

History 232
MWF, 12-12:50pm
Palmer 205

Dee Garceau-Hagen
Office Hrs: Fri, 2-5pm
Clough 301, X-3290

THE UNITED STATES IN THE NINETEENTH CENTURY

In the first half of the course we will explore the ways that territorial expansion, industrialization, and conflict over slavery shaped American life. We will investigate the changing nature of American national identity, both political and cultural. The struggles between Native Americans and whites over sovereignty and land, the search for community in a rapidly changing society, and the drift toward sectionalism form crucial parts of this story.

In the second half of the course we will study the great conflict that pitted brother against brother, the American Civil War; and its aftermath, Reconstruction. We will consider the changes wrought by industrial expansion, urbanization, and westward migration during the late nineteenth century. Throughout the course, race, gender, ethnicity, and class will be addressed as variables in a people's historical experience. Through diverse points of view, we will develop a multicultural understanding of our past.

Course Objectives

As well as familiarizing you with key developments in nineteenth-century United States history, our purpose is twofold:

- 1) To encourage critical thought, by asking you to develop original interpretations supported by evidence and explanation.
- 2) To engage you in History methodology, through analysis of firsthand sources.

Required Texts

Robert Marcus & David Burner, America Firsthand **Volumes I and II**, Fifth Editions
(Boston: St. Martin's Press, 2001).

Frederick Douglass, Narrative of the Life of Frederick Douglass, An American Slave (New York: Viking Penguin, 1986).

William Beneman, A Year of Mud and Gold: San Francisco in Letters and Diaries, 1849-1850
(Lincoln: University of Nebraska Press, 1999).

James McPherson, What They Fought For, 1861-1865 (New York: Anchor Books, 1995).

Horatio Alger, Ragged Dick and Struggling Upward (Addison-Wesley Publishers, Inc., 1998).

Coursepack: Xeroxed articles and primary sources. NOT available in the Rhodes Bookstore.
Buy the Coursepack directly from Professor Garceau-Hagen.

Optional Reference Text: John Faragher & MariJo Buhle, Out of Many (Prentice-Hall, 2001).

Participation Alert:

On days marked Discussion, come to class prepared; that is, having done the reading. Participation in discussion will make up 25% of your grade.

The reading load will vary, week by week. Note the times when you will be responsible for an entire book, and plan ahead for it. When reading, viewing films, or listening to lectures, **take notes**. You will create a valuable record of ideas, evidence, and questions which you can use during discussion, or when studying for exams.

Course Requirements

- 1) Consistent attendance. Over three absences will lower your average by one grade.
- 2) Completion of assigned work, on time. Quizzes, exams, or presentations missed without a verifiable medical reason will earn a grade of zero.
- 3) All work, unless otherwise indicated, should be pledged under the Honor Code. Use of exams, outlines, or study notes prepared by another student is a violation of the Honor Code. Put simply, it is plagiarism. Plagiarism will result in an automatic 'F.'

Assignments

- 1) Full participation in scheduled discussions. Short quizzes at the beginnings of discussions may be factored into this grade. (25%)
- 2) One formal 10-15 minute presentation to the class on assigned readings. This presentation will be factored into your class participation grade.
- 3) An in-depth essay exam on the period from the 1790s through the 1840s. (25%)
- 3) An in-depth essay exam on the Civil War era. (25%)
- 4) A final essay exam on larger themes in the course, including the era of Reconstruction and the Gilded Age. (25%).

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COURSE OUTLINE

W Jan 10 Introduction to the Course

THE NEW NATION

F Jan 12 An International Continent

Reading: Lewis & Clark, "Crossing the Great Divide,"
America Firsthand, (I) pp.155-62.

M Jan 15 **Martin Luther King Day – No Class**

W Jan 17 The Constitution: An Evolving Document

Reading: “Amendments I-X, The Bill of Rights” [Coursepack].

F Jan 19 **Discussion:** Gender in the Early Republic

Reading: Laurel Ulrich, “Deputy Husbands” [Coursepack], pp.54-65.

Laurel Ulrich, “Sept.1788, ‘Warpt a Piece’” [Coursepack], pp.72-101.

Laurel Ulrich, “Nov.1792, ‘Matrimonial Writes’” [Coursepack], pp.134-61.

M Jan 22 Early Industrialization

Reading: Peter Way, “Canal Wars: The Making of the Chesapeake and Ohio Canal,” [Coursepack], 188-208.

W Jan 24 **Discussion:** Industrialization and Democracy

Reading: Bruce Laurie, “Nothing on Compulsion: The Lifestyles of Philadelphia Artisans, 1820-1850” [Coursepack], pp.172-80.

John Kasson, “Civilizing the Machine” [Coursepack], pp.198-218.

Harriet Robinson, “The Lowell Textile Workers,” America Firsthand (I) pp.226-33.

