

# HISTORY 101: AMERICAN HISTORY TO THE CIVIL WAR ERA

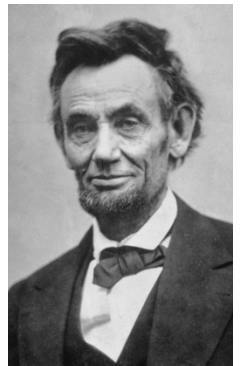
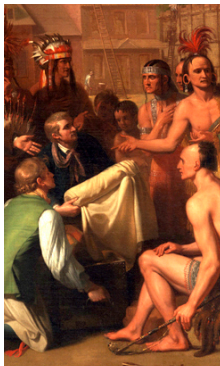


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University of Wisconsin–Madison

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## Course Syllabus Fall 2025

Lectures: Mons. Weds. Fris., 12:05–12:55 pm  
Sewell Social Sciences 5206



## Office Hours:

**Francis Russo (Prof.)**  
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## COURSE DESCRIPTION

Nothing is inevitable, not even the United States. In this spirit we will explore North American history from c. 1500 to the 1860s, with the continent's many peoples and cultures in view. The course begins in the deep pasts of the early modern European, African, and Indigenous North American continents, slowly brought together into an "Atlantic World" in the sixteenth century. The course continues through the American Revolution, when thirteen British colonies united in a revolt against Britain and created a new U.S. state that struggled to emerge out of Old Worlds that came before. We then explore some of the most consequential developments in the nation's early history, including revolutionary transformations in systems of slavery, democracy, and capitalism. Finally, we examine the causes and consequences of the "Second Founding" of the United States, the Civil War.

The unpredictable emergence and development of the United States as a nation is a focus in this course, but always in the context of wider developments: global struggles among European empires; conflicts between indigenous peoples and settler-colonists; exploitation of enslaved African labor; evolution of distinctive colonial societies; independence movements inspired by a transatlantic revolutionary age; expansion, urbanization, and early industrialization; sectional conflict and warfare. Throughout, we will pay attention to the dramatic stories of individuals as well as the structural forces and historical circumstances that collectively shaped the lives and fates of peoples and societies.

History is a story, and no story can contain everything. While this is a survey course designed to cover many topics, themes, and questions, we will focus in on one important area by the course's end: **what is the meaning of freedom?** Freedom was—and is—in no way self-evident or inevitable. This is especially true when claimed alongside the existence of systems of slavery and varieties of social, political, and economic inequality. By focusing on the meanings of freedom—both a historical and a philosophical question—this course will help you to think more critically about the challenges facing the contemporary United States and your own place in its unfolding history.

### LEARNING OUTCOMES

This course's plunge into the past will help you learn:

- (1) to understand the heterogeneous populations and dynamic political, social, and economic systems that came to make up the early United States.
- (2) to understand and assess the causes, nature, and consequences of major historical events in the history of North America and the United States before the Civil War.
- (3) the basics of how historians *make* history. In other words, you will learn the historian's *craft*: How do we know what we know about the past? How can we responsibly interpret primary sources, understand their contexts, and pose questions about their validity? How do we make sense of differing interpretations of the past?
- (4) the basics of how to *think* like a historian. In other words, you will learn how to analyze continuity and change over time, situate events and concepts in their proper contexts, and understand the relationship between past, present, and future.
- (5) to better reflect on your own place and possibilities within the contemporary United States and its future.

### FORMAT AND STUDENT-INSTRUCTOR INTERACTION

This is an in-person course. We will meet on Mondays, Wednesdays, and Fridays each week for lectures, and on either Wednesdays or Thursdays each week you will participate in a discussion section. Lectures and discussion sections are designed to build on one another, so attending both is crucial. During lectures I will provide the main source of regular and substantive interaction with you through direct instruction, information and clarification about course content, and directed discussion of the material under consideration. The TAs will do the same in discussion sections.

### CREDIT INFORMATION

This is a 4-credit course. It meets as a group three times a week for hour-long lectures (according to UW–Madison's credit hour policy, each 50-minute class counts as one hour), and as smaller groups once a week in hour-long discussion sections. It carries the expectation that you will spend an average of 2 hours outside of class for every session in the classroom. In other words, in addition to class time, plan to allot an average of 8 hours per week for reading, writing, preparing for discussion sections, and studying for this class.

