

## **HIST 313, U.S. History and Historiography, Part 1, to 1877**

Spring 2014

MWF 12:30-1:20

Baldwin Hall 349

Office hours: MW 9-10, Tues 11-12 or by app't

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Henretta and Brody, *America: A Concise History*, 4<sup>th</sup> ed. vol. 1 (hereafter Henretta)

Yazawa, Melvin. *Documents to Accompany America's History*, 6<sup>th</sup> ed.

Photocopies of articles and book chapters.

Hoffer, Peter. *Past Imperfect*

Stilman, Anne. *Grammatically Correct: The Writer's Guide to Punctuation, Spelling, Style, Usage & Grammar*. Cincinnati: F & W Publications, Incorporated, 1997.

Turabian, Kate L, John Grossman, and Alice Bennett. *A Manual for Writers of Term Papers, Theses, and Dissertations*, 6<sup>th</sup> ed. Chicago: University of Chicago Press, 1996. Hereafter referred to as "Turabian."

Rampolla, Mary Lynn. *A Pocket Guide to Writing in History*.

**COURSE DESCRIPTION:** This course focuses on American history from the initial period of European settlement in North America through the Civil War. It is a story of the colonizers' efforts at both cultural transplantation and cultural creativity. It is the story of how conflicting visions of American "opportunity" yielded an admixture of brutality and compassion, abundance and scarcity, freedom and slavery, political success and political failure. In its broadest context, early American history can be framed as the struggle of diverse peoples to achieve "liberty and equality," escape "tyranny" and, with the establishment of the American republic, to balance freedom and order in an increasingly democratic society. This process was driven by the meeting of distinct sets of cultures in the American environment: Native, European, and African. In addition, the course will require that students think *globally* as well as nationally. American development has always been intimately connected to and influenced by peoples and events beyond its borders; consequently, understanding national history within this global context will be a vital part of the student's task.

As the first of the two required U.S. courses for majors in the field, it differs from the LSP version of the U.S. history survey in ways designed to have you not only learn history but also how to think historically.

- It requires you to read and absorb information in the textbook (dates, people, developments) primarily on your own; the terms and questions are there to guide your reading in the textbook and articles.
- It includes regular consideration of American historiography: the "nuts and bolts" and major themes of American history, the conflicting interpretive lenses that historians have used to explain the American past, and will look at how historical interpretation is shaped by theory, scientific method, moral and political choices, and the application of methodologies drawn from other disciplines such as psychology, sociology, and anthropology.
- It will require you to analyze and understand the contexts and complexities of primary sources.

- It will introduce you to the process of historical writing, including conventions of notation and modern scholarly writing: developing a thesis, writing an effective introduction, and communicating the results of historical research clearly and effectively.

**Attendance.** Poor attendance will result in a poor course grade, at least in part due to missed or inaccurately done assignments. Consistent and frequent participation will, if you are very close, result in your grade being bumped to the next higher level.

**Expectations:**

It is critical that you attend class faithfully and come prepared (always bring the book to class from which an assignment for that session has been made). Come prepared to discuss the assigned reading and be ready to talk (or even be called upon!) Attendance will be taken each class session. During the first week of class, get settled where you want to sit so I can devise a seating chart to more quickly learn your names.

Please visit my office to discuss academic problems, issues raised in class, concerns about essay exams or written assignments, or just to get better acquainted. It is hoped that each of you will visit my office at least once during the semester.

If you become ill and will miss a test or a paper deadline, I expect you to let me know IN ADVANCE to avoid losing credit. Such cases will be handled on an individual basis. The penalty for late work or exams is a one-letter grade cut per day late.

**Cell phones and iPods.** In class they must be turned off and put away.

**Accommodations for students with disabilities.** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Disability Services office (x4478) as soon as possible.

