

HIST-180-01

History of the United States to 1865



Thomas Cole, "The Pastoral State" from the Course of Empire, 1833-1836, New York Historical Society.

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Seminar Meetings: ICC 108, Mondays & Wednesdays, 12.30 PM to 1.45 PM

Office Hours & Contact Information

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What would you find in the pockets of Thomas Jefferson? Would you find the Declaration of Independence and a bill of sale for a slave? History 180: The History of the United States to 1865 asks students to explore not just the narrative of the first eighty-nine years of the republic, but to delve into the pocket-matter that spurs the historical debates punctuating that narrative. Through primary and secondary materials, students will examine key events and processes ranging from the 'discovery' of the Americas by Europeans to the Founding Fathers, from market revolution to the crises of slavery, from the dissolution of the union to the restoration of the republic. Furthermore, students will move beyond the historiographical debates to the primary materials—the pocket-matter—that historians use to construct narratives of the past. From the diaries of revolutionaries, the letters of statesmen, the newspapers of city dwellers, and the almanacs of yeoman farmers, students will evaluate how we understand the origins of the United States and how we create a national narrative.

Taking advantage of Georgetown University's location in Washington, DC, students will regularly incorporate area museum exhibits and historic sites into their coursework in order to fully understand how we as citizens and residents of the United States narrate the conquest, founding, and near destruction of the republic.

Course Goals

Through HIST-180-01: The History of the United States to 1865 students will move beyond memorizing a litany of events and names culled from a lushly illustrated textbook and into the art of historical interpretation. As student historians, members of HIST-180-01 will explore and understand the key historiographical debates punctuating the narrative of the United States from the colonial period through the Civil War. Through these historiographical debates students will learn to identify and interpret the relationship between narrative and sources, as well as to differentiate the past from history. In order to develop interpretive capabilities of both primary and secondary materials, students will practice and demonstrate analytical reading and writing skills commensurate with the collegial level.

While HIST-180-01 is a lecture course, students will participate in weekly discussion exercises. Some weeks these will be traditional discussion sessions with instructor generated questions; however, other weeks will require collaborative group work and alternative participatory activities.

Although students will be asked to read extensively for HIST-180-01, there will be no midterm or final examinations. Instead students will demonstrate their analytical reading skills through four short writing assignments and one long writing assignment. The purpose of these writing assignments is to develop analytical writing skills in the most effective way possible, by writing a lot.

Course Assignments

Assignment	Due Date	Percentile	Notes and Penalties
Lecture Attendance	<p>Students may miss two classes without penalty.</p> <p>After that students will be penalized 3% for all unexcused absences or unsuccessful attendances.</p> <p>10 unexcused absences or unsuccessful attendances will result in a 0 (F) for the lecture attendance and discussion participation grades.</p>	15%	Lecture attendance will be calculated through students submitting single paragraph syntheses of the day's lecture composed during the final fifteen minutes of class. The paragraphs will be graded on a Pass/Fail basis; a Pass indicating successful attendance and a Fail an unsuccessful attendance.
Discussion Participation		15%	Student discussion participation will be scored out of 5 at the conclusion of each discussion session.
Short Essay I: Legacies of Colonial America	Friday, September 12, by 4.00 PM	10%	Students may apply their single grace of one week to any of these assignments without penalty. After the grace period is used, students will be penalized 7% per day late including weekends and holidays. Unused grace periods may be exchanged at the end of the semester for a 5% bonus on any assignment of the student's choosing.
Short Essay II: American Revolution Book Review	Friday, September 26, by 4.00 PM	10%	
Short Essay III: Evaluating the First Citizens of the Republic	Friday, October 24, by 4.00 PM	10%	
Short Essay IV: Was the Civil War inevitable?	Monday, December 1, by 4.00 PM	10%	
Long Essay	Wednesday, December 10, by 4.00 PM	30%	



Robert W. Weir, "Embarkation of the Pilgrims", 1857, Brooklyn Museum.

Course Participation & Attendance

Students are granted two unquestioned excused absences. Excused absences will be determined by the course instructor on an individual basis. Students remain responsible for material covered in class regardless of whether or not their absence is excused.

In discussions sessions, students will analyze primary and secondary source materials in conversation with the instructor. Through primary and secondary source evaluations students will explore the relationship between history as an understood past, history as a written expression, and history as a constructed narrative based upon primary materials. Discussions will be scored out of five based upon the following rubric:

Rating	Characteristics
5	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation. Student has carefully read and understood the readings as evidenced by oral contributions, familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.
4	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts. Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.
3	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow. Does not regularly listen well as indicated by the repetition of comments or questions presented earlier.
2	Comments are frequently without substantiation or reference to the assigned material. A lack of preparation is indicated by a repetition of comments and questions or off-task activities.
1	Student has no awareness of seminar discussion. Student makes no or irrelevant comments.
0	Student fails to attend seminar without the prior consent of the instructor. Please see the discussion of accommodations below.

