

History 150

American Histories: The Nineteenth Century

Prof. Stephen Kantrowitz
MWF, 11:00 – 11:50
270 Soils

Office: 5110 Humanities
Phone: 263-1844
Office Hours: Mon., 1:30–3:30 and by appointment

To make an appointment during office hours, sign up on the sheet posted outside my office.
To make an appointment for another time, call or email my office.

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

Introduction

This course explores some of the ways that historians make meaning out of the past. Its terrain is the United States during the nineteenth century. Out of many possible themes, I've chosen the following interlocking streams of social, political, and economic change and conflict:

- the movement of people and the conflict over ownership and use of land
- the development, destruction, and aftermath of plantation slavery
- the changing meanings of manhood and womanhood
- the growth of national institutions and corporations and the conflict over their control

Assignments

This course requires you to attend lectures and discussion sections. There will be one in-class exam, a final, several map quizzes, and many short writing assignments. The reading load is heavy, sometimes a bit more than 100 pages per week.

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** drop the course and re-add; there is a more direct method that will not put your spot in the class in jeopardy.

For some weeks of the course, the section assignment includes "3 questions." For your section meeting during those weeks, you must bring with you a page with three questions about the course content. At least one question must be about the reading for that week; at least one must be about lecture.

Assessment

Your final grade will be determined according to this formula:

Discussion Sections		20%
Week 2	150-word assgt. (Gabriel's Rebellion)	5%
Week 3	map quiz	5%
Week 4	2-para assgt. (<i>Kingdom of Matthias</i>)	5%
Week 6	map quiz	5%
Week 7	in-class midterm exam	10%
Week 9	2-page essay (<i>South vs. South</i>)	10%
Week 10	map quiz	5%
Week 12	2-page essay (<i>Muckraking</i>)	10%

Week 14	1-page analysis (lynching)	10%
Final Exam		15%

A Note on Writing

No single skill will be more important to your professional future than the ability to write clearly and effectively. We will be spending a fair amount of time in lectures and sections discussing how to state a thesis and support it with evidence. You should prepare your assignments with care and proofread them before handing them in; **do not** rely on spell-checking.

I 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.

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.

We will have many in-class exercises, and it is critical that you understand that cheating is completely unacceptable. There will be no warnings and no second chances. Don't do it.

Readings

Books [#] are available at Rainbow Bookstore Cooperative, 46 W. Gilman St.
Other readings are available as indicated on the syllabus.

Gerald A. Danzer, *Maps in Context: A Workbook for American History, Vol. 1: To 1877* (Boston: Bedford/St. Martin's, 2004)

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

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

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

Elliot J. Gorn, "Goodbye boys, I Die a True American: Homicide, Nativism, and Working-Class Culture in Antebellum New York City," *The Journal of American History*, 74:2 (Sep., 1987), pp. 388-410.

Gary J. Kornblith, "Rethinking the Coming of the Civil War: A Counterfactual Exercise," *The Journal of American History* 90:1 (Jun., 2003), pp. 76-105.

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

United States. Congress. Senate. *U.S Senate Miscellaneous Documents No. 48, 44th Congress, 2d Session [1876-77]*, testimony of D. L. Adams, M. C. Butler, H. Getzen, and W. Nelson.

Ellen F. Fitzpatrick, ed. and intro., *Muckraking: Three Landmark Articles* (Boston: Bedford/St. Martin's, 1994).

Richard W. Etulain, ed. and intro., *Does the Frontier Experience Make America Exceptional?* (Boston: Bedford/St. Martin's, 1999).

Ida B. Wells, "Southern Horrors. Lynch Law in All Its Phases" (1892), reprinted in Jacquelyn J. Royster, ed. and intro, *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston: Bedford Books, 1997), 49-72.

Gail Bederman, "'Civilization,' the Decline of Middle-Class Manliness, and Ida B. Wells's Anti-Lynching Campaign (1892-94)," *Radical History Review* 52 (Winter 1992): 5-30.