**Plagiarism policy.** Using information or another person's ideas without proper attribution (footnoting) is plagiarism, as is pretending that someone else's work is your own—i.e., turning in a paper that is in whole or in part found on the Internet or obtained from any outside sources. Committing plagiarism of any sort will result in a "0"—NO points—on the assignment (which will hurt your final grade far more than a "F." Small mistakes may, at my discretion, be rectified by redoing the assignment, although such revised versions will not be eligible for an "A." Gross violations, pretending that someone else's work is your own, is legally copyright violation and fraud, and will result in an "F" in the course and notification of the Dean of Students.

**Grades:** Course grades will be based on improvement as well as your overall scores. Note also my section on attendance, above. 90-100 percent = "A" = outstanding in terms of information, analysis, and writing. 80-89 percent = "B" = above average; generally accurate information, some good analysis, and good grammar and organization. 70-79 percent = "C" = average; may have some inaccuracies, contain insufficient analysis, miss a few very significant pieces of information, and/or suffer from noticeably weak grammar and organization. 60-69 percent = "D" = below average (usually because your work is too brief, superficial, or contains many significant errors). 50-59 percent = "F" = does not meet the requirements of the assignment (is completely off topic or does not reflect the readings—i.e., you could have written this without

reading the assigned materials). Scores below 50 percent will be given if your answer or essay shows no evidence of *trying* to read the materials.

## GRADING

- 40 percent. Notes on assigned articles/chapters and documents, due at end of the class for which the pieces are assigned. For each article, identify the historian's thesis, main supporting points, primary approach to the topic (political, intellectual, social, economic, other?), strengths and shortcomings, and comparisons with the other assigned articles, through either an outline/essay or a copy of the article with these shown through marginal notations and added points at the beginning or end. For each document, summarize its viewpoint and purpose and primary value for historians. Outlines do not need to be double-spaced, but leave a space between each entry.
- 25 percent. Detailed historiographic presentation and essay, beginning Week 6. Students will choose a topic and work in teams to read, research, and analyze at least five articles/chapters on a particular issue that represent a range of interpretations, including those assigned for that week. The day that the articles/chapters are covered in class, your team will present that material and lead the discussion; this will be a group effort. Your essays are due the same day in class and will be your individual work, although I expect you will draw on the group research. I will return your essays with comments the following Monday; they may be revised and turned in one week later with revisions for a possible increase of one grade. If I am late returning your draft with comments, your final version will be due one week after I return your draft.
- 20 percent. Midterms. Midterms on Sept. 24 and Oct. 29 will consist of four identifications chosen from the terms listed below for each week during the period covered by the midterm, one essay question, and twenty multiple choice questions. The terms and essay questions will be chosen from those on this syllabus. For the terms, you need to know its date or period, "what is it," and its significance (why as American historians should we care?).
- 15 percent. Final Exam on Friday, Dec. 17, 11:30-1:20, will be comprehensive and will consist of one essay questions (worth 35 points), eight identifications (each worth 5 points), and twenty-five multiple choice questions (1 point each).

Early Freshman Week and Week 1, August 22-25, 27 (first official day). *New Worlds For All*. Henretta, chapters 1 and 2

Sunday, Aug. 22, 4:30-5:20 pm. Introductions. History curriculum and resources at Truman, including JSTORE and class Blackboard. General standards in history classes.

Monday, Aug. 23, 9:00-10:15 am. PowerPoint lecture: "Worlds Collide."

Introduction: first project, Insight into the Northeast cauldron circa 1600-1700: different routes to Deerfield; <http://1704.deerfield.history.museum/> Suggested reading: Evan Haefeli and Kevin Sweeney, "Revisiting The Redeemed Captive: New Perspectives on the 1704 Attack on Deerfield," *William and Mary Quarterly*, 3rd Ser., 52 (1995): 3-46. you will divide into five groups: each will take one of the five cultures whose people were involved in the 1704 attack on Deerfield and its aftermath: Wendat, Kaniekehaka, Wobanaki, English, or French. Each group will dig into the web site before Wednesday and prepare to answer the following questions as a presentation on Wednesday (using the resources on the site)