Short Essays

40% In order to develop academic writing skills, students will create short, **two to three page responses** to prompts based upon the readings and lectures. Detailed prompts for each essay assignment will be made available one week before the essay is due. General essay topics are listed in the Course Assignments section above. The short essays will be graded according to the following rubric.

Grade	Characteristics
A	Exceptional. The essay is focused and coherently integrates examples with explanations or analysis. The essay demonstrates awareness of its own limitations or implications, and it considers multiple historical or historiographical perspectives when appropriate. When possible, the essay includes book reviews, roundtable discussions, etc. The entry reflects in-depth engagement with the topic and an understanding of the assigned materials relationship to the overall themes of the course. No too few grammatical mistakes.
B	Satisfactory. The essay is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The essay reflects moderate engagement with the topic and some understanding of the assigned materials relationship to the overall themes of the course. Few grammatical mistakes.
C	Underdeveloped. The essay is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The essay reflects limited or passing engagement with the topic and assigned materials. Many or consistent grammatical mistakes that occasionally hinder the grader's understanding.
D	Limited. The essay is unfocused, or simply restates or summarizes lecture material, and displays minimal evidence of student engagement with the readings. A minimal attempt is made to understand how the assigned material relates to the themes of the course. Numerous grammatical mistakes that consistently prevent understanding.
F	Unsatisfactory. The essay demonstrates no relationship to the assigned material or themes of the course. Grammatically nearly unintelligible.
F (0.0)0	No Credit. The essay is missing or consists of disconnected sentences. Grammatically unintelligible.

Long Essay

30% In lieu of a final exam, students will be asked to write a long essay in response to one of the following prompts. Through the long essay assignment students should demonstrate their mastery of the material presented over the entire course, of the course's narrative and themes, and of the critical reading and analytical writing skills developed throughout the semester. Students are encouraged to incorporate relevant material not presented in class. The long essay should be **between ten and twelve pages** in length.

1. Review the National Museum of American History's narrative of the United States to 1865 using the material presented throughout the semester.
2. From the vantage of 1865, evaluate the success of the American Revolution using the material presented throughout the semester.



John Gadsby Chapman, "The Baptism of Pocahontas", 1837, United States Capitol.

Course Policies

Late Paper Policy

You are expected to submit work on time. That said, life happens. Each student gets **one grace period**, which means you may hand in *one* of the five writing assignments up to one week after the due date, for any reason, with no penalty. *Once you have used your grace period, you are not eligible for another for any reason*, so use the grace period wisely. If you hand another paper in late after using your grace period, the paper will be penalized 7% per day (a 90 would become an 83 after 24 hours), including weekends and holidays. Students who do not use their grace period may exchange it for a 5% bonus on any assignment (a 90 would become a 95).

If for any reason you do not feel that you will be able to complete an assignment by the assigned deadline, please consult with the course instructor either via electronic mail or in person during office hours or by appointment. While most excuses not directly covered by the University's accommodation policies will not be considered, some reasons beyond the students control may be considered valid justifications for an extension. The nature of the coursework, though, makes the granting of extensions unlikely for reasons not covered by the University's accommodation policies.

Failure to complete any and all of the assignments will result in an F (0.00) for the course.

Grading Scale

Letter grades in this course have the following numerical equivalents: A=4.00 (94-100); A-=3.67 (90-93); B+=3.33 (87-89); B=3.00 (84-86); B-=2.67 (80-83); C+=2.33 (77-79); C=2.00 (74-76); C-=1.67 (70-73); D+=1.33 (67-69); D=1.00 (60-66); F (work turned in but unsatisfactory)=0.50 (59 and below); F (work not turned in at all)=0.00.

For information on disputing a grade, please consult with the professor and follow the instructions provided by the Department of History at <http://history.georgetown.edu/undergraduate/grading-policy/>.

Honor Code

Students are expected to abide by the Georgetown University Honor System. Anyone found to be guilty of cheating or plagiarism will receive an “F” (0.00) for the assignment in question. For more information on the honor code, please review:

<http://gervaseprograms.georgetown.edu/honor/system/>.

Accommodations

Students with accommodations should present a copy of the letter provided to them by the Academic Resource Center within the first two weeks of the course to the course instructor. Students unsure of their accommodation status should contact the Academic Resource Center.