F Jan 26 The Ideology of Separate Spheres

Reading: Jeanne Boydston, “The Pastoralization of Housework” [Coursepack], pp.138-49.

Donald Yacavone, “Victorian Manhood and the Language of Fraternal Love” [Coursepack] pp.197-211.

M Jan 29 **Discussion:** Perfectionism, Panaceas, Reforms, and Utopias

Reading: Morris Bishop, "The Great Oneida Love-In"
[Coursepack], pp.224-34.

Ronald Waters, "Strong Drink" [Coursepack], 241-53.

Timothy Shay Arthur, "Ten Nights in a Barroom,"
America Firsthand (I) pp.249-56.

"A Camp Meeting, 1829" [Coursepack], pp.213-14.

James Finley & Peter Cartwright, "The Great Revival,"
America Firsthand (I) pp.163-69.

W Jan 31 Politics in the Age of Jackson

Reading: Faragher & Buhle, Out of Many, 167-73, 177-82.

Andrew Jackson, "Why I Vetoed the B.U.S. Recharter,"
[Coursepack], pp.179-84.

Daniel Webster, "Defense of the B.U.S.," [Coursepack],
pp.184-87.

F Feb 2 Interpreting Democracy: American Genre Painting
[Slide Lecture]

M Feb 5 **Professor Garceau-Hagen in Wyoming, working on film.**

W Feb 7 **Discussion:** The Extent and Limits of Liberty

Reading: Perley Poore & James Parton, "A Disorderly
Democracy," America Firsthand (I) pp.170-76.

Elliot Gorn, "Gouge and Bite, Pull Hair and
Scratch: The Social Significance of Fighting in the
Southern Backcountry" [Coursepack], pp.220-36.

"Democratic Egalitarianism: The Position of the
Loco-Focos," [Coursepack], pp.192-93.

"A Knickerbocker Gentleman Flays the Rabble,"
[Coursepack], pp.194-96.

F Feb 9 **Film:** “Not for Ourselves Alone: Elizabeth Cady Stanton and The Movement for Women’s Rights”

Reading: Elizabeth Cady Stanton et al, “Pioneers for Women’s Rights” America Firsthand (I) pp.241-48.

Massachusetts Congregationalist Clergy, “Letter Opposing Women’s Rights, 1837” [Coursepack], 147-8.

AN EXPANDING NATION

M Feb 12 Sovereignty vs. Wardship: The Cherokee Removal

Reading: John Marshall, “Cherokee Nation vs. Georgia” [Coursepack], pp.193-7.

W Feb 14 **Discussion:** Cherokee People: Separating History from Stereotype

Reading: “A Cherokee View of ‘Civilization’ “ [Coursepack], pp.31-33.

John Ridge, “Letter to Albert Gallatin” [Coursepack], pp.34-43.

“Christian Missions” [Coursepack], pp.43-45.

Elizabeth Taylor, Sally Reece, & Nancy Reece, “Letters” [Coursepack], pp.45-48.

“Quantifying Cherokee Civilization”[Coursepack]:48-57

F Feb 16 **Film:** “The California Gold Rush”.

M Feb 19 **Discussion:** Gold Rush Society

Reading: William Beneman, A Year of Mud and Gold: San Francisco in Letters and Diaries, 1849-1850.

Faragher & Buhle, Out of Many, pp.249-50.

W Feb 21 **First Essay Exam**

THE CIVIL WAR

F Feb 23 Sectionalism, State's Rights, and the Expansion of Slavery

Reading: "Points of View: Nat Turner's Rebellion,"
America Firsthand (I) pp.202-17.

M Feb 26 Plantation Society

Reading: "Plantation Rules" [Coursepack], pp.188-92.

John Pendleton Kennedy, "The Southern Plantation
Idyll," [Coursepack], pp.229-32.

Charles Ball, et al., "Life Under the Lash,"
America Firsthand (I) pp.234-40.

Faragher & Buhle, Out of Many, pp.188-201.

W Feb 28 **Discussion:** African-American Abolitionism

Reading: Harriet Jacobs, "Life of a Female Slave," America
Firsthand (I) pp.218-25.

Frederick Douglass, Narrative of the Life of Frederick
Douglass, An American Slave.

F March 2 Conflict Over Slavery

Reading: James Henry Hammond, "The Proslavery
Argument," [Coursepack], pp.196-200.

Frederick Law Olmsted, "A Visit with a Poor White
Farmer" [Coursepack], pp.201-04.

M March 5 A House Divided

Reading: "South Carolina Ordinance and Declaration of the Causes of Secession" [Coursepack], pp.249-52.

"The Texas Ordinance of Secession," pp.1-4.

W March 7 Film: "The Civil War" by Ken Burns

F March 9 **Discussion:** What They Fought For

Reading: James McPherson, What They Fought For, pp.1-69.

Abe Lincoln, "Gettysburg Address" [Coursepack], 1 pg.