1. What were some important ways that European colonization and the fur trade during the seventeenth century affected your people and culture? You might find it helpful to pick one or more individuals from your community on <http://1704.deerfield.history.museum/people/index.do> . This person will also be your “guide” (case study) in answering the other questions. Notice and keep in mind that some of these persons are *inventions*: composites created from snippets of documents. Be sure to look for the developments since 1600; for the three Native tribe, make sure that you understand how the fur trade and wars with Europeans, “beaver wars” with other tribes, and religion and politics shaped your society and culture through 1700 (and brought you to where you are “now.”)
  2. Where did you live in 1704? What was life like in your home village circa 1704? What kind of house did you live in, what was your diet like, what did men and women do? Did you live in a homogeneous or polyglot community—i.e., were all or most of the other people in and near your village part of your culture, and if not who were the others and how did this affect your community?
  3. Why did you attack (or live in) Deerfield?
  4. What was your experience in the aftermath (one to ten years) of the attack?
- 3:30-4:20 pm. Before class, read *Genesis* (ch. 1 verse 1 through ch. 4 verse 16 -- the Cain and Abel story), and Iroquois creation story. In class, analyze the creation myths to compare European and Eastern Woodland (Iroquois) cultures and societies circa 1600. Continue exploring the Deerfield web site.
- Tuesday, Aug. 24, 9:00-12:00 pm. Before class meets, read Henretta, 40-41; *Jesuit Relations* excerpts. View and discuss *Black Robe*.
- Wednesday, Aug. 25, 9:00-12:00 pm. Presentation of different groups on Deerfield.  
Discussion. **How would you structure your report as a history essay?**
- Friday (regular day), Aug. 27: Reintroduction -- and what have we learned so far? How to use Word features necessary for history classes.

### **Part I: New Worlds for All**

Week 2, Aug 30, Sept. 1, 3: Early Encounters in North America

Henretta, 1-43; *Past Imperfect*, intro, chapters 1-2; Turabian, *Manual for Writers*; excerpt from *Jesuit Relations*; Francis Parkman, *The Jesuits In North America in the Seventeenth Century* (Boston, 1867), Introduction; Bruce Trigger, “Early Native North American Responses to European Contact: Romantic versus Rationalistic Interpretations, *Journal of American History* (JAH) 77 (1991): 1195-1215.

Terms: Iroquois Confederation, Eastern Woodlands culture, Renaissance, Reformation, enclosure, manitou, coverture, New Spain, deference, reconquista, Columbian Exchange, Pueblo Revolt of 1680, New France.

How did developments in Europe affect their colonial efforts? Compare and contrast European values and ways of life to those of the Natives, considering religion, views on property ownership, gender relations, and social structures.

Monday. Check terms and answers to questions. Introduction to historiography; discuss and turn in typed notes on *Past Imperfect* intro and ch. 1.

Wednesday: Discuss and turn in notes on *Past Imperfect* ch. 2.

Friday: Historiography and citing sources. Bring to class your copy of Turabian, copies of the articles/chapters with typed notes or annotations.

Week 3, Sept. 8, 10: Virginia and New England

Henretta, 43-74; *Past Imperfect*, ch. 3; George Bancroft, *History of the United States of America*, 6 vols. (1885), 1: 230-244, 382-387; Perry Miller, "Errand into the Wilderness," *The William and Mary Quarterly* (WMQ), 3rd Ser., 10 (1953): 4-32; Francis Jennings, "Goals and Functions of Puritan Missions to the Indians," *Ethnohistory* 18 (1971): 197-212; Waban's confession (attached).

Terms: tobacco, Powhatan Confederacy, indentured servants, New Netherlands, King Philip's War, headright system, Pocahontas, Restoration, Puritanism, Calvinism, Glorious Revolution, witchcraft trials.

Questions: What kind of people chose to immigrate to America in the seventeenth century, and what were their reasons? In what ways did the economy and society differ in the various English colonies in North America? How is it that Puritans came to America seeking religious freedom, but were extremely intolerant of other beliefs? What tensions did the Salem witchcraft trials reveal in late seventeenth-century New England?