Students with disabilities are encouraged to contact the Academic Resource Center (arc@georgetown.edu) for further information about accommodations available to them. The Center is located in the Leavey Center, Suite 335. The Academic Resource Center is the campus office responsible for reviewing documentation provided by students with disabilities and for determining reasonable accommodations in accordance with the Americans with Disabilities Act and University policies.

Students who are unable to attend classes or to participate in any examination, presentation, or assignment on a given day because of the observance of a major religious holiday or related travel shall be excused and provided with the opportunity to make up, without unreasonable burden, any work that has been missed for this reason and shall not in any other way be penalized for the absence or rescheduled work. Students will remain responsible for all assigned work. Students should notify the course instructor in writing at the beginning of the semester of religious observances that conflict with their course schedule as detailed in this syllabus.

Students suffering from extreme illnesses, family crises, and other problems of a personal nature should consult the responsible Dean or Assistant Dean. The latter under certain circumstances will contact the student’s instructors with proposed accommodation plans.

Classroom Technology

The use of personal electronic devices is a privilege granted to students. Non-distractive use of tablet computers and personal laptops shall be permitted. Students found to be consistently using personal electronic devices for non-course related activities, such as Facebook, Twitter, e-mail, and instant messaging, will be denied classroom technology privileges.

All mobile electronic devices must be silenced at the beginning of class and cellular devices including smartphones should be either turned off or placed on Airplane Mode. **The course instructor reserves the right to answer any cellular device that rings during class time.**

University Closure

In the event that Georgetown University is closed, the instructor will disseminate instructions to the students via electronic mail two hours prior to the scheduled start of class. Students are responsible for reasonably attempting to check their electronic mail.



John Trumbull, “The Surrender of Lord Cornwallis at Yorktown, October 19, 1781”, 1820, United States Capital.

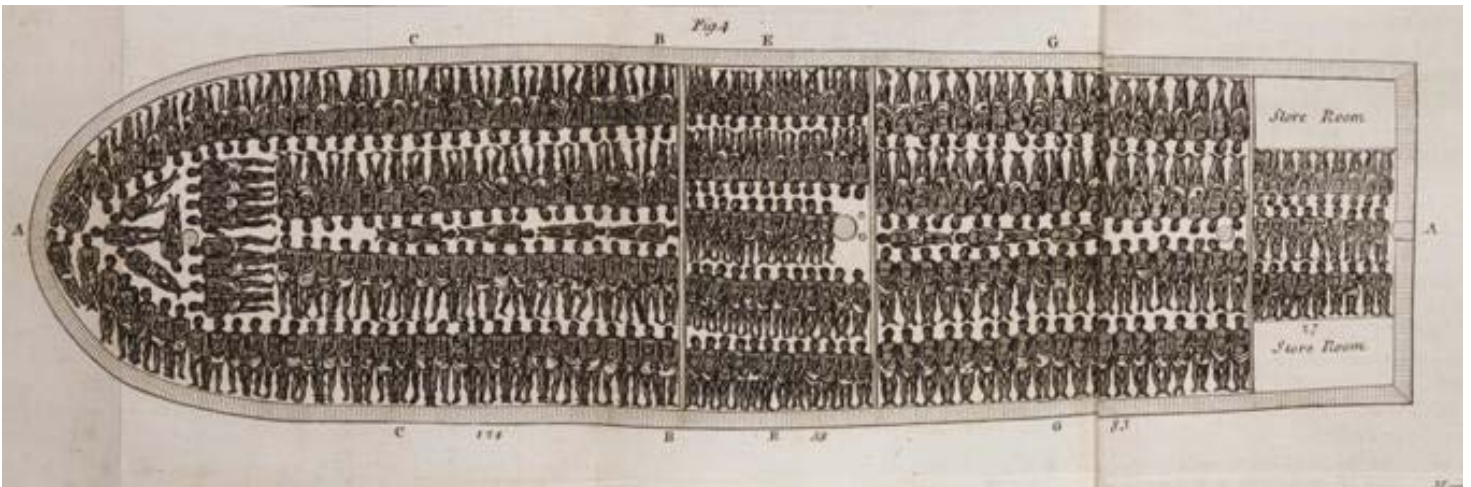
Required Texts

The course relies on several monographs and multiple supplementary materials. Supplementary materials will be made available to students through Blackboard or through the required course digital documentary collection. The following texts are available for purchase through the university bookstore and other retailers. Students may also acquire the texts from the Georgetown University Library and from participating libraries in the Washington Regional Library Consortium (WRLC).

