

HISTORY 5A: EARLY AMERICAN HISTORY

COURSE INFORMATION AND INSTRUCTOR

Swarthmore College, Fall 2019
Mon.-Wed.-Fri. 10:30-11:20; Trotter 301
Bruce Dorsey
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Office Hours: Mon. & Wed. 11:30-12:30

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce students to important themes in the history of the United States between the earliest history of European colonization in North America and the U.S. Civil War and Reconstruction. An emphasis of the course will be on the cultural history of the colonial era, the American Revolution, and the first century of the new republic.

These are the principal learning objectives of this course:

- Expose students to the art of critical reading and historical analysis of primary source documents.
- Allow students to develop their own interpretative frameworks for understanding the significance of various developments in the United States' first century.
- Provide students with a strong conceptual background to interpret conflict and change in American culture both in the past and in the present.
- Expose students to the geography and genealogy of cultural change in America.

REQUIRED READINGS:

The following books are required readings and available at the College Bookstore:

- Marcus Rediker, *The Fearless Benjamin Lay*.
- Alfred F. Young, *The Shoemaker and the Tea Party*.
- Theda Perdue and Michael Green, eds., *The Cherokee Removal*. 3rd Edition.
- Amy S. Greenberg, ed, *Manifest Destiny and American Territorial Expansionism*, 2nd Ed.
- *Moodle: The vast majority of the required readings for this course, as well as the supplemental readings for the writing assignments, are available on the course's Moodle site. We will read significant sections of a primary-source reader: Bruce Dorsey and Woody Register, eds., Crosscurrents in American Culture (available on Moodle).*

Students are responsible for bringing copies of the week's assigned readings to class, since classroom discussions will focus on the interpretation and discussion of the primary-source documents in the assigned readings.

COURSE REQUIREMENTS:

CLASS PARTICIPATION AND ATTENDANCE:

Students are required to attend all class meetings, complete all assigned readings, and be prepared to discuss the readings each week. Students are expected to contribute actively to the collective learning experience of the course, and will be evaluated on their class participation.

WRITING ASSIGNMENTS:**PAPERS:**

Two papers (approximately **six** double-spaced pages [1,500-2,000 words]) will be written throughout the semester. These are not research papers. The papers should be based on the assigned course readings (including primary-source documents), classroom discussions, and readings from the supplemental list on Moodle. The expectations and requirements for the papers, as well as the choice of topics and supplemental readings, are described under Paper Assignments on Moodle.

PAPER DUE DATES

Paper Type	Due Date
First Paper	Oct. 25 by 8:00 p.m.
Second Paper	Dec. 9 by 8:00 p.m.*
	* (depending on final exam schedule)

REFLECTION ESSAYS:

Four short essays (ranging between one and three double-spaced pages) will be written as interpretations and reflections on various primary-source reading assignments. Thoughtful reflection and analysis are expected for these brief writing assignments. The topic and question for each essay, and a more extensive description of the Reflection Essay assignments, can be found on the course Moodle page.

REFLECTION ESSAY DUE DATES

Essay Assignment	Due Date (before class)
1. John Rolfe's Letter	Sept. 13
2. Quakers & slavery workshop	Sept. 30
3. Solomon Northup, <i>12 Years</i>	Nov. 4
4a. Nativism	Nov. 15 [or]
4b. Anti-Mexican Violence	Nov. 22

FINAL EXAMINATION

A comprehensive final examination covering the material for the entire semester will be given on the scheduled exam date. The professor will not schedule make-up or early exams.

POLICIES:**EVALUATION/GRADING**

Activity	Grade Percentage
Class Participation	15%
Papers	50%
Reflection Essays	15%
Final Exam	20%

Note: Students must complete all writing assignments to pass this course.

ATTENDANCE & COMMUNICATION

The following is the History Department policy on attendance & communication: *Students are required to attend all classes. Unexcused absences will result in a lower grade for the course. If you are having a medical or personal emergency, please contact the Dean's Office as well as the instructor. It is your responsibility to inform your instructor as soon as possible. It is essential that you check your email on a regular basis since History professors will contact you via email. We also expect you to use email to contact History professors.*

ACADEMIC HONESTY

Students must submit their own original written work and properly acknowledge and cite sources of information, argument, and prose. Read the History Department's statement on Academic Honesty (posted on Moodle) for guidance on these matters. The College's standards on academic integrity define academic misconduct as consisting of "cheating on an exam, plagiarism on an academic assignment, or unauthorized collaborative work."