Wednesday: Check terms and answers to questions; discuss and turn in typed notes on *Past Imperfect* ch. 3.

Friday: historiography. Compare Bancroft's description of New England with that by Miller and by Jennings. What are the similarities? The differences? Why? Having read these different interpretations, how would you interpret Waban's confession?

Week 4, Sept. 13, 15, 17: Slavery and Empire

Henretta, 72-94; Bancroft, *History of the United States of America*, 1: 602-613, 2: 268-280; Edmund Morgan, "Slavery and Freedom: The American Paradox," *JAH* 59 (1972): 5-29; Ira Berlin, "Time, Space, and the Evolution of Afro-American Society on British Mainland North America," *American Historical Review* (AHR) 85 (1980): 44-78.

Terms: Navigation Acts, the middle passage, rice, gentry, Board of Trade, salutary neglect, assemblies, radical Whigs, mercantilism.

What factors contributed to the development of a slave society in Virginia? How did English conceptions of race affect that process? Why did racial slavery replace indentured servitude in England's plantation colonies? How did slave families differ from those of Anglo-Americans around them regardless of social rank? How did slavery differ between southern and northern colonies? How did African-American cultures and societies develop? How did the slave trade reshape politics and societies in West Africa?

Monday: Check terms and answers to questions.

Wednesday: Turabian and citation information.

Friday: Discuss and turn in notes on assigned articles/chapters and documents.

Week 5, Sept. 20, 22, 24: Developing a Commercial Culture in the North

Henretta, 96-126; J. M. Bumsted, "Religion, Finance, and Democracy in Massachusetts: The Town of Norton as a Case Study," *JAH* 57 (1971): 817-31; Rhys Isaac, "Evangelical Revolt: The Nature of the Baptists' Challenge to the Traditional Order in Virginia, 1765 to 1775" *WMQ*, 3<sup>rd</sup> ser., 31 (1974): 346-368; Douglas Winiarski, "Souls Filled With Ravishing

Transport: Heavenly Visions and the Radical Awakening in New England,” *WMQ*, 3<sup>rd</sup> ser., 61 (2004): 3-46.

Terms: Common law, manors, Quakers, Scot-Irish, Enlightenment, John Locke, Benjamin Franklin, Great Awakening, Jonathan Edwards, New Lights, French and Indian War, port towns, Anglicization, Regulators.

How and why did New England’s economy and society change in the first half of the eighteenth century? How did men’s and women’s roles differ then, and how were they different from ours? How were the Middle Atlantic colonies of New York and Pennsylvania unique? In what ways did the Great Awakening challenge the established order in colonial America? How did the Awakening and the Enlightenment together shape American culture? How did the consumer revolution transform the lives of English colonists and Indians in British North America? What were the bases of the colonists’ sense of a collective British identity in the eighteenth century? What did the land conflicts in many colonies at mid-century show about developments in British America?

Monday: Check terms and answers to questions.

Wednesday: Discuss and turn in notes on assigned articles/chapters and documents.

Friday: Midterm 1

## **Part II: Political and Social Revolutions in America**

Week 6, Sept. 27, 29, Oct. 1: Reform, Resistance, Revolution.

Henretta, 128-60; Chapters 2 and 4 from Bernard Bailyn, *Intellectual Origins of the American Revolution*; Benjamin Carp, “Port in a Storm,” from *Rebels Rising: Cities and the American Revolution* (NY: Oxford University Press, 2007); documents from reader ch. 5, nos. 1, 5, 6, 7, 8, 9, 13 – and suggest 2, 3, 4, and 14 and 15.

Terms: Proclamation of 1763, Sugar Act, Stamp Act, Sons of Liberty, Townshend Duties, Tea Act, Intolerable Acts, Committees of Correspondence, Declaration of Independence.