1. James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009). *Make sure you also purchase the accompanying digital primary source collection. The combined collection has been specially printed for the course and will be available through the University Bookstore.*
2. **One of the following, see instructor for details:**
 - a. Maya Jasanoff, *Liberties Exiles: Liberties Loyalists in a Revolutionary World* (New York: Vintage, 2012).
 - b. Andrew Jackson O'Shaunessy, *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire* (New Haven: Yale University Press, 2013).
 - c. Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Vintage, 1993).
3. Max Edling, *A Revolution in Favor of Government: Origins of the Constitution and the Making of the American State* (New York: Oxford University Press, 2003).
4. Peter S. Onuf, *The Mind of Thomas Jefferson* (Charlottesville: University of Virginia Press, 2007).
5. Paul E. Johnson & Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-century America* (New York: Oxford University Press, 1994).
6. Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W. W. Norton, 2011).
7. Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Alfred A. Knopf, 2008).

For those desirous of a traditional textbook to supplement the assigned readings and the course lectures, the instructor recommends the following and has included relevant selections to review for each week.

Eric Foner, *Give Me Liberty! An American History*, Volume I, 4th Edition (New York: W. W. Norton & Company, Seagull, 2013).



Thomas Clarkson, *The History of the Rise, Progress and Accomplishment of the Abolition of the African Slave-trade* (London, 1808) from the Gilder Lehrman Collection, Accessed April 16, 2014, at <http://www.gilderlehrman.org/history-by-era/colonization-and-settlement-1585-1763/origins-slavery>.

Schedule of Lectures & Readings

Week I: Introductions

Wednesday, August 27, 2014

Lecture: The Past vs. History

Discussion Exercise: What is the History of the United States?

Discussion Exercise: Murder and the Historical Way

Read: Patrick Rael, *Reading, Writing, and Researching for History: A Guide for College Students* (Brunswick, ME: Bowdoin College, 2004), available at <http://www.bowdoin.edu/writing-guides/>.

James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), ix-xxxii.

From Primary Source Investigator <http://psi.mcgraw-hill.com/current/psi.php>:
Material listed for Prologue/Chapter 0

Week II: The Homogenocene: Life After Contact

Monday, September 1, 2014

NO CLASS: LABOR DAY

Read: James D. Rice, *Nature and History in the Potomac Country: From Hunter-Gatherer to the Age of Jefferson* (Baltimore, 2009), 1-70.

Charles C. Mann, *1491: New Revelations of the Americas before Columbus* (New York, 2005), 174-242; 312-328.

Wednesday, September 3, 2014

Lecture: The World of 1491 and the Nature of Contact

Visit: The National Museum of the American Indian (<http://nmai.si.edu/home/>).

Discussion: Why Pocahontas?

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter II, 53-73.



Daniel K. Richter. Chapter III. *Facing East from Indian Country: A Native History of Early America*. Cambridge and London: Harvard University Press, 2001.

Images of Pocahontas, <http://digital.lib.lehigh.edu/trial/pocahontas/images.php>

D'Entremont, John. Rev. of "The New World," by Terrence Malick. *Journal of American History* 94.3 (2007): 1023-26.

From Primary Source Investigator <http://psi.mcgraw-hill.com/current/psi.php>:
Maps and Images in Chapter I, "Contact"

Materials listed in Chapter II, "Virginia Servitude", particularly those on John Smith

Watch: "The New World" (2005)

Week III: Transatlantic Colonialism

Monday, September 8, 2014

Lecture: A World of Slaves: Understanding the Atlantic World beyond the Triangle Trade

Read: Nicholas P. Canny, "The Ideology of English Colonization: From Ireland to America," *William and Mary Quarterly* 30 (1973), 575-98.

Richard Dunn, "The English Sugar Islands and the Founding of South Carolina," *South Carolina Historical Magazine* 102:2 (April 2000), 142-154.

Wednesday, September 10, 2014

Discussion: Was slavery inevitable?

Read: Edmund Morgan, "Slavery and Freedom: An American Paradox," *Journal of American History* 59 (1972), 5-29

Selections from Louis B. Wright and Marion Tinlin, eds., *The Secret Diary of William Byrd of Westover, 1709-1712* (Richmond, Va.: Dietz Press, 1941).

Selections from the narrative of Quobna Ottobah Cugoana, in Adam Potkey and Sandra Burr, eds., *Black Atlantic Writers of the Eighteenth Century* (New York: St. Martin's Press, 1995), pp. 132-137.

