Press, 1999).

# Anders Stephanson, *Manifest Destiny: American Expansion and the Empire of Right* (New York: Hill & Wang, 1995)

# William Freehling, *The South vs. The South: How Anti-Confederate Southerners Shaped the Course of the Civil War* (New York: Oxford Univ. Press, 2001).

# Edward Bellamy, *Looking Backward, 2000-1887*, ed. and intro Daniel H. Borus (Boston: Bedford, 1995)

• Douglas Egerton, "Gabriel's Conspiracy and the Election of 1800," *The Journal of Southern History* 56:2 (May, 1990), pp. 191-214.

• Judith Apter Klinghoffer and Lois Elkis "'The Petticoat Electors': Women's Suffrage in New Jersey, 1776-1807," *Journal of the Early Republic*, Vol. 12, No. 2 (Summer, 1992), pp. 159-193

• *U.S. Senate Documents* No. 51, 27<sup>th</sup> Congress, 2<sup>nd</sup> Session [1841-42], "...copies of correspondence in relation to the mutiny on board the brig Creole, and the liberation of the slaves who were passengers in the said vessel."

• Elsa Barkley Brown and Gregg D. Kimball, "Mapping the Terrain of Black Richmond," *Journal of Urban History* 21:3 (March 1995), 296-346.

• *U.S. Senate Miscellaneous Documents* No. 48, 44th Congress, 2d Session [1876-77], "...information in relation to the slaughter of American citizens at Hamburg, S.C."

• Andrew Carnegie, "Wealth," *North American Review*, CXLVIII (June 1889), 653-64.

• Glenda E. Gilmore, "Murder, Memory, and the Flight of the Incubus," in David S. Cecelski and Timothy B. Tyson, eds., *Democracy Betrayed: The Wilmington Race Riot of 1898 and its Legacy* (Chapel Hill: Univ. of North Carolina Press, 1998), 73-93.

**Schedule of Lectures, Readings, and Assignments**

Our "Week" begins with Friday's lecture, continues through the Monday and Wednesday lectures, and includes the Monday, Tuesday, and Thursday section meetings. You should complete all readings for the week before your section meets, regardless of how many lectures have taken place by that time.

**Week 1**      **Note: Sections will not meet this week****Lectures:**

9/2 Weds      Openings

**Week 2****Lectures:**

9/4 Fri      Struggles  
 9/7 Mon      Coast and Backcountry  
 9/9 Weds      Boundaries

**Assignment for sections meeting Mon., 9/7, Tues., 9/8, and Thurs., 9/10:**

Reading:      • Egerton, "Gabriel's Conspiracy and the Election of 1800"  
                     Stephenson, *Manifest Destiny*, 3-27

Submit:      3 study terms for "Gabriel's Rebellion" (**not** those listed above in this syllabus) and 2 study terms for *Manifest Destiny*.

**Assignment #1 due in dropbox, no later than Noon, Thursday 9/10:**

Answer the following two questions, each in a paragraph of no more than 100 words:

- 1) Why did Gabriel believe a revolt could succeed?
- 2) How did his conspiracy become an issue in the Virginia election of 1800?

Begin each paragraph with a clearly worded thesis statement and support that thesis with evidence from the article, citing page numbers in parentheses if necessary. **5% of your final grade.**

**Week 3****Lectures:**

9/11 Fri      Empires  
 9/14 Mon      Consolidation  
 9/16 Wed      The "Great Revival"

**Assignment for sections meeting 9/14, 9/15, 9/17:**

Reading:      # Johnson, *Sam Patch*, ix-40  
                     • Klinghoffer and Elkis "The Petticoat Electors"

Submit:      3 study terms for "Petticoat Electors"; 2 study terms for *Sam Patch*

**Week 4****Lectures:**

9/18 Fri      The Market Revolution and Urbanizing America  
 9/21 Mon      Jacksonian Democracy  
 9/23 Weds      Islands

**Assignment for sections meeting 9/21, 9/22, 9/24:**

Reading:      # Johnson, *Sam Patch*, to end

Submit:      5 study terms for *Sam Patch*

**Assignment #2 due in dropbox, no later than Noon, Friday 9/25:**

A paragraph of no more than 250 words in which you explain how Sam Patch's life reflects one important aspect of American life in the 1820s. **7.5% of your final grade.**

**Week 5****Lectures:**

9/25 Fri      "Northwest" and "Southwest"  
 9/28 Mon      *No lecture - Yom Kippur* (students unable to attend section should notify their TA)