What were the intellectual sources of colonial reactions to imperial actions? What basic political rights did the Patriots believe they were supporting and how did their resistance (in terms of ideas and actions) evolve after 1765? What were Parliament’s goals in each of its significant acts, and how did Americans react (and why) to each act in turn? Did American reactions differ between regions (or other places) and among particular groups? How did this process affect relations between the colonists and Imperial officials, and among the colonists? What united and what divided Americans at the outbreak of the Revolution?

Monday: Check terms and answers to questions.

Wednesday: Finish terms and questions, discuss documents.

Friday: Comparison of Bailyn and Carp.

Week 7, Oct. 4, 6, 8: The American Revolution, 1776-1786

Henretta, 161-82, 238-41, 245-46; Mary Beth Norton, *Liberty’s Daughters: The Revolutionary Experience of American Women* (Ithaca, N.Y.; Cornell University Press, 1980), 155-94, 347-54; Daniel Mandell, “Revolutionary Emancipation Petitions in New England and African American Identity,” draft essay for *The Revolution in American Life*, May 2010.

Terms: battle of Saratoga, French alliance, southern campaign, Yorktown, Treaty of Paris, republicanism, John Adams *Thoughts on Government*, loyalists, Articles of Confederation, Ordinance of 1785, Northwest Ordinance of 1787, Shays’s Rebellion,

Questions: How (and why) were the Revolution's effects different in the North than in the South? How was the Revolution radical? How was it conservative? What did women gain from the Revolution? In what ways did Shays's Rebellion and its aftermath reflect both the local frustrations of ordinary citizens and the larger concerns of national leaders? Why did slavery end in the North but not in the South? To what extent did slaves play a role in ending slavery in the North? Why was that end gradual rather than immediate, and what were the results (short and long term)?

Monday: Check terms and answers to questions.

Wednesday: to be arranged.

Friday: Notes and discussion on the Revolution as experienced by women and African Americans.

Week 8, Oct. 11, 13, 15: The New Nation

Henretta, 182-208; Charles Beard, section from *An Economic Interpretation of the Constitution of the United States* (New York, 1913); James Hutson, "Country, Court, and Constitution: Antifederalism and the Historians," *WMQ*, 3<sup>rd</sup> Ser., 38 (1981): 338-368.

Terms: Philadelphia Convention, Virginia & New Jersey Plans, Great Compromise, three-fifths compromise, *Federalist*, tariffs, Hamilton's financial plan, Bank of the United States, Report on Manufactures, Neutrality Proclamation, Jay's Treaty, Whiskey Rebellion, Republican Party, Federalist Party, "Civilization Policy," 1796 election, the XYZ affair, Alien and Sedition Acts, Virginia and Kentucky Resolutions.

Questions: In what ways did the framers see popular participation in government as both an essential support of republican government, as well as a threat to political stability? How and why did the first American party system of Federalists and Republicans develop, and what did each party represent? What constitutional principles guided those leaders who opposed and those who supported the chartering of a national bank? What events in the 1790s seem most responsible for the development of political parties? In what ways did Hamilton's financial plan provide material support for republican government? Why were his critics convinced that his reforms would destroy republican principles? Why was the French Revolution so divisive for America? What were early U.S. Indian policies, and what were the sources and tensions within Native resistance?

Monday: Terms and questions

Wednesday: finish terms and questions, discuss documents.

Friday: Essay due on secondary sources; others turn in notes.

Week 9, Oct. 18, 20: An Empire for Liberty?

Henretta, 208-44; Charles Beard, "Some Economic Origins of Jeffersonian Democracy," *AHR* 19 (1914): 282-298; Joyce Appleby, "Commercial Farming and the "Agrarian Myth" in the Early Republic," *JAH* 68 (1982): 833-49.

Terms: Revolution of 1800, Tripolitan War (Barbary pirates), Haitian Revolution, Louisiana Purchase, Embargo Act, impressments, War of 1812, Tecumseh and Tenskwatawa, Hartford Convention, Treaty of Ghent; *Marbury v. Madison*, *McCulloch v. Maryland*, *Fletcher v. Peck*, First National Bank, commonwealth system, sentimentalism, republican motherhood, agrarianism, Gabriel's Rebellion, Missouri Compromise.