From Primary Source Investigator <http://psi.mcgraw-hill.com/current/psi.php>:

Atlantic World Interactive Map (Search by Title)

Virginia Commodities

John Pory Letter

Conditions in the Virginia Colony (Also known as Frethorne's Lament)

Slaves are Introduced



J. Carwitham, "A South-East View of the City of Boston in North America", c. 1730s, Yale Center for British Art.

Week IV: British North America

Monday, September 15, 2014

Lecture: British Colonial Governance and Society in the mid-18th Century

Read: Stephen S. Webb, "Army and Empire: English Garrison Government in Britain and America," *William and Mary Quarterly* 34 (1977), 1-31.

Wednesday, September 17, 2014

Visit: Old Stone House, 3051 M Street, NW, Washington, District of Columbia
The Old Stone House is open Wednesday thru Sunday, 12:00 p.m. to 5:00 p.m.

Discussion: Why were mid-18th century Americans "colonials" and not British?

Read: James Henretta, "Families and Farms, Mentalité in Pre-Industrial America," *William and Mary Quarterly* 3d Series, Vol. 35 No. 3 (1978).

T.H. Breen, "An Empire of Goods," *Journal of British Studies* 25:4 (1986), 476-499.

Selections from Jean R. Soderlund, ed., *William Penn and the Founding of Pennsylvania: Documentary History* (Philadelphia: University of Pennsylvania Press, 1983).

Selections from Benjamin Franklin, *Mémoires de la vie privée de Benjamin Franklin* (Paris: Buisson, 1791).

Selections from Albert Bushnell Hart, ed., *Hamilton's Itinerarium: Being a narrative of a journey from Annapolis, Maryland, through Delaware, Pennsylvania, New York, New Jersey, Connecticut, Rhode Island, Massachusetts and New Hampshire, from May to September, 1744* (St. Louis: W. K. Bixby, 1907).

Selections from Gottlieb Mittelberger, *Journey to Pennsylvania in the Year 1750 and Return to Germany in the Year 1754, Containing Not Only a Description of the Country According to Its Present Condition, But Also a Detailed Account of the Sad and Unfortunate Circumstances of Most of the Germans that have Emigrated or are Emigrating to that Country*, Carl Theo. Ben, trans. (Philadelphia John Jos. McVey, 1898).

From Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>

Buttolph-Williams House

Hannah Barnard Cupboard

Inventory of William Dam

Warner House

Toasting Iron

Inventory of Samuel Hayes

Quilting Frolic (1813)



Paul Revere, "The Fruits of Arbitrary Power," March 5, 1770, Library of Congress

Week V: Revolution

Monday, September 22, 2014

Lecture: Understanding the American Revolution through Narrative

Read: Each student will sign-up in advance to read one of the following:

Maya Jasanoff, *Liberties Exiles: Liberties Loyalists in a Revolutionary World* (New York: Vintage, 2012).

Andrew Jackson O'Shaunessy, *The Men Who Lost America: British Leadership, the American Revolution, and the Fate of the Empire* (New Haven: Yale University Press, 2013).

Gordon S. Wood, *The Radicalism of the American Revolution* (New York: Vintage, 1993).

Wednesday, September 24, 2014

Discussion: Why did the American Revolution happen and how much of a revolution was it?

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter IV, 97-119.

William Ross St. George, Jr., "Review of *The Patriot*" in *The Journal of American History*, Vol. 87, No. 3 (December 2000), pp. 1146-1148.

From Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>, The following Documents and Images from Chapter 4, "Declaring Independence":

Townshend Duties (1767)

Runaway Servant (July 1769)

Olive Branch Petition (July 8, 1775)

Dunmore's Proclamation (Dec. 7, 1775)

Virginia Constitution (1776)

Lee Resolution (June 7, 1776)

John Adams to Abigail Adams (1776)

Declaration First Draft and Changed Draft (June 1776)

Watch: "The Patriot" (2000)



Emmanuel Leutze, "Washington Crossing the Delaware," 1851, Metropolitan Museum of Art, New York, New York

Week VI: From Confederation to Constitution

Monday, September 29, 2014

- Lecture:* Toward a More Perfect Union: Anti-Federalists, Federalists, and the Constitutional Convention
- Read:* Max Edling, *A Revolution in Favor of Government: Origins of the Constitution and the Making of the American State* (New York: Oxford University Press, 2003), **Introduction, Part I, and Conclusion.**