9/30 Weds Immigrants and Migrants

**Assignment for sections meeting 9/28, 9/29, 10/1:**

Reading: # Johnson, *Soul by Soul*, 1-134  
 Submit: 4 study terms for *Soul by Soul*

**Week 6**

**Lectures:**

10/2 Fri No lecture  
 10/5 Mon The Rise of "Free Labor"  
 10/7 Weds Religious and Cultural Conflict

**Assignment for sections meeting 10/5, 10/6, 10/8:**

Reading: # Johnson, *Soul By Soul*, 135-220  
 • *U.S. Senate Documents* No. 51, 27<sup>th</sup> Congress, 2<sup>nd</sup> Session [1841-42], "... mutiny on board the brig Creole, and the liberation of the slaves..."

**Assignment #3 due in dropbox, no later than 5 p.m., Friday, 10/9:**

What is the most interesting contradiction of fact and/or interpretation within the Senate record of the *Creole* affair, and what makes it important? Make an argument of no more than 300 words, drawing where possible on the arguments and analyses in *Soul by Soul*. **7.5% of final grade.**

**Week 7**

**Lectures:**

10/9 Fri From Abolition to Proslavery  
 10/12 Mon "Manifest Destiny"  
 10/14 Weds Borders and Wars

**Assignment for sections meeting 10/12, 10/13, 10/15:**

Reading: Stephenson, *Manifest Destiny*, 28-65

**Week 8**

**Lectures: sections discussing this material meet**

10/16 Fri **In-class Midterm Exam:** This exam will cover material from readings and lectures through Mon., 10/12. You are responsible for all terms appearing on lecture outlines and for all "key study terms" listed on the Learn@UW site. **15% of final grade.**  
 10/19 Mon How the Civil War Came  
 10/21 Weds North and South, Union and Confederacy

**Assignment for sections meeting 10/19, 10/20, 10/22:**

Reading: # Freehling, *The South vs. the South*, 3-114  
 Submit: 5 study terms for Freehling

**Week 9**

**Lectures:**

10/23 Fri Fighting the Civil War  
 10/26 Mon Homefronts, Victory, and Defeat  
 10/28 Weds The Meanings of Freedom

**Assignment for sections meeting 10/26, 10/27, 10/29:**

Reading: # Freehling, *The South vs. The South*, 115-220  
 Submit: 5 study terms for Freehling, 2<sup>nd</sup> part

**Assignment #4 due in dropbox, no later than 5 pm Monday, 11/2:**

An essay of no more than 500 words explaining what *The South vs. the South* argues, and what kinds of evidence Freehling offers to support that argument. If you find Freehling's argument or evidence unpersuasive, in whole or in part, you may discuss this in a final paragraph (but you must remain within the word limit). **12.5% of final grade.**

**Week 10****Lectures:**

10/30 Fri	Reconstruction as a Revolutionary Moment
11/2 Mon	Reconstruction as a Conservative Moment
11/4 Wed	Reconstruction Defeated

**Assignment for sections meeting 11/2, 11/3, 11/5:**

Reading:	<ul style="list-style-type: none"> <li>• Barkley Brown and Kimball, "Mapping the Terrain of Black Richmond"</li> <li>• <i>U.S Senate Miscellaneous Documents</i> No. 48, 44<sup>th</sup> Congress, 2<sup>nd</sup> Session [1876-77], "...the slaughter of American citizens at Hamburg, S.C."</li> </ul>
Submit:	3 study terms for "Mapping the Terrain"

**Week 11****Lectures:**

11/6 Fri	Catch-up Lecture
11/9 Mon	New Centers of Power: Cities and Finance
11/11 Weds	New Labor, New Laborers

**Assignment for sections meeting 11/9, 11/10, 11/12:**

Reading:	<ul style="list-style-type: none"> <li>• Bellamy, <i>Looking Backward</i>, first half</li> <li>• Carnegie, "Wealth"</li> </ul>
Submit:	Answer the following questions: What would the inhabitants of Bellamy's future society say about Carnegie's essay? What would Carnegie say about Bellamy's vision?