Questions: Why did Jefferson believe that his election in 1800 was a "revolution"? How did Americans react to the Haitian Revolution? Why did Jefferson accept the Louisiana Purchase as an act that would sustain republican government? How effective was the Democratic-Republican commitment to a foreign policy based on commercial

discrimination? How did the War of 1812 reveal both the strengths and the weaknesses of the U.S. government? Why and how were state legislatures so important in building the economy of the new nation? What important legal principles did the Marshall Court hammer into American jurisprudence? How and why did marriage and child-rearing change around 1800?

Monday: Check terms and answers to questions

Wednesday: Essay due on secondary sources; others turn in notes.

Week 10, Oct. 25, 27, 29: Democratic Religion and Politics, 1800-1840

Henretta, 244-54, 290-313; Glenn C. Altschuler and Stuart M. Blumin, "Limits of Political Engagement in Antebellum America: A New Look at the Golden Age of Participatory Democracy," *JAH* 84 (1997): 855-885; Mary Ryan, "A Women's Awakening: Evangelical Religion and the Families of Utica, New York, 1800-1840," *American Quarterly* 30 (1978): 602-623.

Terms: Second Great Awakening, the "corrupt bargain," Martin Van Buren, American System, Andrew Jackson, Nullification Crisis, Tariff of Abominations, Bank War, Removal, Trail of Tears, Whigs, Working Men's Parties, Panic of 1837.

Questions: How did the Second Great Awakening change the American religious landscape, and how was it different from the First Great Awakening? How and why did it recast women's roles? How did it represent the reduction of the connections between church and state and at the same time increase the influence of religion in politics? When, where, how, and why did American politics become more democratic? How did the Second Party system form, and what positions did the two parties adopt on important public issues in the 1830s? What were the central Constitutional arguments advanced by John C. Calhoun in his opposition to the tariff? How and why did the Cherokees change after 1800, and why despite those changes were they forced west? How was conflict over removal one of the first sectional conflicts?

Monday: Check terms and answers to questions

Wednesday: Essay due on secondary sources; others turn in notes.

Friday: Midterm 2

### **Part III: Northern and Southern Cultures**

Week 11, Nov. 1, 3, 5: Industry, Urbanization, and Reform in the North.

Henretta, 256-89, 319-48; C. S. Griffin, "Religious Benevolence as Social Control," *Mississippi Valley Historical Review (JAH)* 44 (1957): 423-444; Lois Banner, "Religious Benevolence as Social Control: A Critique of an Interpretation," *JAH* 60 (1973): 23-41.

Terms: outwork system, Samuel Slater, tariff, Boston Manufacturing Company, the Waltham plan, unions, artisan republicanism, the National Road, the Erie Canal, railroads, middle class, the Benevolent Empire, Charles Finney, temperance, anti-Catholicism, Transcendentalism, Brook Farm, Shakers, Fourierism, *Walden*, Mormonism, abolitionism, *The Liberator*, Seneca Falls Declaration.

Questions: What were the significant milestones in early American industrialization? Why was the production of textiles so significant in American industrialization? Why did it happen in the Northeast first? What disadvantages did infant American factories face, and how were they overcome? What were the advantages and disadvantages of working in the mills? How did industrialization alter workplace relations? Why did the spread of wage labor represent



an ideological challenge to Americans? Why did a middle class emerge at this time, what were its values, and how did it reshape American culture, especially in the urban North? What was uniquely American and what was more universal about the Transcendentalism? How did utopian communities reflect both individualist and communal tendencies in America? How and why did Northern and Southern attitudes towards slavery increasingly diverge after 1830? Why did most Northerners oppose abolitionism in the 1830s and 1840s? How and why did women become involved in efforts to shape public policy?