Wednesday, October 1, 2014

- Discussion:* Evaluating the Success of the Constitution
- Read:* Alexander Keyssar, *The Right to Vote: The Contested History of Democracy in the United States* (New York: Basic Books, 2000), 1-76.
- Cato's Letter & Petition to the Pennsylvania Assembly, 1781:
<http://www.pbs.org/wgbh/aia/part2/2h73.html>
- Pro-Slavery Petitions in Virginia, 1784: <http://www.pbs.org/wgbh/aia/part2/2h65.html>
- Alexander Hamilton, John Jay, and James Madison, *The Federalist Papers*, Nos. 10, 51, 69, from <http://thomas.loc.gov/home/histdox/fedpapers.html>.
- Patrick Henry, Two Speeches, June 5, 1788, and June 7, 1788, from [http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/speech-of-patrick-henry-\(june-5-1788\).php](http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/speech-of-patrick-henry-(june-5-1788).php) & [http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/speech-of-patrick-henry-\(june-7-1788\).php](http://www.let.rug.nl/usa/documents/1786-1800/the-anti-federalist-papers/speech-of-patrick-henry-(june-7-1788).php)
- From Primary Source Investigator, <http://psi.mcgraw-hill.com/current/psi.php>, the following documents from Chapter 4, "Declaring Independence":
- Articles of Confederation (Nov. 15, 1777)
 - Virginia Plan (1787)

Week VII: The Jeffersonian Revolution of 1800

Monday, October 6, 2014

- Lecture:* Creating National Politics and Identities during the Early Republic
- Read:* **Group Assigned Selections** from Peter S. Onuf, *The Mind of Thomas Jefferson* (Charlottesville: University of Virginia Press, 2007).

Wednesday, October 8, 2014

- Discussion:* Understanding the Sphinx of the Early Republic, or Why do we still study great white men?
- Read:* *Groups of students will study the various parts of Jefferson's mind by collectively finding primary sources to present and discuss in class.*



Rembrandt Peale, "Thomas Jefferson," 1800, White House Art Collection, Washington, District of Columbia

Week VIII: The Early Republic and the Market

Monday, October 13, 2014

NO CLASS: COLUMBUS DAY

Wednesday, October 15, 2014

Lecture: The Federal Government and the Market Revolution

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter V, 120-145.

Selections from Balogh, Brian, *A Government Out of Sight: The Mystery of National Authority in Nineteenth-Century America*. New York: Cambridge University Press, 2009.

From the Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>:

Material associated with Chapter V.

Week IX: The Second Great Awakening

Monday, October 20, 2014

Lecture: Religion and Reform in the United States from the Founding to the 2nd Great Awakening

Read: Paul E. Johnson & Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-century America* (New York: Oxford University Press, 1994).

Wednesday, October 22, 2014

Discussion: How does religion impact the narrative of American history?

What were the results of the reform movements of the Early Republic?

Read: Barbara Welter, "The Cult of True Womanhood," *American Quarterly* 18.2.1 (Summer 1966), 151-74.

Selections from Peter Cartwright, *Autobiography of Peter Cartwright, The Backwoods Preacher* (Cincinnati: Philips and Hunt, 1856). Accessible at <https://archive.org/details/autobiographyofp01cart>.

Selections from William Leete Stone, *Matthias and His Impostures, or the Progress of Fanaticism* (Bedford, Massachusetts: Applewood's American Philosophy and Religion Series, 1835). Accessible at <https://archive.org/stream/matthiashisimpo00ston#page/n5/mode/2up>.

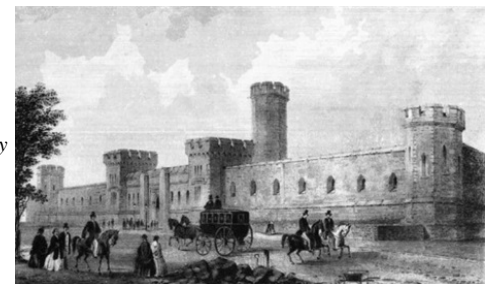
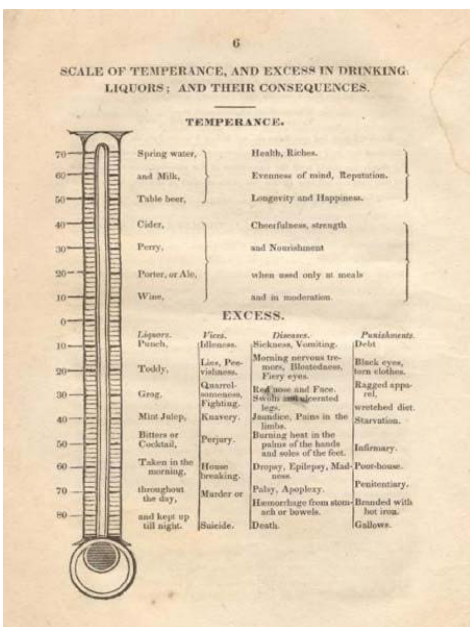
Selections from *Selected Papers of Elizabeth Cady Stanton and Susan B. Anthony*, Vol. I-VI, and available at <http://ecssba.rutgers.edu/docs/documents.html>.

