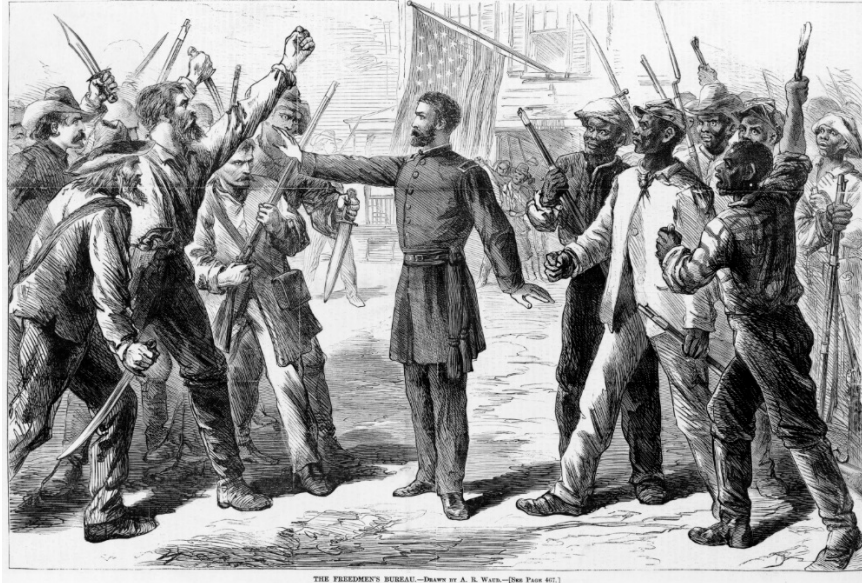


History 239 (Winter Term 2020)

The Long Nineteenth Century

Monday-Friday, 10:00-3:00 (with break for Lunch, 12:00-1:00)

Room #



“The Freedmen’s Bureau,” by Alfred R. Ward, *Harper’s Weekly*, July 25, 1868

Professor Kevin Vrevich

Email: kvrevich@wesleyan.edu

Office: PAC 222

Office Phone: 860-685-3132 (please e-mail instead)

Office Hours: Mondays 1:00-2:30; Thursdays 10:00-11:30; and by appointment.

Course Description: In 1787, the ratification of the Constitution established the United States of America as a republic in which power rested with the people. But the slim document left many fundamental questions unanswered. Would the overwhelmingly agricultural country be one of small yeoman farmers or large-scale plantations? Would the new nation limit western expansion to honor treaties with American Indian nations? Would the growing ranks of wage laborers in the nation’s burgeoning cities have the same political rights as property owners? Would a nation founded on the shores of the Atlantic World pursue closer integration into global trade or protect its craftsmen and nascent industrial manufacturers? Could women make a claim to civic participation in a nation whose liberty they had helped win? Would a nation dedicated to freedom be able to reconcile the bondage of one-fifth of its population?

The Long Nineteenth Century explores the history of the United States from the Early Republic to the Progressive Era (1787 to 1913), as an array of different groups and competing interests attempted answers to those questions. The period witnessed an incredible expansion of the United States from one of several imperial claimants in North America to the dominant power on the continent. Simultaneous to this expansion in geographic scope, the nineteenth century saw a

shift in the scale of governance from a limited government to a powerful federal state that abolished property rights in slavery and intervened in struggles between labor and capital. In following that expansion and shift, this course explains the evolution of the modern United States.

Assigned Readings

All readings are available for purchase at the Wesleyan R.J. Julia Bookstore at 413 Main Street; (860) 685-3939; <http://www.wesleyanrjulia.com>; and on 2 hour reserve at Olin Library.

Required Books (Reading to Be Completed Pre-Term)

- Carol Sheriff, *The Artificial River: The Erie Canal and the Paradox of Progress, 1817-1862* (New York: Hill and Wang, 1996).
- Joshua D. Rothman, *Flush Times and Fever Dreams: A Story of Capitalism and Slavery in the Age of Jackson* (Athens: University of Georgia Press, 2012).
- Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (New York: W.W. Norton & Co., Inc., 2010).
- Tera W. Hunter, *To 'Joy My Freedom: Southern Black Women's Lives and Labors after the Civil War* (Cambridge: Harvard University Press, 1997).

Learning Outcomes:

- Describe the major developments and events that shaped the expansion of the United States over the nineteenth century.
- Interpret primary sources and connect them to scholarly interpretations of the past.
- Make historical arguments and communicate those ideas in writing and discussion.
- Evaluate contemporary issues in their historical context and recognize the political uses of the past.