## COURSE DESIGNATION & REQUISITES

This course can fulfill either a Humanities or Social Science breadth requirement. It also counts as Liberal Arts and Science credit in the College of Letters and Science. There are no prerequisites for this course.

## COURSE ASSIGNMENTS, ASSESSMENT, AND POLICIES

This course will be a joint venture between you, your peers, your TAs, and myself. It will require your time and attention but promises ample reward. You are expected to come to lectures and discussion sections having read the required materials, prepared to discuss the readings thoughtfully, and respectfully engage with the entire course community.

### Readings

All readings are available online and accessible through Canvas. Readings are listed below each lecture on the course schedule below. **Ideally, you should complete readings before the lecture on that topic.** This is the best way for you to get the most out of each lecture and to stay on top of work consistently. **All readings for any given week *must* be completed before your weekly discussion section, where readings will inform the basis for discussion.**

#### *A note on reading at the college level:*

Studying history is not primarily about memorizing facts. Historians assemble facts into narratives—stories that convey meaning through analysis of larger values, themes, and ideas. The study of history at a college level emphasizes historical narrative and analysis. You should read texts closely but with the big picture in view. Do not read as if you are about to commit to memory every detail or fact presented. Read to understand the meaning and significance of the story the historian is trying to convey to you.

#### *A note on “Some questions for discussion”:*

Each week on the course schedule are listed “Some questions for discussion.” These questions should help you determine if you are reading for the right things: not so much facts and details but themes and ideas. There is no need to prepare formal answers to these questions, but they will often serve as the *starting point* for discussion in sections.

#### *A note on textbook readings:*

For those who did not attend high school in the United States or who, for any reason, would like additional background information on U.S. history, each class period lists textbook sections for you to read as a supplement to weekly lectures. **These readings are optional.** This background reading can be useful to better contextualize lectures, understand other readings, and study for your mid-term and final exams. The textbook for this course is an online textbook called [\*The American Yawp\*](#).

### Assignments and Assessments

***Your final grade will be calculated as follows:***

|                                      |     |
|--------------------------------------|-----|
| Lecture Attendance                   | 5%  |
| Section Attendance and Participation | 20% |
| Source Analysis                      | 10% |
| Mid-term Exam                        | 15% |

|                  |     |
|------------------|-----|
| Check-In Quizzes | 25% |
| Final Exam       | 25% |

***Your letter grade will be calculated as follows:***

|     |               |
|-----|---------------|
| A:  | 93% +         |
| AB: | 87.5 – <93%   |
| B:  | 82.5 – <87.5% |
| BC: | 77.5 – <82.5% |
| C:  | 70 – <77.5%   |
| D:  | 60 – 69.9%    |
| F:  | <60%          |

***Attendance and Participation (25%):***

For in-class participation, quality, not quantity, is the key factor. Quality can take many forms, but it is difficult to achieve without regular attendance at lectures and active participation in sections. Lively, collegial, and intellectually stimulating section discussions with your peers are one of the most important and rewarding parts of this course.

***Source Analysis (10%):***

Pick one primary source assigned in Part I of this course. In no more than 600 words, write about who created the source and why; the historical context of the source; and how the source relates to other readings from the course so far. Primary sources are the fundamental building blocks historians use to interpret the past. Doing this assignment thoughtfully will refine your ability to evaluate and interpret new information—and take a stab at crafting college-level prose. We will discuss the details and expectations of the assignment in class.

***Mid-Term Exam (15%):***

The mid-term will take place during a regular class period in the middle of the semester (see schedule below). The mid-term will be based on the lectures and readings covered since the start of the semester and test your knowledge of the broader themes of the course material and your ability to craft thoughtful short answers to questions in writing. We will discuss the details and expectations of the mid-term in class.

***Check-In Quizzes (25%):***

This course will have five short and straightforward *in-class* “check-in quizzes,” completed during the first 10–15 minutes of class on certain Fridays throughout the semester (see schedule below). The quizzes will be based on the lectures and readings covered since the previous quiz and test your knowledge of general terms, concepts, and narratives from the course. If you attend lectures regularly and read the assigned material, you will do well on these quizzes.

***Final Exam (25%):***

The final exam will take place during the two-hour exam period at the end of the semester (see schedule below). The final exam will be based on the entire course material but with an emphasis on material discussed after the mid-term. The final is your chance to demonstrate your understanding of the lectures, readings, section discussions, and your interpretive skills as an historian. The format will be similar to the mid-term and we will discuss the details and expectations of the final in class.