Monday: Check terms and answers to questions

Wednesday: Discuss and turn in typed notes on *Past Imperfect* chs. 5-7.

Friday: Essay due on secondary sources; others turn in notes.

## Week 12, Nov. 8, 10, 12: Southern Slavery and Expansion

Henretta, 349-89. Frederick Jackson Turner, "The Significance of the Frontier in American History," 1893, see <http://www.gutenberg.org/files/22994/22994-h/22994-h.htm>, chapter 1; Arthur M. Schlesinger, "The City in American History," *Mississippi Valley Historical Review* (later *JAH*), 27 (1940): 43-66.

Terms: Cotton, gentry, gang labor, Manifest Destiny, Oregon Trail, "54 –40 or fight," Texas Republic, Alamo, Mexican-American War; Treaty of Guadeloupe-Hidalgo, free-soil movement, Calhoun doctrine (397), Wilmot Proviso,

Questions: What were the effects of the development of cotton as a crop in the United States? How did the social structure that developed in the South after 1800 compare with that of the North? How did a distinct, more unified culture develop among African Americans after 1790, what influences shaped it, and what were some of its distinctive attributes? How did blacks cope with slavery, and why did they begin to convert to Christianity in large numbers after 1790? What issues did the Mexican-American War raise for Whigs? For Democrats?

To understand the connections between Turner's Frontier essay and our week's topic of Manifest Destiny, you need to understand two things. First, the notion of Manifest Destiny connected the expansion of the United States to its character, ideals, and institutions--past and future. In the mid-nineteenth century, as the textbook points out, some Americans opposed this expansion as contrary to its character and ideals; most thought them deeply connected and celebrated the country's blessings. Read the following excerpt from a speech in 1846 by Senator Thomas Hart Benton, and think about what this says about how boosters of Manifest Destiny saw the character, institutions, history, and future of the United States (we will discuss this on Wednesday, so be prepared).

It would seem that the White race alone received the divine command, to subdue and replenish the earth: for it is the only race that has obeyed it--the only race that hunts out new and distant lands, and even a New World, to subdue and replenish. . . . The Red race has disappeared from the Atlantic coast; the tribes that resisted civilization met extinction. This is a cause of lamentation with many. For my part, I cannot murmur at what seems to be the effect of divine law. . . . Civilization, or extinction, has been the fate of all people who have found themselves in the trace of the advancing Whites, and civilization, always the preference of the Whites, has been pressed as an object, while extinction has followed as a consequence of its resistance.

The van of the Caucasian race now top the Rocky Mountains, and spread down on the shores of the Pacific. In a few years a great population will grow up there, luminous with the accumulated lights of the European and American civilization. Their presence in such a position cannot be without its influence upon eastern Asia.

The Mongolian, or Yellow race is there, four hundred millions in number spreading almost to Europe; a race once the foremost of the human family in the arts of civilization, but torpid and stationary for thousands of years. It is a race far above the Ethiopian, or Black—above the Malay, or Brown, (if we admit five races)—and above the American Indian or Red; it is a race far above all these, but still far below the White and like all the rest, must receive an impression from the superior race whenever they come in contact.

The sun of civilization must shine across the sea; socially and commercially the van of the Caucasians, and the rear of the Mongolians, must intermix. They must talk together, and trade together, and marry together. . . . Moral and intellectual superiority will do the rest; the White race will take the ascendant, elevating what is susceptible of improvement—wearing out what is not. . . . And thus the youngest people, and the newest land, will become the reviver and the regenerator of the oldest.

Some of the same goals, ideals, and concerns continued after the Civil War, through the end of the century, in other contexts and places. Second, you need to know that in the 1870s and 1880s, the first history professionals (especially Herbert Baxter Adams) believed American democracy and institutions had their origins in ancient Anglo-Saxon traditions; this is sometimes called the “germ” theory, that that germs (seeds) of American democracy and republican institutions were transplanted from Europe and found much better soil in America. Frederick Jackson Turner in 1893 had a very different interpretation. Both the germ and frontier theses are about the origins, nature of, and future of America’s character and institutions—topics that were also imbedded in the debates over Manifest Destiny. Turner is not explicitly commenting on the debates over Manifest Destiny, but he is very focused on concerns that were fundamental aspects of that movement and controversy. Arthur Schlesinger disagrees with both Adams and Turner; but then, he lived and wrote in a very different time and place.

