

History 150
American Histories: The Nineteenth Century

University of Wisconsin-Madison
Department of History
Fall 2007

MWF, 11:00 – 11:50
1121 Humanities

Teaching Staff:

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

Crystal Moten

Charles Hughes

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.

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

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 course Learn@UW page, no later than midnight of the day before your section meeting. You must also bring your three terms 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, "Gabriel's conspiracy," "election of 1800," "Federalist" and "Republican" would be good study terms; "Gabriel" would not.

After all of a week's sections have met, the course 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." These Key Study Terms, along with the material on lecture outlines (which will also be posted under "Course Content"), will become the bases for your midterm and final exams.

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 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: 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)	20%
Week 2 "Gabriel's Rebellion" assignment	5%
Week 4 <i>Sam Patch</i> assignment	5%
Week 6 <i>Creole</i> assignment	7.5%
Week 8 in-class midterm exam	15%
Week 9 <i>South vs. South</i> essay	12.5%
Week 11 Hamburg assignment OR Carnegie assignment	7.5%
Week 13 <i>Looking Backward</i> assignment	7.5%
Final Exam	20%

Other Matters

In-class Behavior

Be considerate 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, pagers, blackberries, 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.

People violating this rule will be asked to leave and will not be allowed to take notes on their laptops for the rest of the semester. 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.

Academic Responsibility

All written work that you turn in should be your own. If you repeat someone else's words, use quotation marks and cite the relevant author, work, and page numbers (either in parentheses or in a footnote). 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—constitutes plagiarism.

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.

Absences are only considered "excused" if the student provides a note from a medical professional or dean.

Readings

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

Other readings [•] 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).

David Montgomery, *Citizen Worker: The Experience of Workers in the United States with Democracy and the Free Market During the Nineteenth Century* (New York: Cambridge Univ. Press, 1993) **Note: this title may be made available via electronic reserves unless used copies can be located. Stay tuned.**

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, 27th Congress, 2nd 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."
- Pekka Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures," *Journal of American History* 78:2 (Sep., 1991), 465-485.
- John L. O'Sullivan, "The Great Nation of Futurity," *The United States Democratic review* VI: 23 (Nov. 1839), 426-430.
- 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.
- Alexandra Harmon, "American Indians and Land Monopolies in the Gilded Age," *The Journal of American History* 90:1 (June, 2003), 106-133.
- 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

Each "Week" in this course begins with Friday's lecture, continues through the Monday and Wednesday lectures, and ends with your section meeting on Wednesday or Thursday. You should complete all readings for the week before your section meets.

Week 1

Lectures:

9/5 Weds Openings

Sections will not meet this week

Week 2

Note: Sections begin meeting Weds., 9/12 and Thurs., 9/13

Lectures:

9/7 Fri Struggles

9/10 Mon Coast and Backcountry

9/12 Weds Boundaries

Assignment for section:

Reading: • Egerton, "Gabriel's Conspiracy and the Election of 1800"

Submit: 3 study terms for "Gabriel's Rebellion" (**not** those listed above)

Writing: **bring to section:** Answers to the following questions in paragraphs of no more than 100 words each, using your strongest, clearest prose:

1) Why did Gabriel believe a revolt could succeed?

2) How did his plot become an issue in the Virginia election of 1800?

This exercise is due at the beginning of your discussion section and is worth **5% of your final grade**.

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.

Week 3

Lectures:

9/14 Fri Empires

9/17 Mon Consolidation

9/19 Wed The "Great Revival"

Assignment for section:

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*

Question: What, if anything, do the stories of Gabriel's rebellion and the end of women's suffrage rights in New Jersey have in common?

Week 4

Lectures:

9/21 Fri The Market Revolution and Urbanizing America

9/24 Mon Jacksonian Democracy

9/26 Weds Islands

Assignment for section:

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

Submit: 5 study terms for *Sam Patch*

Writing: **bring to section:** A paragraph of no more than 200 words in which you explain how some aspect of Sam Patch's life reflects one important aspect of American life in the 1820s. This will be worth **5% of your final grade**.