***A note on writing at the college level:***

Most of the writing for this class will be crafting short answers on in-class exams. Learning to write well in this format will help you construct larger papers in the future. We will discuss writing at the college level in class, but I encourage you to consult the “Writing Well on History Exams” document on Canvas whenever you can. I also encourage you to take advantage of the [History](#)

[Lab](#), located in Humanities 4255, the resource center available to all undergraduates studying, researching, and writing about the past.

## COURSE POLICIES

### *Academic Integrity:*

Academic integrity and honesty are of paramount importance. Cheating and plagiarism are not allowed under any circumstances. All work that you turn in must be your own, so take time to familiarize yourself with what constitutes plagiarism and how to avoid it. Guidelines for proper citation and attribution are available at the UW–Madison [Writing Center](#).

### *“Artificial Intelligence”:*

Think critically about the advantages and risks of using Generative AI during your education and in your life. AI programs are not citable authorities and the sources that AI programs cite are not reliable. Submitting AI-generated text for what is supposed to be your own is plagiarism. Moreover, using these tools for more than clerical tasks short-circuits the development of your ability to think through, comprehend, and communicate knowledge to yourself and others. There is simply no substitute for knowing things yourself, no matter what field, profession, or life path you choose. If you would like help brainstorming an idea or studying for this course, I encourage you to come to office hours to talk with me or your TAs about your own ideas. Remember, you are smarter than AI. It can do things faster, but not necessarily better. Your grade will be lowered if your engagement and understanding of course material is faulty by relying on it. Your own hard work and use of human creativity are the best guarantees to receive a good grade in this course and to gain the knowledge and intellectual skills that will last you a lifetime.

### *Attendance and Absences:*

You are expected to come to every lecture and every discussion section, and unexcused absences will substantially affect your grade. Sometimes foreseen and unforeseen events dismantle our well-laid plans. **You will be given one no-questions-asked, excused absence** (notify me and your TA in one email) to use for one lecture or discussion section at your discretion during the semester. If other situations arise, please email me as soon as possible so we can work out accommodations. Early and honest communication about absences with me is key. If you miss any class, be sure to attend office hours or obtain notes from a class colleague to review the material you missed.

### *Communication:*

The great pleasure of teaching is getting to know students, so please feel free to stop by my office hours to discuss any aspect of the course and its material. To ensure a meeting time, please sign up through the scheduling assistant, Calendly. If you cannot meet during any pre-set office hours, please email me or your TA to schedule a time to meet. If you need to reach me with brief questions or concerns, please email me and I will make every effort to respond within 24 hours, Monday–Friday. I am often unable to respond over the weekend. Remember first to consult this syllabus for specific information, and only afterward email your TA or me.

### *Technology:*

**Using a laptop during lectures and discussion sections is permitted but discouraged.** If you use a laptop, you must turn off the internet connection for the duration of lectures and sections and may not turn it back on unless instructors permit it. **Phones and all other electronic devices must be silenced and out of sight for the duration of lectures and sections.** Repeated violation of these policies will result in consequences to your course participation grade. Under no circumstances are students allowed to record lectures or section discussions. Lecture slides will be posted to Canvas after each class for review. The only exception to these policies is for documented accommodation.

***Disability policy:***

If you have a disability that requires special accommodations, please let me know at the beginning of the semester and we will be more than happy to find an accommodation.

**SCHEDULE**

**PART I. WORLDS MEET, c.1500–1763**

“What could they see but a hideous and desolate wilderness, full of wild beasts and wild men. . . Which way soever they turned their eyes (save upward to the heavens) they could have little solace.”

—William Bradford, 1630

“If your king have sent me presents, I also am a king, and this my land.”

—Powhatan, 1608

**Week 1: We Meet One Another!**

**9/3 Lecture: Course Introduction & What is History?**

**9/5 Lecture: New Worlds for All: Climate Change and the Medieval Origins of American History**

*\*Discussion sections will not meet this week, but be prepared to discuss this week’s readings in your first sections next week.*

Readings:

Carl Lotus Becker, “Everyman His Own Historian” (1932) [17 pp.]

Kathleen Duval, *Native Nations* (2024), Ch. 1 *excerpts* [26 pp.]

Optional Textbook Reading:

America Yawp, Ch. 1, parts I–III.