From the Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>:

Ladies Memorial Protest (1830)

Left: Thomas J. O'Flaherty, Medical Essay on Drinking, 1828..

Right: "Eastern Penitentiary, Philadelphia," c. 1830s, *The Library Company of Philadelphia*.



Week X: Early Republic: The Next Generation

Monday, October 27, 2014

Lecture: The Second Party System and Popular Politics in the Age of Jackson

Read: Selections from Mary P. Ryan, *Civic Wars: Democracy and Public Life in the American City during the Nineteenth Century* (Los Angeles: University of California Press, 1997).

Selections from Glenn C. Altschuler and Stuart M. Blumin, *Rude Republic: Americans and their Politics in the Nineteenth Century* (Princeton: Princeton University Press, 2001).

Wednesday, October 29, 2014

Discussion: Andrew Jackson and the Nature of Presidential Legacies

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter VI, 146-169.

Selections from Tim Alan Garrison, *The Legal Ideology of Removal: The Southern Judiciary and the Sovereignty of Native American Nations* (Athens: University of Georgia Press, 2002).

Documents from the following sections accessible at <http://www.teachushistory.org/indian-removal/resources>: “Defining Civilized”, “US Government’s Removal Policy”, “Resistance to Indian Removal”, “Trail of Tears”, “Cherokee Indian Leaders”, “Chief John Ross”, “Mashpee Indian Revolt”

Watch: “Andrew Jackson: Good, Evil, and the American Presidency” (PBS, 2007)



Robert Lindneux, *The Trail of Tears*, 1942, Granger Collection, New York.

Week XI: Slavery: The Never Ending Crisis

Monday, November 3, 2014

Lecture: Sectionalization of Politics: Of Compromises and Crises

Read: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W. W. Norton, 2011), 3-91.

Seth Rockman, “The Unfree Origins of American Capitalism” in Cathy Matson, ed., *The Economy of Early America: Historical Perspectives and New Directions* (University Park: Pennsylvania State University Press, 2006), 335-361.

Wednesday, November 5, 2014

Discussion: The Importance of Slavery during the Early Republic

Read: Selections from Ulrich B. Phillips, *American Negro Slavery* (New York: D. Appleton and Company, 1918).

Selections from Kenneth B. Stampp, *The Peculiar Institution: Slavery in the Antebellum South* (1956; New York: Random House, 1989).

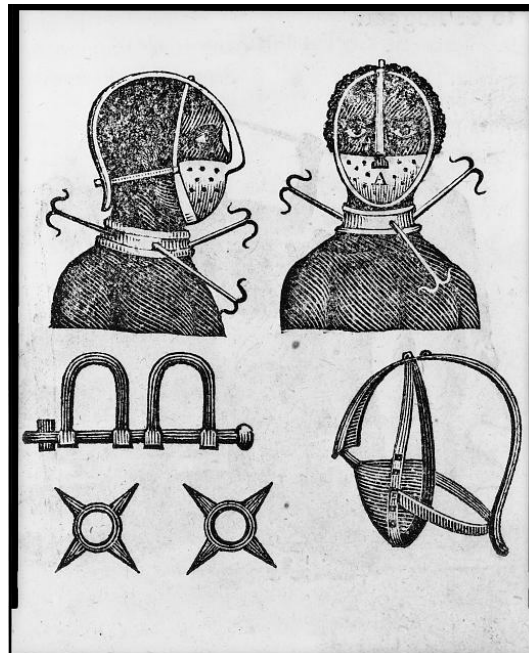
Select three (3) documents from the database, **Slavery & Anti-Slavery: A Transnational Archive**, pertinent to the themes of the week—the politics of slavery before 1850 and the institution of antebellum slavery—to present during the discussion period. The database is accessible from library.georgetown.edu under databases.

Eric Foner, “The Amistad Case in Fact and Film,” March 1998,
<http://historymatters.gmu.edu/d/74>.

Listen: Terry Gross Interview with David Blight, “Historian Says '12 Years' Is A Story The Nation Must Remember”, National Public Radio, October 24, 2013,
<http://www.npr.org/2013/10/24/240491318/historian-says-12-years-is-a-story-the-nation-must-remember>.

Watch: “12 Years a Slave” (2013)

“Amistad” (1997)



“Iron mask, collar, leg shackles and spurs used to restrict slaves”, (New York: Samuel Wood, 1807), Library of Congress.

Week XII: Manifest Destiny: Expansion and the Early Republic

Monday, November 10, 2014

Lecture: ‘Westward the Course of Empire’: Manifest Destiny and the Mexican-American War

Read: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W. W. Norton, 2011), 92-131.