"Points of View: Sherman's March to the Sea,"
America Firsthand (I) pp.268-79.

March 10-18 **Spring Break**

M March 19 **Second Essay Exam**

THE ERA OF RECONSTRUCTION

W March 21 Lincoln and Wartime Reconstruction

Reading: "African-Americans During Reconstruction,"
America Firsthand (I) pp.308-13.

F March 23 Johnson and Congressional Reconstruction

Reading: Henry Ravenel, "A Slaveowner's Journal at the End of the Civil War," America Firsthand (I) pp.300-07.

For comparison: "Two Families: Hemings and Jefferson (1858-1873)," America Firsthand, pp.140-53.

M March 26 Radical Reconstruction

Reading: Caleb Forshey et al, "White Southerners' Reactions to Reconstruction," America Firsthand (I) pp.314-21.

Visual Portfolio, "Civil War & Reconstruction." America Firsthand (I) pp.323-31.

Eric Foner, "Black Reconstruction Leaders at the Grassroots" [Coursepack], pp.4-14.

W March 28 **Discussion:** Race Relations During Reconstruction

Reading: Rosy Williams et al., "The Murder of Jim Williams," America Firsthand (II) pp.17-26.

Elizabeth R. Bethel, "Promised Land" [Coursepack], pp.3-15.

"Work Under Sharecropper and Labor Contracts," America Firsthand (II) pp.33-36.

F March 30 **Discussion:** Post-Reconstruction Problems & Solutions

Reading: Ida B. Wells, "Anti-Lynching Campaign in Tennessee," America Firsthand (II) pp.102-07.

Booker T. Washington, "Atlanta Exposition Address," [Coursepack], pp.1-4.

W.E.B. DuBois, "The Niagara Movement," pp.311-12, and "The Talented Tenth," [Coursepack], pp.21-24.

Henry McNeal Turner, "The American Negro and His Fatherland," [Coursepack], pp.25-30.

THE GILDED AGE

M April 2 Industrial Expansion and Corporate Consolidation

Reading: Andrew Carnegie, "The Gospel of Wealth," America Firsthand (II) pp.87-93.

"George Rice Loses Out to Standard Oil," America Firsthand (II) pp.80-86.

"Chicago Workers Satirize Their Bosses," 66-7.

W April 4 Immigration, the Factory Workday, and Organized Labor

Reading: "Points of View: The Triangle Shirtwaist Fire,"
America Firsthand (II) pp.116-27.

Upton Sinclair, "Conditions at the Slaughterhouse,"
America Firsthand (II) pp.142-49.

Rose Pastor Stokes, "Part of the Working Class,"
America Firsthand (II) pp.128-34.

Letter from a Tennessee Mine Disaster [Coursepack].

April 5-8 **Easter Break**

M April 9 **Discussion:** Industrial Growth and American Identity

Reading: Horatio Alger, "Struggling Upward; or, Luke Larkin's Luck," in Ragged Dick, pp.135-280.

Points of View: "Industrialism and Progress,"
America Firsthand (II) pp.62-79.

W April 11 The New Woman in Urban and Rural Life

Reading: Faragher & Buhle, Out of Many, pp.363-67, 391-2.

Margaret Sanger, "My Fight For Birth Control,"
America Firsthand [II], pp.194-200.

F April 13 **Film:** "Around the World in 72 Days: The Story of Nellie Bly"

IRON HORSES, BLUE COATS, & BUFFALO DREAMS

M April 16 The Mining Frontier & Native American Resistance

Reading: Faragher & Buhle, Out of Many, pp.331-35.

W April 18 Cattlemen and Homesteaders

Reading: Paul Horgan, "The Last Frontiersman"
[Coursepack], pp.39-52.

F April 20 Photographs as Evidence: Reading Native American Pasts

View the following Edward S. Curtis photographs (reproductions are available to you) in the Barrett Library Archives:

"Alchise – Apache"
"Dip-Netting in Pools – Wisham"
"The Morning Bath – Apache"
"Gambler – Piegan"
"Waiting in the Forest – Cheyenne"

- **Jot down your impressions of each Curtis photo, in two or three lines. Use these notes in discussion.**

In addition, view the photographs [handouts] from the Published archives listed below:

William Farr, The Reservation Blackfeet: A Photographic History of Cultural Survival, 1882-1945

Peggy Albright, Crow Indian Photographer; The Work of Richard Throssel

- **Do these images differ from Curtis' depiction of Indians? If so, how so? Make brief notes addressing these questions. Use these notes in discussion.**

M April 23 Populism & Pow-Wows: Grassroots Politics in Two Cultures

Reading: Visual Portfolio: "The Western Landscape,"
America Firsthand (II) pp.51-60.

Zitkala-Sa, "The School Days of an Indian Girl,"
America Firsthand (II) pp.37-43.

W April 25 Review

F May 4 **Final Exam, 1- 3:30pm**