**Week 2: “Old Worlds” and “New Worlds” Meet**

**9/8 Lecture: Indigenous North America and Its New Old World**

Reading:

Daniel Richter, *Facing East from Indian Country* (2002), Ch. 1, pp. 11–40 [29 pp.]

Optional Textbook Reading:

America Yawp, Ch. 1, Parts IV–V

**9/10 Lecture: European Routes to the Americas: The Spanish and their Rivals**

Readings:

Bartolomé de las Casas, “A Short Account of the Destruction of the Indies” (1542) [4 pp.]

Richard Hakluyt, “Discourse Concerning Western Planting” (1584) [3 pp.]

Adam Smith, “The Results of Colonization” (1776) [3 pp.]

Optional Textbook Reading:

America Yawp, Ch. 2, Parts I–III.

*Some questions for discussion:*

- What do you think Las Casas hoped to accomplish by writing so critically about the Spanish treatment of Indigenous peoples? Why does Hakluyt think Indigenous peoples in North America will welcome English colonizers as bearers of liberty?
- How does the historian Daniel Richter tell a story about the past with limited or no direct evidence?

## 9/12 Lecture: New Worlds for All

### Week 3: Contested Colonization

#### 9/15 Lecture: Old Worlds in New Worlds, Part I: Greater Virginia

##### Readings:

Steven Hahn, *Illiberal America* (2024), Ch 2, pp. 38–49 [12 pp.]

Exchange Between John Smith and Powhatan (1608) [3 pp.]

Sending Women to Virginia (1622) [2 pp.]

##### Optional Textbook Reading:

American Yawp, Ch. 2, Parts IV–V.

#### 9/17 Lecture: Old Worlds in New Worlds, Part II: New England

##### Readings:

Steven Hahn, *Illiberal America* (2024), Ch. 2, pp. 49–66 [18 pp.]

The Trial of Anne Hutchinson (1637) [7 pp.]

John Winthrop, “Speech to the Massachusetts General Court” (1645) [3 pp.]

##### Optional Textbook Reading:

American Yawp, Ch. 2, Parts VI–VII.

##### Some questions for discussion:

- What does the Hutchinson case tell us about how Puritan authorities understood the idea of religious freedom? Why does Winthrop consider “natural” liberty dangerous?
- What can we tell of Indigenous ideas about power and reciprocity from John Smith’s account of the Powhatan Confederacy?
- How does the historian Steven Hahn characterize the similarities and differences of unfree labor in New England and Virginia?

#### 9/19 Lecture: The English Puritans: Religion and Social Reform

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| <b>*In-class QUIZ 1</b> |
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### Week 4: Atlantic Connections

#### 9/22 Lecture: North America, Europe, Africa, and the Caribbean: An Emerging Atlantic World

##### Readings:

John Thornton, *Africa and Africans in the Making of the Atlantic World: 1400–1800* (1998), Ch. 6, pp. 152–182 [32 pp.]

“An Act Concerning Negroes and Other Slaves” (1664) [2 pp.]

##### Optional Textbook Reading:

American Yawp, Ch. 3, Parts I–IV.

#### 9/24 Lecture: The Age of Anarchy: Rebellion and Restoration

##### Readings:

Matthew Kruer, *Time of Anarchy: Indigenous Power and the Crisis of Colonialism in Early America* (2021), Ch. 5, pp. 153–163 [10 pp.]  
Bacon Justifies Rebellion (1676) [5 pp.]

Optional Textbook Reading:  
American Yawp, Ch. 3, Parts V–VI.

Some questions for discussion:

- What were some of the possible lives for Africans and African-Americans in the early Atlantic World that the historian John Thornton describes?
- How do Bacon's followers and the Royal Commissioners differ on how they envision Indigenous peoples' place in Virginia society?

## **9/26 Lecture: Enslaved Africans and Plantation Economies**

### **Week 5: The Eighteenth-Century British Empire**

#### **9/29 Lecture: British Americans and the Empire of Goods**

Readings:

T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690–1776" *Journal of British Studies* 25:4, (1986) *excerpts* [22 pp.]

John Lawson, "Women in the Household Economy" (1709) [2 pp.]

Explore John Singleton Copley paintings [online art exhibit]

Optional Textbook Reading:  
American Yawp, Ch. 4, Parts I–II, IV.

