American Society to 1877: History from the Margins

Course Introduction
Over the course of the semester, we will investigate how Native people, women, and people of African descent, to name only a few broad groups, contributed to the “grand narrative” of United States history. Their lives and actions will be centered as we ask questions such as “What roles did these groups play in key political, social, and economic processes?” and “How did their actions shape those of the elite founders?” We will also consider how their stories have been marginalized or omitted and ask, “How might centering their stories push the boundaries of how we think of significant events such as the American Revolution?” Delving into primary sources that represent a diverse range of perspectives, we will consider ways in which categories of gender, race, and class have shaped American society and the relationships among various groups. Finally, we will think about how these categories continue to inform the ways in which the early history of the U.S. has been written and how we understand it.

Goals and Objectives
We will consider how the work of writing history (called historiography) is done as we examine how notions about gender, race, and class continue to inform the ways in which we read and understand history. Students will be encouraged to engage with, respond to and challenge the ways in which histories of marginalized peoples have (or have not) been presented in various readings. As such, writing about history will be an important component of this course.

Requirements
• Participation: 15%
  ▪ This includes class attendance and informed participation. You will be asked to lead at least one class discussion this semester as part of your participation grade. Part of the grade for this class comes from activities performed in class (such as class facilitation, in-class writing, etc.), so failure to attend and participate will result in a lower grade. If you must miss class, you are responsible for obtaining the notes and materials from that day and information about assignments that may be due by the next class period.

• Short Critical Essays (2): 10% each
  ▪ Using a selection of two primary sources (one of which you will find on your own, the other may come from our text Major Problems in American History, Vol. I: To 1877), that are related in terms of a central issue, event, or historical actor or group in a single time period, you will craft an essay in which you analyze the primary sources in terms of the context of the time period in which they were created. This historical context will be material that we cover in class and that is also covered in assigned sections of American Yawp. Questions that you should consider are: What issue or event do these primary sources address? How do they present the issue, event, or historical actor/group similarly or differently (think about angles here)? How does the information contained in the primary sources illustrate, support, complicate, or trouble the way that history is presented in our text or they way in which you have understood that history? What conclusions can you draw about the issue/event in light of these comparisons?
  ▪ Students are required to email me a list of chosen sources and a paragraph explaining your plan at least three full days prior to the due date.
  ▪ Short essays should be about 600 words (approx. 2.5 pages double spaced) following Chicago style formatting and documentation.

• Midterm Exam: 20%
  ▪ The exam will be a series of short essay questions based on what we have covered so far and will be completed in class.
• Final Essay: 25%
  o Your final essay will be an extension of one of your short essays. Conducting additional research on your own, you will incorporate 2-3 scholarly sources (that clearly connect to the time period, event/group/person/historical context of your primary sources), revising or clarifying your original points according to my comments on the shorter essay on which you choose to base the final essay. In your essay, you should consider the following questions: What issue or event do your primary sources address? How do they present the issue, event, or historical actor/group similarly or differently (think about angles here)? How does the information contained in the primary sources illustrate, support, complicate, or trouble the way that history is interpreted in each secondary source you have chosen? What conclusions can you draw about the issue/event in light of these comparisons? Based on this analysis, what is the significance of your primary sources in terms of what they can tell us about the cultural and/or social contexts in which they were created?
  o Students are required to either meet with me to discuss or email me plans, including your approach, argument, and a list of proposed sources, for this paper at least one week prior to the due date.
  o Final essay should be about 1500 words (approximately 6 pages double spaced) following Chicago style formatting and documentation.

• Final Exam: 20%
  o Exam will be comprehensive for this semester’s materials. You will receive a study guide on final exam review day. We will meet at the appointed final exam time for this class.

• Late work policy: Essays submitted past the deadline will be docked a letter grade per day. Exams and in-class work cannot be made up. Allowances may be possible for illness or emergency. In such an event, contact me via email as soon as possible to discuss any issues that you may be having regarding coursework/attendance for this class. Waiting until the last minute to contact me leaves fewer (and possibly no) options for solving problems that you may be having with an assignment.

Texts
• American Yawp, a free online textbook
• Supplemental materials will be made available through Blackboard/Canvas or the library’s course reserves.