Week 5**Lectures:**

9/28 Fri	The Old Northwest
10/1 Mon	The Old Southwest
10/3 Weds	Immigrants and Migrants

Assignment for section:

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

Week 6**Lectures:**

10/5 Fri	Two Societies and the People In Between
10/8 Mon	The Rise of "Free Labor"
10/10 Weds	Religious and Cultural Conflict

Assignment for section:

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

Writing: What are the most interesting contradictions of fact and/or interpretation within the Senate record of the *Creole* affair, and what makes them important? List the three, and write a fuller explanation (about 250 words) of one of them, drawing where possible on the arguments and analyses in *Soul by Soul*. **10% of final grade.**

Week 7**Lectures:**

10/12 Fri	Catch-up lecture
10/15 Mon	From Abolition to Proslavery
10/17 Weds	Expansion and War

Assignment for section:

Reading: # Stephanson, *Manifest Destiny*, xi-65
 • Hämäläinen, "The Rise and Fall of Plains Indian Horse Cultures"
 • O'Sullivan, "The Great Nation of Futurity"

Submit: 5 study terms for Stephanson, Hämäläinen, O'Sullivan

Week 8**Lectures:**

10/19 Fri	In-class Midterm Exam: This exam will cover material from readings and lectures through Weds., 10/17. 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.
10/22 Mon	How the Civil War Came
10/24 Weds	North and South, Union and Confederacy

Assignment for section:

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

Week 9**Lectures:**

10/26 Fri	Fighting the Civil War
10/29 Mon	Homefronts, Victory, and Defeat
10/31 Weds	The Meanings of Freedom

Assignment for section:

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

Assignment due Friday, 11/2:

Writing: Write an essay of 500 to 700 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 700-word limit). **12.5% of final grade.**

Week 10**Lectures:**

11/2 Fri **no lecture; *South vs. South* essay due no later than noon**
 11/5 Mon Reconstruction
 11/7 Wed Reconstruction defeated

Assignment for section:

Reading: • Barkley Brown and Kimball, "Mapping the Terrain of Black Richmond"
 • *U.S. Senate Miscellaneous Documents* No. 48, 44th Congress, 2nd Session [1876-77],
 "...the slaughter of American citizens at Hamburg, S.C."
 Submit: 3 study terms for "Mapping the Terrain"

NOTE: you may do either of the following assignments; each is worth 7.5% of your final grade.

- OPTION A: Assignment due in lecture, Friday 11/9

Write a one-paragraph summary of the events in Hamburg that represents your best historian's-eye-view: analysis, not judgment; synthesis, not catalog.

- OPTION B: Assignment for section, 11/14 or 11/15:

Write the first paragraph of Andrew Carnegie's review of Montgomery's book. (Like you, he didn't read all of it.)

Week 11**Lectures:**

11/9 Fri Hamburg assignment due at 11 a.m. [see above]
 11/12 Mon New Centers of Power: Cities and Finance
 11/14 Weds New Labor, New Laborers

Assignment for section:

Reading: • Carnegie, "Wealth"
 # Montgomery, *Citizen Worker*, 52-162
 Submit: 5 study terms for *Citizen Worker*
 Writing: Carnegie assignment due in section [see above]

Week 12**Lectures:**

11/16 Fri New Souths
 11/19 Mon Shocks to the System
 11/21 Weds **no lecture**

Assignment (sections will not meet, 11/21 and 11/22):

Reading: # Bellamy, *Looking Backward*, begin reading

Week 13**Lectures:**

11/23 Fri **Thanksgiving break - no lecture**
 11/26 Mon 1896
 11/28 Weds Frontiers

Assignment for section:

Reading: # Bellamy, *Looking Backward*, through p. 196.
 Writing: If a white Populist from rural Georgia and a Boston adherent of the Bellamyite "Nationalist" movement met during the first half of the 1890s, what areas of agreement and disagreement would they discover? In the voice of one of these two characters, write

a two-paragraph (300-400 word total) argument that aims to recruit the other into a political alliance. One paragraph should explain the mutual benefits of such an alliance; the other paragraph should attempt to answer and rebut whatever you consider to be the most pressing objection that you believe your reader (Populist or Bellamyite) would have to such an alliance. **7.5% of final grade.**

Week 14**Lectures:**

11/30 Fri The Indians' New West
12/3 Mon Democracy
12/5 Weds Militarism

Assignment for section:

Reading: • Harmon, "American Indians and Land Monopolies in the Gilded Age"
 • Gilmore, "Murder, Memory, and the Flight of the Incubus"
Submit: 5 study terms on Harmon and Gilmore

Week 15**Lectures:**

12/7 Fri From Wilmington to Manila
12/10 Mon Sectional Reconciliation
12/12 Weds Echoes of the Nineteenth Century

Assignment for section:

Reading: # Anders Stephanson, 66-129
Submit: 3 study terms for Stephanson

Week 16

12/14 Fri Making History

Final Exam: Friday, Dec. 21, at 2:45 p.m. – location TBA

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.