Paul A. Kramer, "Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910," *The Journal of American History* 88:4 (Mar., 2002) pp. 1315-1353.

Schedule of Lectures, Readings, and Assignments

Week 1**Lectures:**

1/21 Weds Openings
1/23 Fri Struggles

Week 2**NOTE: SECTIONS BEGIN MEETING THIS WEEK****Assignment for sections, 1/26 or 1/27:**

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

note: This reading can be accessed through **JSTOR**, an electronic resource available via <http://www.library.wisc.edu/journals/> on any campus computer. (If you are off campus, you must log on to the library system using your student i.d. number; otherwise JSTOR will not recognize you as a subscriber.) Once you reach the JSTOR site, go to "search," check the box for "history" and perform a search using the author's last name and a key word from the title.

Writing: In no more than 150 words, tell the story of the event we know as "Gabriel's Rebellion." **This is due at the beginning of your discussion section.**

Lectures:

1/26 Mon Coast and Backcountry
1/28 Weds Boundaries
1/30 Fri Empires

Week 3**Assignment for sections:**

Reading: Paul Johnson and Sean Wilentz, *The Kingdom of Matthias*, 1-90

Writing: 3 questions

Map Study: Danzer, *Maps in Context*, worksheets 8 and 9 (pp. 32-35)

Lectures:

2/2 Mon Consolidation
2/4 Wed The "Great Revival"
2/6 Fri The Market Revolution and Urbanizing America
MAP QUIZ - Danzer, worksheets 8 and 9

Week 4**Assignment for sections:**

Reading: Johnson and Wilentz, *Kingdom of Matthias*, 91-183

Writing: 3 questions

Lectures:

2/9 Mon Jacksonian Democracy
2/11 Weds Islands
2/13 Fri The Old Northwest

Assignment due in lecture, Friday 2/13:

Writing: The members of Matthias's "kingdom" sought to escape their world. In two separate paragraphs, describe one important way that they challenged their society's assumptions and constraints and one important way that they reproduced those assumptions and constraints. Each paragraph should begin

with a clear thesis statement and should be supported with evidence carefully selected from the book and from lectures.

Week 5**Assignment for sections:**

Reading: Walter Johnson, *Soul by Soul*, 1-116
 Writing: 3 questions
 Map Study: Danzer, worksheets 10 and 11

Lectures:

2/16 Mon The Old Southwest
 2/18 Weds Immigrants and Migrants
 2/20 Fri Two Societies and the People In Between

Week 6**Assignment for sections:**

Reading: Walter Johnson, *Soul By Soul*, 117-220
 Writing: 3 questions
 Map study: Danzer, worksheets 10 and 11

Lectures:

2/23 Mon The Rise of "Free Labor"
 2/25 Weds Religious and Cultural Conflict
 2/27 Fri **Map Quiz** - Danzer, worksheets 10 and 11 (pp. 36-39)

Week 7**Assignment for sections:**

Reading: 1) Elliot J. Gorn, "Goodbye boys, I Die a True American: Homicide, Nativism, and Working-Class Culture in Antebellum New York City," *The Journal of American History*, 74:2 (Sep., 1987), pp. 388-410.
 2) Gary J. Kornblith, "Rethinking the Coming of the Civil War: A Counterfactual Exercise," *The Journal of American History* 90:1 (Jun., 2003), pp. 76-105.
note: These readings can be accessed through **JSTOR**.
 Writing: 3 questions
 Map study: Danzer, worksheets 12 and 13

Lectures:

3/1 Mon From Abolition to Proslavery
 3/3 Weds Expansion and War
 3/5 Fri **In-class Midterm Exam:** This exam will cover material from readings and lectures through Monday, 3/1.