LAPTOPS & ELECTRONIC DEVICES

To facilitate discussion and to avoid distractions, I am going to ask that you do not use a laptop or other electronic device for notetaking in class. You can consult the readings on an electronic device during discussions. All social media and internet browsers must be turned off, and all phones silenced, during class. (Disability accommodations requiring the use of a computer are not covered by this policy.)

ACCOMMODATIONS FOR DISABILITY:

If you believe that you need accommodations for a disability, please contact the Office of Student Disability Services (Parrish 113W) or email studentdisabilityservices@swarthmore.edu to arrange an appointment to discuss your needs. As appropriate, the Office will issue students with documented disabilities a formal Accommodations Letter. Since accommodations require early planning and are not retroactive, please contact the Office of Student Disability Services as soon as possible. For details about the accommodations process, visit the Student Disability Service website at <https://www.swarthmore.edu/academic-advising-support/welcome-to-student-disability-service>. You are also welcome to contact me privately to discuss your academic needs. However, all disability-related accommodations must be arranged through the Office of Student Disability Services.

CLASS SCHEDULE:

PART 1: CULTURAL CONTACTS/CONFLICT DURING COLONIAL ENCOUNTERS

SEPT. 2: INTRODUCTION

SEPT. 4: COLONIAL DREAMS: IMAGININGS OF EXPLORATION & CONQUEST

READINGS:

Bruce Dorsey & Woody Register, *Crosscurrents in American Culture* (2009), 8-19.
 Karen Kupperman, *Indians and English* (2000), Introduction & ch. 1.
 Jan Van Kessel, *America* (ca. 1664-1666).

SEPT. 6: SEEING NEW PEOPLES: VISUAL IMAGES OF COLONIZATION

READINGS:

Alan Taylor, *American Colonies* (2001), ch. 1-2.
 Patricia Seed, *Ceremonies of Possession in Europe's Conquest of the New World, 1492-1640* (1995), 1-40, 69-99.
 Dorsey & Register, *Crosscurrents in American Culture*, 22-35.

SEPT. 9: NEW WORLDS AND OLD WORLDS: CULTURAL ENCOUNTERS IN THE AMERICAS

READINGS:

Alan Taylor, *American Colonies* (2001), ch. 3.
 Kupperman, *Indians and English*, ch. 2.
 J. Merrell, "The Indians' New World," *William and Mary Quarterly* (1984), 537-65.

SEPT. 11: QUAKERS & SLAVERY: PART 1 (INTRODUCTION)

GUEST SPEAKERS: ARCHIVIST AND/OR CURATOR, FRIENDS HISTORICAL LIBRARY, SWARTHMORE

READINGS:

Marcus Rediker, *The Fearless Benjamin Lay* (2017), 1-45, 48-70. [begin this reading]

SEPT. 13: RACE AND GENDER IN ENGLAND'S COLONIZATION OF VIRGINIA**READINGS:**

Taylor, *American Colonies*, ch. 6.

Kathleen M. Brown, *Good Wives, Nasty Wenches & Anxious Patriarchs* (1996), 42-74.

Dorsey & Register, *Crosscurrents in American Culture*, 41-54.

Reflection Essay 1 Due: *Crosscurrents*, p. 50.

SEPT. 16: PURITANS & WHITE INDIANS IN NEW ENGLAND**READINGS:**

Taylor, *American Colonies*, ch. 8.

Dorsey & Register, *Crosscurrents in American Culture*, 54-71.

PART 2: ORIGINS OF SLAVERY IN THE AMERICAS & QUAKERS AND SLAVERY**SEPT. 18: ORIGINS OF SLAVERY IN NORTH AMERICA****READINGS:**

Betty Wood, *Origins of American Slavery* (1997), ch. 2-4.

Dorsey & Register, *Crosscurrents in American Culture*, 72-85.

SEPT. 20: MIDDLE PASSAGE: TALES OF THE ATLANTIC SLAVE TRADE**READINGS:**

Marcus Rediker, *The Slave Ship: A Human History* (2007), ch. 9.

SEPT. 23: PENNSYLVANIA & THE MIDDLE COLONIES: PLURALISM & DIVERSITY**READINGS:**

Ned C. Landsman, *Crossroads of Empire: The Middle Colonies in British North America* (2010), ch. 3, 5.

Marcus Rediker, *The Fearless Benjamin Lay* (2017), complete 1-70; plus 71-150.