#### **10/1 Lecture: Slavery and Freedom in the British Empire**

Readings:

Runaway Advertisement of "Crispas" (1750) at *Freedom-Seekers.org* [1 pp.]

Olaudah Equiano Describes the Middle Passage (1789 account of events of c.1756) [5 pp.]

Videos: 3D Reconstructions of Slave Ships Marie-S raphique and L'Aurore

John Woolman, *Some Considerations on the Keeping of Negroes* (1754) *excerpts* [7 pp.]

Optional Textbook Reading:  
American Yawp, Ch. 4, Part III.

Some questions for discussion:

- Think about your own life. How do you think what you buy plays a role in the psychology of who you think you are?
- What kinds of information do we get about the Middle Passage from Equiano's account, and what kinds of information do we get from the modern-day 3D reconstruction of slave ships?

#### **10/3 Lecture: Politics and Religion in Eighteenth-Century North America**

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| <b>*In-class QUIZ 2</b> |
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## **PART II. THE AGE OF ATLANTIC REVOLUTIONS AND THE EMERGENCE OF THE U.S. REPUBLIC, 1763–1820s**

"We have no princes, for whom we toil, starve, and bleed: we are the most perfect society now existing in the world."

—J. Hector St. John de Crèvecoeur, 1782

“We excite your attention to consider, how hateful slavery is in the sight of that God, who hath destroyed kings and princes, for their oppression of the poor slaves.”

—Absalom Jones and Richard Allen, 1782

## **Week 6: Imperial Transformation and Crisis**

### **10/6 Lecture: The Seven Years’ War and the Transformation of North America**

#### Readings:

No readings for today! Think about questions to bring to the Mid-term Review on Friday.

#### Optional Textbook Reading:

American Yawp, Ch 4, Parts V–VII.

### **10/8 Lecture: The Roots Imperial Crisis**

#### Readings:

Royal Proclamation of 1763 [3 pp.]

George Washington on the Proclamation Line (1767) [4 pp.]

Neolin’s Prophetic Vision and Pontiac Speeches (c. 1763) [3 pp.]

Stamp Act Congress Resolutions (1765) [2 pp.]

Alibamo Mingo’s Reflection (1765) [3 pp.]

#### Optional Textbook Reading:

American Yawp, Ch 5, Part III.

#### Some questions for discussion:

- What would be the difference between resting the Stamp Act resolutions’ arguments on “British freedom” and appealing to a more universal concept of liberty?
- How does Pontiac seem to understand the meaning of freedom?

### **10/10 In-Class Review for Mid-term**

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| <b>*Due In-class: SOURCE ANALYSIS</b> |
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## **Week 7: Toward Revolution in North America**

### **10/13 Lecture: Roots of Revolutionary Ideology**

#### Reading:

Thomas Paine, selections from *Common Sense* (1776) [6 pp.]

#### Optional Textbook Reading:

American Yawp, Ch 5, Part II.

### **10/15 Lecture: Separation Anxieties: From Resistance to Revolution**

#### Readings:

Woody Holton, *Liberty Is Sweet* (2022), Ch. 18 –19 [25 pp.]

Phillis Wheatley, “To the Right Honourable William, Earl of Dartmouth” (1772) [1 pp.]

Abigail and John Adams Letters on Women’s Rights (1776) [4 pp.]

Black Petitions for Freedom in Massachusetts (1774) [2 pp.]

#### Optional Textbook Reading:

American Yawp, Ch. 5, Part IV.

Some questions for discussion:

- How does Phillis Wheatley use her own story to both critique and legitimize the Revolutionary rhetoric of liberty?
- What do you think Abigail Adams had in mind when she wrote of the “unlimited power” husbands exercise over their wives?
- What does the historian Woody Holton mean by “mice in a maze”? How is each author in this week’s readings working through their own “maze”?

10/17

**In-class MID-TERM**

**Week 8: Many Wars for Independence**

**10/20 Lecture: “Who Should Rule at Home?” Many Revolutions**

Readings:

Philip Mead, “‘Adventures, Dangers and Sufferings’: The Betrayals of Private Joseph Plumb Martin, Continental Soldier” (2012) [16 pp.]

Optional Textbook Reading:

American Yawp, Ch. 5, Parts V–VII.

**10/22 Lecture: Constitutions and *the* Constitution**

Readings:

The Federal Constitution (1787) [4 pp.]