**Week 12****Lectures:**

11/13 Fri	New Souths
11/16 Mon	Shocks to the System
11/18 Weds	1896

**Assignment for sections meeting 11/16, 11/17, 11/19:**

Reading:	# Bellamy, <i>Looking Backward</i> , through p. 196.
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**Week 13****NOTE: Sections do not meet 11/23, 11/24, 11/26 - TAs will hold office hours****Lectures:**

11/20 Fri	Frontiers
11/23 Mon	The Indians' New West
11/25 Weds	<i>No lecture</i>

**Assignment #5 due in dropbox, no later than Monday, 11/30 at Noon:**

Imagine that in 1894 a Populist from rural Georgia and an urban Northern adherent of the Bellamyite "Nationalist" movement sought to make an alliance. In the voice of one of these two characters, write a two-paragraph (300-400 word total) argument that aims to recruit the other character into a political alliance. One paragraph should explain the mutual benefits of such an alliance; the other paragraph should attempt to address the most pressing worry that, in your judgment, the other character would have about such an alliance. **7.5% of final grade.**

**Week 14****Lectures:**

11/27 Fri	<i>No lecture</i>
11/30 Mon	Democracy and Sectional Reconciliation
12/2 Weds	Militarism from Wilmington to Manila

**Assignment for sections meeting 11/30, 12/1, 12/3:**

Reading:	Stephenson, <i>Manifest Destiny</i> , 66-111
	• Gilmore, "Murder, Memory, and the Flight of the Incubus"
Submit:	5 study terms on Stephenson and Gilmore

**Week 15**

**Lectures:**

12/4 Fri "Progress" and "Progressives," pt. I  
12/7 Mon "Progress" and "Progressives," pt. II  
12/9 Weds Catch-up lecture

**Assignment for sections meeting 12/7, 12/8, 12/10:**

Submit: 2 possible essay questions for the course final take-home exam.

**Week 16**

**NOTE: sections do not meet 12/14 and 12/15 - TAs will hold office hours**

**Lectures:**

12/11 Fri Preparing for the Final Exam  
12/14 Mon Making History

**Final Exam, 12:05, Dec. 19 [end of scheduled exam block]**

This exam will cover material from the entire course and will ask you to synthesize what you have learned. As on the midterm, you will be responsible for all items appearing on lecture outlines and all "key study terms" for readings. **20% of final grade.**

**General Notes about Writing History****I: Clarity of Argument**

Thesis statements: Each paper must begin with an unmistakably clear statement of your argument. Your first paragraph should inform your readers what the paper is going to tell them, and in what general order. As you revise, ask yourself how your opening lines might be improved in order to give the reader a better idea of what to expect.

Advancing the argument: The first sentence of each paragraph in the main body of your paper should make a claim that helps support your overall argument; the rest of the paragraph should offer evidence supporting that particular claim. Each sentence should advance your argument; if you can't explain how it accomplishes that, it can probably be cut. As you move through the paper, make sure the major transitions from section to section are obvious.

Revision: The essence of writing is revising, and very few writers write effective first drafts. Leave yourself plenty of time for this process. If you're in the middle of writing your final paragraph when you finally figure out what you're arguing, then it's time to revise again. Incorporate that new understanding into your first paragraph and re-write the paper with that stronger version of your argument as your new starting place.

**II: Clarity of Presentation**

Style: Avoid the passive voice. Write strong, clear sentences that make your meaning plain.

Accuracy: Your dates, names, quotations, page references, and citations must be absolutely perfect. In this area of history writing, there's no room for negotiation. You get it right or you don't; if you don't, you quickly lose all credibility as an historian.

Citations: In a short paper based on one or two sources, list the source(s) at the top of the first page and identify quotations with a parenthetical page reference in the text; in a longer paper or one with more than a few sources, use footnotes or endnotes. In either case, be consistent, complete, and above all accurate. Where you are quoting or paraphrasing another writer, you must indicate your debt, down to the relevant page number(s). If you are paraphrasing other writers or using their arguments, you should indicate that. Err on the side of too much acknowledgment rather than too little.

Proofreading for spelling and grammar: Your papers should contain no spelling errors, sentence fragments, or run-ons. The spell-checking feature in your word processing program is not sufficient and may hurt you unless you also check the paper by hand.

Whose paper is this? Put your full name at the top of each page, number the pages, and staple them together. If you are turning in an assignment electronically, make sure you have complied with the requirements (i.e. format, method of submission) as listed on the syllabus.

A title, please: Show pride in your work by giving it a real title, one that captures its theme or argument and (if possible) has some poetry to it as well. "Twelve Years a Slave" is a pretty good title; "Civil War America" is not.