Blackboard/Canvas Policy
• The course syllabus and other materials such as assignments will be available via BB/Canvas. Please check our course site regularly.

Cell phone/laptop policy
• Students who choose to use laptops in class will be asked to sign up to contribute their typed notes to a collaborative site for the class each week.
• The use of cell phones, audio recording, visual recording, and laptops/tablets not used for note taking is prohibited in this class.

Accommodations
If you have a documented disability and have anticipated barriers related to the format or requirements of this course, or presume having a disability (e.g. mental health, attention, learning, vision, hearing, physical or systemic), and are in need of accommodations for this semester, we encourage you to contact Access, Disability Services, and Resources to learn more about the registration process and steps for requesting accommodations.

If you are a student that is currently registered with Access, Disability Services, and Resources and have not received a copy of your Accommodation Notification Letter within the first week of class, please notify
Access, Disability Services, and Resources immediately. Students who have accommodations in place are encouraged to coordinate sometime with your professor, during the first week of the semester, to communicate your specific needs for the course as it relates to your approved accommodations. All discussions with Access, Disability Services, and Resources and faculty concerning the nature of your disability remain confidential.

For additional information regarding the Access, Disability Services, and Resources, please visit Emory's ADSR website:
http://equityandinclusion.emory.edu/access/index.html

Honor Code
Emory University has a strict code of honor. The Honor Code is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. For information about Emory's honor code consult
http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html

Writing Center
Callaway N-212.
Make an appointment online:
http://writingcenter.emory.edu/
Students are encouraged to use the resources at the Writing Center this semester. Writing Center tutors take a discussion- and workshop-based approach that enables writers of all levels to see their writing with fresh eyes. Tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they will not proofread for you. Instead, they will discuss strategies and resources you can use to become a better editor of your own work.

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Weekly Schedule
(subject to change—email with me before the next class if you must miss a class)
AP=American Yawp; MP=Major Problems in American History

Week 1: Introduction
W Jan. 11: Course Introduction: syllabus overview, class facilitation assignments, short writing response

Week 2: Empire and Identity: The Early Years
M Jan 16: MLK Holiday—no class
T Jan 17—Drop/Add period ends
W Jan 18: AP “The New World,” “Colliding Cultures”
MP “Introduction: How to Read Primary and Secondary Sources,” “Old Worlds Make New Ones,” “Native Americans Pay Tithes to the Aztecs” (image); “The Portuguese Lament Military Losses in Western Africa,” “Christopher Columbus Details His First Encounters with Native People, 1493,”

Week 3: Empire and Identity: The Early Years (continued)
M Jan 23: AP “British North America”
MP “Colonial Settlements and Conflicts, 1600-1690,” “Indentured Servant Richard Frethorne Laments His Condition in Virginia, 1623,” “George Alsop, a Resident of Maryland, Argues That Servants in Maryland Profit from Life in the Colonies, 1666”

Week 4: Forming Gendered and Racialized Identities in Colonial America

M Jan 30: AP “Colonial Society”

W Feb 1: We will meet at our regular time, but in the Rose MARBL, Woodruff Library, 10th floor. An archivist will talk to us about finding and working with primary sources in order to help you find sources for your short essays and final paper.

Week 5: Restlessness: Disquiet in the colonies

M Feb 6: AP “The American Revolution”
MP “The American Revolution,” “Adam Smith Analyzes the British Colonies in Terms of the Wealth of Nations, 1776,” “Congress Condemns the Stamp Act, 1765”

W Feb 8: Workshop for Essay I

Friday, Feb. 10: Essay I due by 5:00 PM to Blackboard

Week 6: Revolution on the Margins

M Feb 13: MP “Abigail and John Adams Debate Women’s Rights, 1776,” African Americans Petition for Freedom, 1777,” “Mohawk Leader Joseph Brant Commits the Loyalty of His People to Britain, 1776”

W Feb 15: MP “The Declaration of Independence in World Context” by Armitage

Week 7: Forming a New Nation

M Feb 20: AP “A New Nation”
MP “From Confederation to Constitution,” “The Articles of Confederation Stress the Rights of States, 1781,” “The Federalist Papers Illustrate the Advantages of Ratification of the Constitution, 1787-1788”