Course Etiquette

No electronic devices (e.g. laptops, tablets, cell phones, etc...) are allowed at any time in this classroom (except, of course, for those requiring accommodations). I do realize that this is a lecture-based course. Yet the usage of laptops to take notes not only proves a distraction to you and your fellow students but fails to accomplish the task of effective notetaking. Remember that there is a distinct difference between dictation (i.e. writing down every word that you hear verbatim) and notetaking (i.e. organizing information that you have learned for later use by yourself). You want to do the latter as it will help you actually learn and recall the information. For tips on notetaking strategies, see Penn State University's guide on notetaking at <https://pennstatelearning.psu.edu/note-taking>

I expect that you will be respectful and professional toward your fellow students at all times.

Course Assignments

30% Attendance, Participation, and In-Class Reflections

40% Short Response Papers (2 Total; Pre-Term)

30% Final

Attendance, Participation, and In-Class Reflections

Attendance is a critical requirement and students are expected to attend class. Regular attendance is expected and participation in discussion is encouraged. Students who attend class perform better overall. If you have a medical or family emergency, I recommend that you contact your class dean who will notify me. We are only meeting 10 times total. I expect that you will attend them all.

Course meetings combine lectures with a discussion of the assigned readings and topics. Students will have already completed the assigned secondary readings before the start of the term and are expected to read the primary source selections and watch the assigned videos before coming to class. I will bring copies of the primary sources to class to aid our discussion and reflection. Participation is an important component of the final grade. Attendance and participation are one half of your grade for this section and will generally be determined through the following criteria:

Five times during the semester, at random, I will ask you just to write, in class, a brief reflection, in-class, on one of the day's primary source readings (I will provide copies of *all* primary source readings in class). These are graded simply on a pass (you discussed the source and issues of the class) fail (you did not discuss the source and issues of the class or did so incorrectly) basis. These count toward your discussion grade only.

Short Response Papers

You will write two 4-5 page analytical papers during the course of this class. **Both papers should be turned in by the start of the term.** The first paper is due *no later than December 29th by 11:59 PM*. The second paper is due *no later than January 12th by 11:59 PM*. Each paper will engage the secondary readings in tandem (for the first paper Sherrif/Rothman; for the second paper Foner/Hunter). All papers should be submitted electronically to me via e-mail (kvrevich@wesleyan.edu). Please see attached for paper prompts and rubric.

Final

There will be an in-class, two-hour final on **January 22nd**. The midterm will be a "blue book," essay-based exam on concepts drawn from the lectures and readings. It will be a mix of ID, short-answer (two-three paragraphs), document analysis, and a map. I will distribute a review guide prior to the exam.

Guidelines for Writing Assignments

All written assignments should be double-spaced, Times New Roman, 12-point font, with 1-inch universal margins. Please include your name, the date of submission, and the assignment number in a short header. Please use page numbers. Use footnotes to cite quotations and arguments that are not your own according to the Chicago Manual of Style. Please refer to the Chicago-style worksheet available on Moodle, the Purdue University's Online Writing Lab (https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/general_format.html), or see/e-mail me if you have any questions.

Academic Integrity

Students are expected to adhere to Wesleyan University's Honor Code, described in the Student Handbook. <https://www.wesleyan.edu/studentaffairs/studenthandbook/StudentHandbook.pdf>

Students with Disabilities

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. To receive accommodations, a student must have a disability as defined by the ADA. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact Accessibility Services in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021 or can be reached by email (accessibility@wesleyan.edu) or phone (860-685-2332).

Religious/Spiritual Observance Resources

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life at dleipziger@wesleyan.edu or any of the chaplains in the Office of Religious and Spiritual Life at <https://www.wesleyan.edu/orsl/index.html>.

Title IX Resources

If past trauma inhibits your ability to fully participate in class, please contact Debbie Colucci, Deputy Title IX Coordinator, at dcolucci@wesleyan.edu, or your class dean. Additionally, and if you are comfortable, you can work directly with your professor to make reasonable arrangements.