James Madison and Alexander Hamilton, *The Federalist Papers* (1787) [6 pp.]

Optional Textbook Reading:

American Yawp, Ch. 6, Parts I–V.

Some questions for discussion:

- In what ways did Joseph Plumb Martin believe in the promises of the revolution, and what became of them?
- Why does James Madison believe that “factions” can be avoided under the Constitution?

**10/24 Lecture: Constitutional Considerations**

**Week 9: A New Nation**

**10/27 Lecture: What Kind of U.S. Republic? Expansion and Experimentation**

Readings:

John Murrin, “A Roof Without Walls: The Dilemma of American National Identity” [16 pp.]

Petition of Inhabitants West of the Ohio River and Statement from a Confederation of Native Peoples (1785–86) [5 pp.]

Noah Webster on Equality (1787) [3 pp.]

William Manning on the Nature of Free Government (1799) [3 pp.]

**10/29 Lecture: The 1790s: The Dis-United States**

Readings:

Thomas Jefferson, *Notes on the State of Virginia* (1785) [1 pp.]

Alexander Hamilton’s Report on Manufactures (1791) [3 pp.]

Henry Knox, “Report . . . Relative to the Northwestern Indians” (1789) [4 pp.]

Optional Textbook Reading:

American Yawp, Ch. 6, Parts VI–IX.

Some questions for discussion:

- Why does Manning think that a “scuffle” between the “Few” and the “Many” is inevitable, and how does it speak to the larger anxieties of the 1790s?
- Who do the authors of the Ohio River petition seem to feel are the greatest enemies of their freedom?
- How do all of the readings this week consider the relationship between property and liberty?

**10/31 Lecture: Two Kinds of Republics?**

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| <b>*In-class QUIZ 3</b> |
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**Week 10: Empires of Liberty and Empires of Slavery**

**11/3 Lecture: The Many Revolutions of 1800**

Readings:

Sarah L. H. Gronningsater, *The Rising Generation* (2024), Ch. 2 *excerpts* [16 pp.]

Douglas Egerton, “Gabriel’s Conspiracy and the Election of 1800” *Journal of Southern History* 56:2 (1990): 191–214 [24 pp.]

Optional Textbook Reading:

American Yawp, Ch. 6, Part X–XI; Ch. 7, Part II; Ch. 8, Part III.

**11/5 Lecture: The Last Wars of Independence, Part I: More Treaties, More Land**

Readings:

Tecumseh’s Call (1810) [2 pp.]

Optional Textbook Reading:

American Yawp, Ch. 7, Part VI–VII.

Some questions for discussion:

- Why did Gabriel believe a revolt could succeed?
- What did it mean for an African-American child to be “born free” yet still in bondage under gradual abolition laws?
- How do Gabriel’s experience of politics in Virginia and those of African Americans in New York differ?
- How does Tecumseh’s speech illustrate differences between Indian and American views of land as private property?

**11/7 Lecture: The Last Wars of Independence, Part II: The War of 1812**

**PART III. EXPANSIONS, CIVIL WAR, AND THE SECOND FOUNDING, 1820s–1860s**

“Behold the struggle! The mad, selfish rush / For shining baubles or a beggar’s crust! ... / Shut up the book; talk not of brotherhood / Man lives for self, not for the common good.”

—Warren Chase, 1858

“The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me. The sunlight that brought light and

healing to you, has brought stripes and death to me. This Fourth July is yours, not mine. You may rejoice, I must mourn.”

—Frederick Douglass, 1852

“We here highly resolve that these dead shall not have died in vain, that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

—Abraham Lincoln, 1863

## **Week 11: Democracy, in America**

### **11/10 Lecture: Market Revolutions**

#### Readings:

Nancy F. Cott, “The Market Revolution and the Changes in Women’s Work” (1977) [8 pp.]  
Sarah Bagley, *Freedom and Necessity at Lowell* (1845) [2 pp.]

#### Optional Textbook Reading:

American Yawp, Ch. 8, Parts II, IV–VII.

### **11/12 Lecture: Jacksonian Democracy**

#### Readings:

John Quincy Adams on the Role of the National Government (1825) [5 pp.]  
Andrew Jackson, Veto of the Bank Bill (1832) [3 pp.]  
Ralph Waldo Emerson, “The American Scholar” (1837) [4 pp.]

#### Optional Textbook Reading:

American Yawp, Ch. 9, Part II–XI, Ch. 10, Part I–II.