SEPT. 25: QUAKERS & SLAVERY: WORKSHOP IN DIGITAL AND ARCHIVAL COLLECTIONS**SEPT. 27: QUAKERS & SLAVERY: WORKSHOP IN DIGITAL AND ARCHIVAL COLLECTIONS**

During these two class meetings (Wed. & Fri.), students will be divided into two groups. One group will meet with the archivists at the Friends Historical Library (first floor entrance of McCabe Library) to read and discuss original manuscripts regarding Quakers and slavery and antislavery during the 18th century. The other group will meet with the professor in a McCabe Library computer room to discuss documents from the digital collection, Quakers & Slavery, created from the holdings at the FHL at Swarthmore and the Quaker Collections at Haverford. And for the next class meeting, students will switch locations and assignments. A description of the workshop and expected student work before class will be posted on Moodle.

PART 3: COMPETING VISIONS OF FREEDOM IN THE AGE OF REVOLUTION

SEPT. 30: COLONIAL AMUSEMENTS & THE GREAT AWAKENING

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 96-107.
 Reflection Essay 2 Due: Quakers and Slavery workshop

OCT. 2: EMPIRE AND REBELLION IN THE BRITISH COLONIES

READINGS:

Alan Taylor, *American Revolutions: A Continental History . . .* (2016), 11-13, 23-53.
 Brendan McConville, *The King's Three Faces: The Rise and Fall of Royal America, 1688-1776* (2006), 1-10; 49-50, 56-70, 76-80, 247, 249-50, 274-80.

OCT. 4: THE AMERICAN REVOLUTION

READINGS:

Alfred F. Young, *The Shoemaker and the Tea Party* (1999), vii-6, 20-84.
 Dorsey & Register, *Crosscurrents in American Culture*, 108-22.
 Peter Silver, *Our Savage Neighbors: How Indian War Transformed Early America* (2008), 227-60.

OCT. 7: MEMORY OF THE AMERICAN REVOLUTION & CONTEMPORARY POLITICS

READINGS:

Young, *The Shoemaker and the Tea Party* (1999), 7-13; 85-120; 143-65; 180-207.

OCT. 9: COMPETING VISIONS OF FREEDOM & EQUALITY DURING A REVOLUTION

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 122-31.
 Rosemarie Zagarri, *Revolutionary Backlash* (2007), ch. 1.

OCT. 11: REFLECTIONS ON THE HISTORY OF THE CONSTITUTION

READINGS:

Terry Bouton, *Taming Democracy: The People, the Founders, and the Troubled Ending of the American Revolution* (2007), 61-80, 105-118, 121-24, 171-84, 194-215.

FALL BREAK: NO CLASS OCT. 14, 16, 18 & 21

OCT. 23: THE CONSTITUTION AND THE RACIAL ORIGINS OF THE NEW NATION

READINGS:

François Furstenberg, *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation* (2006), 187-206.
 Jen Manion, *Liberty's Prisoners* (2015), ch. 4.

OCT. 25: SIGNS AND LANGUAGES OF A NEW NATIONALISM

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 131-40.
 Joanne Freeman, *Affairs of Honor: National Politics in the New Republic* (2001), xiii-61.

FIRST PAPER DUE: FRIDAY, OCT. 25, BY 8:00PM

PART 4: SLAVERY, CAPITALISM, AND THE AMERICAN REPUBLIC

OCT. 28: A MARKET REVOLUTION: CREATING CONSUMER DESIRE & DEBATES OVER MANUFACTURING

READINGS:

Paul E. Johnson, *The Early American Republic* (2007), 3-53.

Dorsey & Register, *Crosscurrents in American Culture*, 141-50.

OCT. 30: INDUSTRIALIZATION & THE TRANSFORMATION OF THE NORTH

READINGS:

Daniel Walker Howe, *What Hath God Wrought: The Transformation of America, 1815-1848* (2007), 1-7; 525-69.

Dorsey & Register, *Crosscurrents in American Culture*, 151-70.

NOV. 1: SLAVERY IN THE SOUTH : THE ECONOMICS OF SLAVERY

READINGS:

Edward E. Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2014), 111-24, 128-31, 135-43, 243-48, 270-80.

NOV. 4: SLAVERY IN THE SOUTH : RESISTANCE & AFRICAN AMERICAN CULTURE

READINGS:

Stephanie Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South* (2004), 60-116.

Dorsey & Register, *Crosscurrents in American Culture*, 171-85.

Reflection Essay 3 Due: *Crosscurrents*, p. 179

PART 5: INDIAN REMOVAL

NOV. 6: INDIAN REMOVAL & "CIVILIZATION"

READINGS:

T. Perdue and M. Green, *The Cherokee Removal*, 3rd ed. (2016), 1-97.

NOV. 8: INDIAN REMOVAL & "CIVILIZATION" [*DISCUSSION]

READINGS:

Perdue and Green, *The Cherokee Removal*, 98-189.