Week 8: The Republic I

M Feb 27: AP “The Early Republic”

W Mar 1: MP “William Clark of the Lewis and Clark Expedition Enters into Diplomacy with Native
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Essay 2 discussion

Midterm Exam posted on Blackboard

Midterm exams are due Friday, March 3 by 5:00 PM to Blackboard

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Week 9: Mar 6-10: Spring Break—no class

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Week 10: Westward Expansion and the Market Revolution


   MP “Commercial Development and Immigration,” “Slave Charles Ball Mourns the Growth of Cotton Culture and ‘Sale Down the River,’ c. 1800,” “John L. O’Sullivan, a Democratic Newspaperman, Defines ‘Manifest Destiny, 1845’”

Week 11: Westward Expansion and the Reform Movement

M Mar 20: AP “Democracy in America,” “Religion and Reform”
   MP “Angelina Grimké Appeals to Christian Women to Oppose Slavery, 1836,” “Frederick Douglass Addresses Texas and Slavery While Speaking in Ireland, 1846,” “Former Slave Sojourner Truth Links Women’s Rights to Antislavery, 1851”

W Mar 22: MP “Religion as Inhibiting and Liberating: The Complicated Case of Sojourner Truth” by Painter

Workshop for Essay 2

Friday, March 24: Essay 2 due by 5 PM to Blackboard

Week 12: North and South

M Mar 27: AP “The Sectional Crisis”
   MP “Northerners Begin to See ‘the South’ as the Problem” by Susan-Mary Grant; “Vice President John C. Calhoun Argues that Tariffs Disadvantage the South, 1828,” “A North Carolina Law Prohibits Teaching Slaves to Read or Write, 1831,” “A Virginia Slave Woman Articulates Her Distress to Her Enslaved Husband, 1852”

W Mar 29: MP “Axalla John Hoole, a Southerner, Depicts ‘Bleeding Kansas,’ 1856,” “Senator Charles Sumner Addresses the ‘Crime Against Kansas,’ 1856” “Harriet Jacobs Deplores Her Risks in Being a Female Slave, 1861,” “Southerner Mary Chestnut Describes Her Hatred of Slavery from a White Woman’s View, 1861”

Week 13: The War
M Apr 3: AP “The Civil War,” “Conquering the West” (Section III only, “The Indian Wars and Federal Peace Policies”) MP “A White Virginian Argues Against Secession, 1861,” “The Detroit Soldiers’ Aid Society President Calls on Women to Assist the War Effort, 1861”

W Apr 5: MP “President Abraham Lincoln Orders the Execution of 39 Dakotas Involved in the 1862 Minnesota War,” “Cherokee Declare Their Support for the Confederacy, 1861,” “James Henry Gooding, an African American Soldier, Pleads for Equal Treatment, 1863,” “Tally Simpson, a Confederate Soldier, Recounts the Battle of Gettysburg, 1863”

Week 14: Reconstruction I

M Apr 10: AP “Reconstruction” MP “Reconstruction,” “William Howard Day, an African American Minister, Salutes the Nation and a Monument to Abraham Lincoln, 1865,” “Elizabeth Cady Stanton Questions Abolitionist Support for Female Enfranchisement, 1868,”

W Apr 12: MP “A Southern Songwriter Opposes Reconstruction, c. 1860s,” “Louisiana Black Codes Reinstate Provisions of the Slave Era, 1865,” “Lucy McMillan, a Former Slave in South Carolina, Testifies About White Violence, 1871”

Week 15: Reconstruction II

M Apr 17: DuBois: Black Reconstruction, Chpt. 17 (available online through the Woodruff Library’s site) MP “Slavery By Another Name: The Re-Enslavement of Black Americans from the Civil War to World War II” by Blackmon

W Apr 19: Workshop for Final Essay

Week 16: Final Exam Review

M Apr 24: Last day of class, review for final exam

W Apr 26: Final Essay due by 5 P.M. to Blackboard

Tuesday, May 2: Final Exam, 11:20 am – 2:00 pm