

History 232  
MWF 1:00-1:50  
The United States in the Nineteenth Century  
Spring 2009

Instructor: Brian D. Page  
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Office Hours: M 2:00-3:00 or by Appointment

**Course Description:**

This course examines major social, political, cultural, and economic changes in the nineteenth century, including territorial expansion, reform movements, the Civil War, Reconstruction, and industrialization. Major themes include the transformation of democracy, the change in race, class, and gender relations, the rise and decline of sectionalism, and the impact of these changes on political participation and citizenship.

**Course Objectives:**

- History is the study of change over time. And, while this course will not focus on just memorization, gaining factual knowledge about the major events, people, and ideas that shaped this period in history is essential to understanding how and why these changes occurred.
- Much of our understanding of history relies on our ability to interpret past events. Students will be required to learn the theories and explanations historians have used to explain the social, political, and economic changes taking place in the nineteenth century.
- By critically analyzing others points of view, theories, and challenging their ideas and conclusions students will be encouraged to develop their own vision of history by reading and discussing primary and secondary sources.
- Students will be graded on their ability to demonstrate their knowledge of the period, understanding of historical theories and theses, and ability to think critically in writing and orally.

**Required Texts**

Edward Bellamy, *Looking Backward*, with an introduction by Daniel Borus. New York, 1995.

Andrew G. Isenberg, *The Destruction of the Bison*. Cambridge, 2000.

Harriet Jacobs, *Incidents in the Life of a Slave Girl*. 2000. (There are several publications available of this classic slave narrative).

James M. McPherson, *For Cause and Comrades: Why Men Fought in the Civil War*. New York, 1997.

\* Students will also be required to read additional articles and primary sources. These readings can be found either through JSTOR, online, or on moodle. See the course outline for a listing of the assignments.

**Course Requirements:** All assignments are mandatory.

Mid-Term (25%); Final Exam (25%); Paper # 1 (20%); Paper #2 (20); Class participation, attendance, and in-class writing assignments/quizzes (10%)

Mid-Term: Essay exam based on lectures, films, required readings (primary and secondary sources), and discussions.

Final Exam: Cumulative essay exam based on lectures, films, required readings (primary and secondary sources), and discussions.

Papers: Students will be required to write two papers based on lectures, films, required and outside readings, and discussion. The topic(s) will be provided by the instructor in advance.

All out of class written work must be typed, double-spaced, and in 10 or 12 point font and documented according to the Chicago Manual of Style. Papers are due at the beginning of class.

Class participation: All students are required to participate in class discussions. All readings/assignments are to be completed prior to the class date they are assigned; therefore, students should come to class prepared to ask questions, provide comments, and identify examples to support arguments. In addition, students may be required to make posts to online forums via Moodle, write summaries of weekly readings, and/or take quizzes.

Attendance: Attendance is mandatory. If students miss more than four class periods a mandatory five point deduction will be applied to the student's final grade for every absence over four. Students are also required to meet with the instructor if they miss more than four classes. It is the students' responsibility to inform the instructor of any excused absences, illnesses, and/or medical emergencies that require them to miss class. Please note a doctor's appointment, etc. does not count as an excused absence.

Deadlines: All deadlines are final and not negotiable. No late papers will be allowed unless arranged well in advance with the instructor. If you fail to meet a deadline because of a medical or family emergency you must contact the instructor via email ([pageb@rhodes.edu](mailto:pageb@rhodes.edu)) within 24 hours or, in cases of extenuating circumstances, as soon as possible. All papers are due at the beginning of class and not in the instructor's mailbox or by email.

Honor Code: All work turned in for this course is to be completed in accordance with the Rhodes College Honor Code. To demonstrate your commitment to the Code, each student must write

“pledge” and sign his/her name on every assignment. If you have any questions about plagiarism you should talk to me directly.

Students who require special arrangements due to physical or learning disabilities should contact the instructor as soon as possible.

Please do not hesitate to contact me if you have any questions, problems, or concerns about this course.

**Schedule of Assignments:** The following schedule of assignments is subject to change. Students are responsible for keeping track of all deadlines and any changes/additions made throughout the semester. All readings/assignments are to be completed prior to the class date they are assigned.

January 13: Course Introduction

January 15: Class does not meet. Take good notes and be prepared to discuss the following article located on JSTOR in class on Wednesday.

Matthew Schoenbacher, “Republicanism in the Age of the Democratic Revolution: The Democratic-Republican Societies of the 1790s,” *Journal of the Early Republic* 18 (1998).

January 18: Holiday

January 20: The Perils of Republicanism

January 22: Establishing a New Government

Saul Cornell, “Beyond the Myth of Consensus: The Struggle to Define the Right to Bear Arms in the Early Republic,” on moodle.

January 25: Politics in the Age of the New Republic

Joanne Freeman, “Slander, Poison, Whispers, and Fame: Jefferson’s ‘Anas’ and Political Gossip in the Early Republic,” *Journal of the Early Republic* 15 (1995).

January 27: The Democratic Revolution of 1800

January 29: Discussion: Gender and Republicanism

Reading: Jan Lewis, “The Republican Wife: Virtue and Seduction in the Early Republic,” *William and Mary Quarterly* 44 (1987): 689-721.