NOV. 11: REFORMING AMERICA: RELIGIOUS REVIVALISM & REFORMS

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 200-220; 223-31.

PART 6: IMMIGRATION AND ANTI-IMMIGRATION POLITICS

NOV. 13: REFORMING AMERICA: NATIVISM (ANTI-IMMIGRATIONISM)

READINGS:

Bruce Dorsey, *Reforming Men and Women* (2002), ch. 5.

Primary Source Documents on Anti-Catholic and Anti-Immigrant Politics

NOV. 15: AMERICA'S ANTI-IMMIGRATION AND CONSPIRACY POLITICS

READINGS:

Primary Source Documents on Know Nothing Party & other Anti-Immigrant Politics

Reflection Essay 4a Due: Nativism

PART 7: "MANIFEST DESTINY" & EMPIRE / CULTURE OF DEMOCRACY

Nov. 18: CULTURAL MEANINGS OF EXPANSIONISM & THE WESTERN FRONTIER

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 232-33. 240-44.

A. Greenberg, *Manifest Destiny and Territorial Expansionism*, 2nd ed. (2018), 1-26, 52-57, 71-83.

Nov. 20: "MANIFEST DESTINY": EXPANSIONISM & CONQUEST

READINGS:

Reginald Horsman, *Race and Manifest Destiny* (1981), ch. 12.

Greenberg, *Manifest Destiny and Territorial Expansionism*, 26-38, 84-136, 141-52.

Dorsey & Register, *Crosscurrents in American Culture*, 244-51.

Nov. 22: ANTI-MEXICAN VIOLENCE & LYNCHING IN THE AMERICAN SOUTHWEST

READINGS:

William D. Carrigan and Clive Webb, *Forgotten Dead: Mob Violence against Mexicans in the United States, 1848-1928* (2013), 1-6, 17-63, 97-122 (excerpts).

Primary Source Documents on Anti-Mexican Rhetoric & Violence.

Reflection Essay 4b Due: Manifest Destiny/Anti-Mexican Violence

Nov. 25: CULTURE OF DEMOCRACY: COMMERCIAL POPULAR ENTERTAINMENT

READINGS:

Patricia C. Cohen, et al, *The Flash Press: Sporting Male Weeklies in 1840s New York* (2008), 1-13, 55-76.

Dorsey & Register, *Crosscurrents in American Culture*, 252-71.

Nov. 27: SECTIONAL CULTURES AND CONFLICTS

READINGS:

Eric Foner, *The Fiery Trial: Abraham Lincoln and American Slavery* (2010), ch. 3-4.

Charles B. Dew, *Apostles of Disunion* (2001), pp. 1-21, 51-58.

THANKSGIVING BREAK: No CLASS Nov. 29

PART 8: CIVIL WAR AND RECONSTRUCTION: A SECOND AMERICAN REVOLUTION

DEC. 2: JOHN BROWN'S BODY: SYMBOLS & MEANINGS OF THE CIVIL WAR

READINGS:

Dorsey & Register, *Crosscurrents in American Culture*, 281-99.

Edward Ayers, *What Caused the Civil War* (2005), 131-44.

Chandra Manning, *Troubled Refuge: Struggling for Freedom in the Civil War* (2016), ch. 3-4.

DEC. 4: INTERPRETING THE CIVIL WAR

READINGS:

J. Fetter-Vorm and A. Kelman, *Battles Lines: A Graphic History of the Civil War* (2015), 69-82; 101-16.

"Jeff Davis in Drag," draft, 2nd ed., *Crosscurrents in American Culture*.

DEC. 6: FREE AT LAST!: EMANCIPATION & AFRICAN AMERICAN FREEDOM

READINGS:

Steven Hahn, *A Nation under Our Feet* (2007), 216-41; 249-64.

Dorsey & Register, *Crosscurrents in American Culture*, 300-322.

DEC. 9: RECONSTRUCTION: THE SECOND FOUNDING

READINGS:

Eric Foner, *The Second Founding: How the Civil War and Reconstruction Remade the Constitution* (2019), [not in press yet, pages tba].

Dorsey & Register, *Crosscurrents in American Culture*, 322-335.

**SECOND PAPER DUE: EITHER MON., DEC. 9 OR THUR., DEC. 12, BY 8:00PM
(DEPENDING ON THE FINAL EXAM SCHEDULE TO BE ANNOUNCED BY OCT. 1)**

FINAL EXAMINATION: DATE & TIME: _____