Week 8**Assignment for sections:**

Reading: William Freehling, *The South vs. the South*, 3-114
 Writing: 3 questions

Lectures:

3/8 Mon How the Civil War Came
 3/10 Weds North and South, Union and Confederacy
 3/12 Fri Fighting the Civil War

*** SPRING BREAK ***

Week 9**Assignment for section:**

Reading: Freehling, *The South vs. The South*, 115-220
 Writing: 3 questions

Lectures:

3/22 Mon Homefronts, Victory, and Defeat
 3/24 Weds The Meanings of Freedom
 3/26 Fri **no lecture - ASSIGNMENT DUE**

Assignment due in lecture, Friday 3/26:

What is the argument of *The South vs. The South*? Write a two-page essay that states the thesis of Freehling's book and explains how he proves it. If you find his argument unpersuasive, you may explain why in a final paragraph.

Week 10**Assignment for section:**

Reading: * *U.S. Senate Misc. Doc. 48*, testimony of Adams, Butler, Getzen, and Nelson
note: these readings will be available through electronic course reserves.
 Writing: 3 questions
 Map Study: maps TBA

Lectures:

3/29 Mon Reconstruction
 3/31 Wed Reconstruction defeated
 4/2 Fri **MAP QUIZ - material TBA**

Week 11**Assignment for section:**

Reading: *Muckraking: Three Landmark Articles*, 1-39
 Writing: 3 questions

Lectures:

4/5 Mon **No lecture**
 4/7 Weds New Centers of Power: Cities and Finance
 4/9 Fri New Labor, New Laborers

Week 12**Assignment for section:**

Reading: *Muckraking*, 42-121
 Writing: 3 questions

Lectures:

4/12 Mon New Souths
 4/14 Weds Shocks to the System
 4/16 Fri 1896

Assignment due in lecture, Friday 4/16:

On page 35 of *Muckraking*, Ellen Fitzpatrick writes: "As short as McClure's [concluding] editorial was, it provided a framework for the three essays as well as a call to arms to the American public. Corruption and lawlessness were pandemic, and to every American belonged the responsibility. Was this a fitting summary of the views of Tarbell, Steffens, and Baker?" Write a two-page essay

that assesses whether or not (or to what degree) McClure's summary expresses the views of the three authors.

Week 13**Assignment for section:**

Reading: Etulain, ed., *Does the Frontier Experience...*, 3-85
 Writing: 3 questions

Lectures:

4/19 Mon Frontiers
 4/21 Weds The Indians' New West
 4/23 Fri How Wild was the Wild West?

Week 14**Assignment for section:**

Reading: 1) Ida B. Wells, "Southern Horrors. Lynch Law in All Its Phases" (1892), reprinted in Jacquelyn J. Royster, ed. and intro, *Southern Horrors and Other Writings: The Anti-Lynching Campaign of Ida B. Wells, 1892-1900* (Boston: Bedford Books, 1997), 49-72.
 2) Gail Bederman, "'Civilization,' the Decline of Middle-Class Manliness, and Ida B. Wells's Anti-Lynching Campaign (1892-94)," *Radical History Review* 52 (Winter 1992): 5-30.

note: these readings will be available through electronic course reserves.

Writing: Bring to section a 1-page analysis of Bederman's use of Wells's text. What aspects of Wells's argument and evidence does Bederman emphasize? What aspects does she omit?

Lectures:

4/26 Mon Democracy
 4/28 Weds Militarism
 4/30 Fri From Wilmington to Manila

Week 15**Assignment for section:**

Reading: Paul A. Kramer, "Empires, Exceptions, and Anglo-Saxons: Race and Rule between the British and United States Empires, 1880-1910," *The Journal of American History* 88:4 (Mar., 2002) pp. 1315-1353.

note: this reading is available through the electronic resource "**History Cooperative**," which you can reach through the libraries homepage (see note for readings, week 2)

Writing: 3 questions

Lectures:

5/3 Mon Sectional Reconciliation
 5/5 Weds Echoes of the Nineteenth Century
 5/7 Fri Making History

Final Exam: Thursday, May 13, at 12:25 p.m. - location TBA