I reserve the right to make future changes to this syllabus as needed

Schedule of Readings, Lectures, and Assignments

Pre-Term

to Mon. 1/6

***Read:** Carol Sheriff, *Artificial River*; Joshua Rothman, *Flush Times and Fever Dreams*
***Write:** Paper I (See Attached Prompt). *Due no later than December 29, 2019, 11:59 PM*

***Read:** Eric Foner, *Fiery Trial*; Tera Hunter, *To 'Joy My Freedom*
***Write:** Paper II (See Attached Prompt). *Due no later than January 12, 2019, 11:59 PM*

Day 1

Tue. 1/7

10:00-12:00: Jefferson's America

***Watch:** *Crash Course U.S. History* Episode #10: "Jefferson and His Democracy"
***Read:** Thomas Jefferson, First Inaugural Address (1801)
***Read:** Thomas Jefferson, *Notes on the State of Virginia* (1787)

12:00-1:00: Lunch

1:00-3:00: The War of 1812

***Watch:** *Crash Course U.S. History* Episode #11: "The War of 1812"
***Read:** Tecumseh Confronts William Henry Harrison (1810)
***Read:** Daniel Webster Criticizes the War (1812)

Day 2

Wed. 1/8

10:00-12:00: Nineteenth Century Commercialization

***Watch:** *Crash Course U.S. History* Episode #12: "The Market Revolution"
***Read:** Mary Graham Describes Life on a Commercializing Farm (1835-1844)
***Read:** "Susan" Describes Conditions in the Lowell Mills (1844)

12:00-1:00: Lunch

1:00-3:00: Religious Revivals and Reforms

***Watch:** *Crash Course U.S. History* Episode #15: "Nineteenth Century Reforms"
***Read:** Charles Grandison Finney on Sin and Redemption (1836)
***Read:** Description of a Kentucky Camp Meeting (1801)

Day 3**Thur. 1/9**

10:00-12:00: Antebellum Slavery

*Watch: *Crash Course U.S. History* Episode #13: “Slavery”

*Read: J.H. Hammond Instructs his Overseer (1840-1850)

*Read: Slave Rebel Nat Turner Confesses (1831)

12:00-1:00: Lunch

1:00-3:00: Women and Reform

*Watch: *Crash Course U.S. History* Episode #16: “Women in the Nineteenth Century”

*Read: Angelina Grimké Appeals to the Christian Women of the South (1836)

*Read: Women Declare Equality with Men at Seneca Falls (1848)

Day 4**Fri. 1/10**

10:00-12:00: Jacksonian Democracy

*Watch: *Crash Course U.S. History* Episode #14: “Age of Jackson”

*Read: Andrew Jackson Vetoes the Bank (1832)

*Read: South Carolina Proclaims Nullification (1832)

12:00-1:00: Lunch

1:00-3:00: War in the West

*Watch: *Crash Course U.S. History* Episode #17: “War and Expansion”

*Read: President James K. Polk Urges War with Mexico (1846)

*Read: Antislavery Congressmen Concoct the Wilmot Proviso (1846)

Day 5**Mon. 1/13**

10:00-12:00: The Tumultuous 1850s

*Watch: *Crash Course U.S. History* Episode #18: “The Election of 1860 & the Road to Disunion”

*Read: Abraham Lincoln Addresses the Issue of Sectionalism (Feb. 1860)

*Read: South Carolina Declares and Justifies Its Secession (Dec. 1860)

12:00-1:00: Lunch

1:00-3:00: The Civil War: Politics and Military

- *Watch: *Crash Course U.S. History* Episode #20: “The Civil War, Part I”
- *Read: Lee Seizes the Opportunity to Invade Maryland (Sept. 1862)
- *Read: Grant Recalls His Thoughts on the Eve of the Overland Campaign (1886)

Day 6

Tue. 1/14

10:00-12:00: The Civil War: Emancipation and Transformations

- *Watch: *Crash Course U.S. History* Episode #21: “The Civil War, Part II”
- *Read: President Lincoln Defends Emancipation (Aug. 1863)
- *Read: Frederick Douglass States the Freedmen’s Demands (Apr. 1865)

12:00-1:00: Lunch

1:00-3:00: Reconstruction

- *Watch: *Crash Course U.S. History* Episode #22: “Reconstruction and 1876”
- *Read: Congress’s Terms for Readmission and Reconstruction (1866-1867)
- *Read: James S. Pike Provides a Harsh Critique of Reconstruction (1873)

Day 7

Wed. 1/15

10:00-12:00: Modern Industrialization

- *Watch: *Crash Course U.S. History* Episode #23: “The Industrial Economy”
- *Read: Andrew Carnegie Hails the Triumph of America (1885)
- *Read: Anarchist August Spies Call on Laborers to Arm (1886)

12:00-1:00: Lunch

1:00-3:00: Urbanization and Immigration

- *Watch: *Crash Course U.S. History* Episode #25: “Growth, Cities, and Immigration”
- *Read: Congress Takes Aim at the “Chinese Menace,” (1892)
- *Read: *Jewish Daily Forward* Offers Advice for New Immigrants (1906-1907)