Week 13, Nov. 15, 17, 19: The Road to Secession

Henretta, 389-406; Arthur Bestor, “The American Civil War as a Constitutional Crisis,” *AHR* (1964): 327-352, Manisha Sinha, “The Caning of Charles Sumner,” *Journal of the Early Republic* 23 (2003): 233-262.

Terms: Compromise of 1850, Fugitive Slave Law, Kansas-Nebraska Act, “Bleeding Kansas,” *Dred Scott v. Sanford*, Lincoln-Douglas Debates, John Brown’s raid (on Harper’s Ferry), *Uncle Tom’s Cabin*, American Party/Know Nothings, Republican Party.

Questions: Why did the Fugitive Slave Act of 1850 outrage the North? Why did the Kansas-Nebraska Act shatter the Second Party System? How did Kansas become a national battleground over slavery? Why did the South believe that Lincoln’s election would mean the end of slavery?

Monday: Check terms and answers to questions

Wednesday: Finish terms and questions, discuss documents.  
Friday: Essay due on secondary sources; others turn in notes

Week 14, Nov. 29, Dec. 1, 3: The Civil War

Henretta, 407-36; Mark Krug, "The Republican Party and the Emancipation Proclamation," *The Journal of Negro History*, 48, no. 2 (Apr. 1963): 98-114; George Fredrickson, "A Man but Not a Brother: Abraham Lincoln and Racial Equality," *Journal of Southern History* 41 (1975): 39-58.

Terms: Crittenden compromise, secession, conscription, New York City draft riots (1863), Emancipation Proclamation, Antietam, Gettysburg, Vicksburg, National Bank Act, Homestead Act.

Questions: At the beginning of the war, what were the relative advantages of each side? What factors account for New York City draft riots in 1863? Why did Lincoln issue the Emancipation Proclamation? What role did African Americans free and slave play in achieving abolition?

Monday: Check terms and answers to questions

Wednesday: Finish terms and questions, discuss documents.

Friday: Essay due on secondary sources; others turn in notes

Week 15, Dec. 6, 8, 10: Reconstructing the Nation

Henretta, 437-62; Walter L. Fleming, "Reconstruction in the Schools," in *Civil War and Reconstruction in Alabama* (New York: Macmillan, 1905); W. E. B. Du Bois, "Founding of the Public School," in *Black Reconstruction: An Essay toward a History of the Part Which Black Folk Played in the Attempt to Reconstruct Democracy in America, 1860-1880* (1935; reprint edition, New York: Russell and Russell, 1963).

Terms: Wade-Davis bill, Thirteenth Amendment, Andrew Johnson, Black Codes, Freedman's Bureau, Civil Rights Act of 1866, Fourteenth Amendment, Reconstruction Act of 1867, Fifteenth Amendment, scalawags, carpetbaggers, sharecropping, Ku Klux Klan, Depression of 1873, Compromise of 1877.

Questions: How and why did Reconstruction evolve from Lincoln's Ten Percent Plan in December 1863 to the Military Reconstruction Act of 1867? What were the strengths/weaknesses in the Radical program for reconstruction? How did the freedmen attempt to embrace new opportunities following the Civil War? How did sharecropping benefit freedmen, and what problems did it create? Why did Radical Reconstruction ultimately fail? How did white Southerners attempt to limit the freedom of former slaves? Evaluate the achievements and failures of Reconstruction governments in the southern states.

Monday: Check terms and answers to questions

Wednesday: Finish terms and questions, discuss documents.

Friday: Essay due on secondary sources; others turn in notes

Final Exam on Dec. 18, 11:30-1:20.