#### Some questions for discussion:

- Why does Bagley question the idea that the “mill girls” have freely chosen factory work?
- What differed in views about the role of the federal government between John Quincy Adams and Andrew Jackson?
- Why does Emerson describe self-reliance as a “manlike” quality?

### **11/14 Lecture: Great Revivals**

## **Week 12: Removals, Reformers, Radicals**

### **11/17 Lecture: Indigenous Removal and Resettlement**

#### Readings:

Claudio Saunt, *Unworthy Republic* (2020), pp. 53–83 [28 pp.]

#### Optional Textbook Reading:

American Yawp, Ch. 12, Part II.

### **11/19 Lecture: Abolitionism and Social Reform, Part I.**

#### Readings:

Robert Owen, “The First Discourse on a New System of Society” (1825) [4 pp.]

Opening Editorial of *The Liberator* (1831) [3 pp.]  
Angelina Grimke on Women's Rights (1837) [4 pp.]  
Frederick Douglass on the Desire for Freedom (1845) [3 pp.]  
George Henry Evans, "Freedom of the Soil" (1844) [2 pp.]  
Declaration of Sentiments at Seneca Falls, N.Y. (1848) [2 pp.]

Optional Textbook Reading:

American Yawp, Ch. 10, Part III–VII.

Some questions for discussion:

- How do Owen and Evans try to explain the existence of economic inequality in a country of political democracy?
- Why does Angelina Grimke call the abolitionist movement the nation's foremost "school [of] human rights"?
- Why does Douglass so strongly link education with freedom?

**11/21 Lecture: Abolitionism and Social Reform, Part II.**

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| <b>*In-class QUIZ 4</b> |
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**Week 13: King Cotton**

**11/24 Lecture: The Cotton Kingdom**

Readings:

Explore: Map, The Spread of U.S. Slavery, 1790–1860 <https://lincolnmullen.com/projects/slavery/>  
George Fitzhugh, The Proslavery Argument (1854) [2 pp.]

Optional Textbook Reading:

American Yawp, Ch. 11, Part I–VII.

**11/26 Lecture: Free Labor and Proslavery Ideology**

**11/28 NO CLASS – Thanksgiving Recess**

**Week 14: A House Expanded and Divided**

**12/1 Lecture: Manifest Destinies and the Mexican-American War**

Readings:

John L. O'Sullivan, "Manifest Destiny" (1845) [5 pp.]  
Resistance to the Fugitive Slave Act (1850) [2 pp.]

Optional Textbook Reading:

American Yawp, Ch. 12, Parts III–VII.

**12/3 Lecture: Crisis in the 1850s**

Readings:

Solomon Northrup, "The New Orleans Slave Market" (1853) [4 pp.]  
William Henry Seward, "The Irrepressible Conflict" (1858) [4 pp.]  
Lincoln-Douglas Debates (1858) [4 pp.]

Optional Textbook Reading:

American Yawp, Ch. 13, Part I–VI.

Some questions for discussion:

- How does Seward expand the antislavery argument beyond the moral appeal of the abolitionists?
- How do Stephen Douglas and Abraham Lincoln differ on what rights Black Americans ought to enjoy?
- How do some African Americans themselves consider the relationship between rights and violence?

#### 12/5 Lecture: Secession and the Civil War

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| <b>*In-class QUIZ 5</b> |
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#### Week 15: “A New Birth of Freedom”: More New Worlds, or Old Worlds?

##### 12/8 Lecture: Wartime Transformations and Emancipations

###### Readings:

Abraham Lincoln, Address at Sanitary Fair, Baltimore (1864) [3 pp.]

Colloquy with Colored Ministers (1865) [4 pp.]

###### Optional Textbook Reading:

American Yawp, Ch. 14, Part I–V.

###### Some questions for discussion:

- What does Lincoln identify as the essential difference between northern and southern definitions of freedom?
- Why do African American leaders believe that owning land is essential to freedom?

##### 12/10 Lecture: What is Freedom?

###### Reading:

Eric Foner, “The Meaning of Freedom in the Age of Emancipation,” *Journal of American History* 81:2 (September 1994): 435–460. [25 pp.]

###### Optional Textbook Reading:

American Yawp, Ch. 15, Part I–VIII.

12/12

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| <b>FINAL EXAM: 7:25 PM – 9:25 PM</b> |
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