February 1: War, Peace, and Republicanism

February 3: An Expanding Nation

February 5: Discussion: American Indians in the American West

Andrew C. Isenberg, *The Destruction of The Bison*, 1-92

Compare and contrast Euro-American perspectives of the American Indian  
Early Images of Virginia Indians at <http://www.vahistorical.org/cole/gallery.htm>  
Portrayals of Native Americans (Color Plate Books and Mass Market Appeal) at  
<http://bancroft.berkeley.edu/Exhibits/nativeamericans/portrayals.html>

February 8: The Market Revolution

Lowell Mill Girls at <http://www.library.csi.cuny.edu/dept/americanstudies/lavender/lowell.html>

Harriet Robinson account of her life in the mills at  
<http://www.fordham.edu/halsall/mod/robinson-lowell.html>

How do the “Lowell Mill Girls” challenge and/or reinforce established ideas of republicanism?  
Do you foresee future changes in American Society as a result?

February 10: Race, Politics, and the Common Man

February 12: Discussion: American Indian Removal

Selected readings from the debate over Cherokee Removal on Moodle

February 15: The Expansion of Slavery

Mortimer Thomson, “What Became of the Slaves on a Georgia Plantation.”  
<http://www.pbs.org/wgbh/aia/part4/4h2919t.html>

You should also be reading Harriet Jacobs, *Incidents in the Life of a Slave Girl!*

February 17: Slavery and the American South

The slavery code of the District of Columbia (American Memory)  
<http://memory.loc.gov/ammem/sthtml/11stbibtitles01.html>

R. King, Jr. “On the Management of the Butler Estate,” in the Southern Agriculturists  
<http://www.pbs.org/wgbh/aia/part4/4h2921t.html>

February 19: Slave Resistance

Harriet Jacobs, *Incidents in the Life of a Slave Girl*, 1-127

February 22: Reforming American Society

February 24: The Abolition Movement

Abolitionism <http://utc.iath.virginia.edu/abolitn/abhp.html>

Compare and contrast the Gallery of Images with David Walker's Appeal

February 26: The Women's Rights Movement

Readings on the Women's Rights Movement on Moodle.

\* Essay #1 Due In-Class See Handout

March 1: Manifest Destiny

Thomas Benton, "The Destiny of the Race."

<http://history.missouristate.edu/FTMiller/LocalHistory/Docs/Benton/destinyoftherace.htm>

March 3: The American West

Isenberg, *The Destruction of the Bison*, 93-122

March 5: Mid-Term

March 8: Defending Slavery

Readings on Moodle

March 10: "Liberty" and the Politics of Sectionalism

Jacobs, *Incidents in the Life of a Slave Girl*, 127-228

Anthony Burns Speaks (Africans in the Americas)

<http://www.pbs.org/wgbh/aia/part4/4h2916.html>

Letter from Anthony Burns to the Baptist Church (Africans in the Americas)

<http://www.pbs.org/wgbh/aia/part4/4h2917.html>

March 12: No Class. Start reading McPherson, *For Cause and Comrades!*

March 15: Spring Break

March 17: Spring Break

March 19: Spring Break

March 22: The Coming of the Civil War

McPherson, *For Cause and Comrades*, 1-29.

March 24: The Civil War

McPherson, *For Cause and Comrades*, 30-76.

March 26: Discussion: McPherson, *For Cause and Comrades*, **entire book**.

March 29: Wartime changes to the Social Order

Freedmen and Southern Society Project for the Chronology of Emancipation at

<http://www.history.umd.edu/Freedmen/chronol.htm>

Sample Documents at <http://www.history.umd.edu/Freedmen/sampdocs.htm>

See the Proclamation by the President, May 19, 1862; Louisiana Planters to the Commander of the Department of the Gulf; Testimony by the Superintendent of Contrabands at Fortress Monroe, VA; Testimony by a South Carolina Freedmen before the American Freedmen's Inquiry Commission; Testimony by the Commission for the Organization of Black Troops in Middle and East Tennessee.

What do these documents tell us about the origins of emancipation?

March 31: The Promise of Reconstruction

Readings on political and economic change in the Reconstruction South on moodle.

April 2: Easter Recess

April 5: The Failures of Reconstruction

Readings on the problems of reconstruction on moodle.

April 7: Redemption in the American South

Karin L. Zipf, "'The Whites Shall Rule the Land or Die': Gender, Race, and Class in North Carolina Reconstruction Politics," *Journal of Southern History* 65 (1999): 499-534.

April 9: Northern Retreat in a New Industrial Age

Daniel Borus, Edward Bellamy's Utopia in His Time and Ours, 1-28.

April 12: American Indian Resistance in the American West

April 14: The End of the American Frontier

April 16: Discussion: Isenberg, *The Destruction of the Bison*, 123-198.

April 19: The Age of Industrial Violence

Bellamy, *Looking Backward*, 29-89

April 21: American Expansionism

Selected Readings on Moodle

April 23: Reforming the System: Populism

April 26: Reforming the System: The Discovery of Poverty

Bellamy, *Looking Backward*, 89-127

April 28: Looking Forwards...

Bellamy, *Looking Backward*, 127-196.

\* Essay #2 Due in-class see handout

April 30: URCAS

Final Exam: See the Schedule of Final Exams