Wednesday, November 12, 2014

Visit: Smithsonian Museum of American Art at 8th and F Streets, NW, Washington, DC, for more information: <http://americanart.si.edu/>.

Discussion: Manifest Destiny as an Imperial Ideology

Read: Selections from Amy S. Greenberg, *Manifest Manhood and the Antebellum American Empire* (New York: Cambridge University Press, 2005).

Selections from Reginald Horsman, *Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism* (Cambridge, Massachusetts: Harvard University Press, 1981).

General Antonio Lopez de Santa Ana, 1837, from Carlos E. Casteneda, ed., *The Mexican Side of the Texas Revolution, 1836*, (Dallas: P. L. Turner Company, 1928), 5-17.

John L. O’Sullivan, “Great Nation of Futurity”, *Democratic Review* (November 1839)

James K. Polk, Special Message to Congress on Mexican Relations, May 11, 1846, <http://www.presidency.ucsb.edu/ws/?pid=67907>.

Henry David Thoreau, “Resistance to Civil Disobedience” (1849)

Daniel Webster, “The Constitution and Union”, Address in the Senate, March 7, 1850

Week XIII: Compromise and the Impending Crisis

Monday, November 17, 2014

Lecture: The Inevitability of the Civil War

Read: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W. W. Norton, 2011), 132-205.

Wednesday, November 19, 2014

Discussion: John Brown’s Legacy

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter VII, 170-192.

Selections from David S. Reynolds, *John Brown, Abolitionist* (New York: 2005).

Selections from Kenneth Carroll, “A Psychological Examination of John Brown” in Peggy A. Russo and Paul Finkelman, eds., *Terrible Swift Sword: The Legacy of John Brown* (Athens, Ohio: University of Ohio Press, 2005).

Paul Finkelman, “John Brown: America’s First Terrorist?”, *Prologue Magazine* 43.1 (Spring 2011), <http://www.archives.gov/publications/prologue/2011/spring/brown.html>.

Selections from R. M. De Witt, *The Life, Trial, and Execution of John Brown* (New York: Robert M. De Witt Publishers, 1859).

From the Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>:

Material associated with Chapter VII.

Week XIV: The Dissolution of the Union

Monday, November 24, 2014

Lecture: The Politics of Winning and Losing the Civil War

Read: Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W. W. Norton, 2011), 206-289.

Wednesday, November 26, 2014

Visit: Arlington House National Historic Site, Arlington, Virginia (<http://www.nps.gov/arho/index.htm>) or another staffed Civil War related historic site.

Discussion: What if? Counterfactuals and Historical Understanding

Read: Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Alfred A. Knopf, 2008), 3-61.

James M. McPherson, "If the Lost Order Hadn't Been Lost: Robert E. Lee Humbles the Union, 1862" in Robert Cowley, ed., *What If? Eminent Historians Imagining What Might Have Been* (New York: G. B. Putnam, 2001), 223-238.

Stephen W. Sears, "A Confederate Cannae and Other Scenarios: How the Civil War Might Have Turned Out Differently" in Robert Cowley, ed., *What If? Eminent Historians Imagining What Might Have Been* (New York: G. B. Putnam, 2001), 239-261.

Democratic and Republican Party Platforms of 1856, from Thomas V. Cooper and Hector T. Fenton, *American Politics from the Beginning to Date* (Chicago: Charles R. Brodix, 1882), 36-40.

Selections from the Lincoln Douglas Debates, from Abraham Lincoln, *Speeches and Writings, 1832-1858* (New York: The Library of America, 1989).

South Carolina's Ordinance of Secession and Declaration of Independence, 1860:
http://avalon.law.yale.edu/19th_century/csa_scarsec.asp.

Jefferson Davis, Speech Upon Leaving the Senate, January, 1861:
<https://jeffersondavis.rice.edu/Content.aspx?id=87>.

Week XV: On Hallowed Ground: The Civil War Remembered

Monday, December 1, 2014

Lecture: The Name of a War: Understanding the Shadows of Conflict and the Making of Modern America

Read: Drew Gilpin Faust, *This Republic of Suffering: Death and the American Civil War* (New York: Alfred A. Knopf, 2008), 62-272.

Wednesday, December 3, 2014

Discussion: Towards a Metanarrative: Finding Meaning in History

Read: James West Davidson & Mark Hamilton Lytle, *After the Fact: The Art of Historical Detection*, 6th Edition (New York: McGraw-Hill Humanities, 2009), Chapter VIII, 193-224.

From the Primary Source Investigator: <http://psi.mcgraw-hill.com/current/psi.php>:

Material associated with Chapter VIII.

Watch: "Gettysburg" (1993)