Day 8

Thur. 1/16

10:00-12:00: The Gilded Age

- *Watch: *Crash Course U.S. History* Episode #26: “Gilded Age Politics”
- *Read: Three Cartoonists Interpret the Political Scene (1880, 1884, 1888)
- *Read: The Pendleton Act Authorizes Civil Service Employment (1883)

12:00-1:00: Lunch

1:00-3:00: The Progressive Reaction

*Watch: *Crash Course U.S. History* Episode #27: “The Progressive Era”

*Read: John Dewey Advocates a Democratic Schoolroom (1900)

*Read: Lincoln Steffens Exposes Municipal Corruption (1904)

Day 9

Fri. 1/17

10:00-12:00: Western Expansion

*Watch: *Crash Course U.S. History* Episode #24: “Westward Expansion”

*Read: President Chester A. Arthur Aims to Turn Indians into Citizens (1881)

*Read: Frederick Jackson Turner Praises the Frontier (1893)

12:00-1:00: Lunch

1:00-3:00: Overseas Expansion

*Watch: *Crash Course U.S. History* Episode #28: “American Imperialism”

*Read: Theodore Roosevelt on the Philippines and the Strenuous Life (1899)

*Read: William Jennings Bryan Opposes U.S. Occupation of Philippines (1899)

Day 10

Mon. 1/20

10:00-12:00: The Modern Presidency

*Watch: *Crash Course U.S. History* Episode #29: “Progressive Presidents”

*Read: Theodore Roosevelt Justifies State Regulation of Enterprise (1910)

*Read: President Woodrow Wilson Takes the U.S. to War (1917)

12:00-1:00: Lunch

1:00-3:00: World War I

*Watch: *Crash Course U.S. History* Episode #30: “America in World War I”

*Read: Reports on the African-American Experiences (1917-1918)

*Read: Wilson Envisions Fourteen Points of a New World (1918)

First Paper Assignment: Capitalism in Antebellum America

Due No Later Than December 29th, 2019, 11:59 PM

Carol Sheriff, in *The Artificial River*, and Joshua Rothman, in *Flush Times and Fever Dreams*, present two studies on the expansion of capitalism in the United States in the decades before the Civil War. In a four-five page, argumentative paper, please consider how location (northern or southern) influenced the structure of capitalism and society. Your paper should make an argument about what these two, regional case studies demonstrate about the way capitalism emerged in United States in the nineteenth century. Pay attention to *similarities* as well as *differences* in your paper.

Please format your paper as follows:

- Typed, Times New Roman, 12 Point Font
- Double-Spaced
- 1-Inch Margins
- Your name in a header
- Page Numbers
- Title (bold, underlined) at top of first page only, with text beginning one line below

Citations for this paper must adhere to the Chicago style footnotes. (Please see the Purdue Online Writing Lab for information on Chicago style: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmof_for_mattng_and_style_guide/general_format.html).

Remember you must cite when:

Paraphrasing: putting the author's information into your own words (i.e. summarizing)

Quoting: using the author's own words to explicate a point (*with quotation marks*).

Citations are required **IN BOTH INSTANCES**. Since no outside information is used, no works cited page is necessary for this assignment.

Outside sources prohibited. Use only the Carol Sheriff and Joshua Rothman readings.

For grading criteria, please see attached rubric.

Second Paper Assignment: Race and American Politics

Due No Later Than January 12th, 2020, 11:59 PM

Eric Foner's *The Fiery Trial* examines the politics of slavery during the Civil War era. Tera Hunter's *To 'Joy My Freedom* explores the lived experience of black, female Atlantans in the years following emancipation. In a four-five page, argumentative paper, please consider how the politics of slavery influenced the lives of black Americans in Reconstruction. Your paper should make an argument about both *direct* effects of the politics of slavery on the emancipation and Reconstruction process as well as *indirect* or *unintended* effects. Pay attention to changes over time in your paper (i.e. what were the effects five years after the Civil War? After ten years?)

Please format your paper as follows:

- Typed, Times New Roman, 12 Point Font
- Double-Spaced
- 1-Inch Margins
- Your name in a header
- Page Numbers
- Title (bold, underlined) at top of first page only, with text beginning one line below

Citations for this paper must adhere to the Chicago style footnotes. (Please see the Purdue Online Writing Lab for information on Chicago style: https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmof_for_matting_and_style_guide/general_format.html).

Remember you must cite when:

Paraphrasing: putting the author's information into your own words (i.e. summarizing)

Quoting: using the author's own words to explicate a point (*with quotation marks*).

Citations are required **IN BOTH INSTANCES**. Since no outside information is used, no works cited page is necessary for this assignment.

Outside sources prohibited. Use only the Eric Foner and Tera Hunter readings.

For grading criteria, please see attached rubric.