

**HIST 1770:  
U.S. Cultural History from Revolution to Reconstruction  
Spring 2014  
TuTh 1:00-2:20                      Sharpe House 107**

\*\*\* This syllabus is a work in progress and subject to changes \*\*\*

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**Course Description:**

*survey*, v.

1. To determine the form, extent, and situation of the parts of (a tract of ground, or any portion of the earth's surface) by linear and angular measurements, so as to construct a map, plan, or detailed description of it.
2. To look carefully into or through; to view in detail; to examine, inspect, scrutinize; to explore (a country).
3. To look at from, or as from, a height or commanding position; to observe, perceive, see; to take a broad, general, or comprehensive view of; to view or examine in its whole extent.

What does it mean to survey a country's history? In this course, it means setting out in several different directions in order to determine the form, extent, and situation of the United States from the 1770s to the 1870s. It means looking carefully at the nation's past through its cultural productions (ideas, beliefs, and customs expressed in print, material, and visual forms). And it means paying close attention to the details. Each week, students will examine one object, text, or idea in order to track broader developments in American history during this time period.

**Texts:**

Frederick Douglass, *Narrative of the Life of Frederick Douglass* (Bedford/St. Martin's, 2002)—ISBN: 0312257376 [also available as an e-book via Josiah]

Tony Horwitz, *Midnight Rising: John Brown and the Raid that Sparked the Civil War* (Picador, 2012)—ISBN: 0312429266

Francois Furstenberg, *In the Name of the Father: Washington's Legacy, Slavery, and the Making of a Nation* (Penguin, 2007)—ISBN: 0143111930

Michael Vorenberg, *The Emancipation Proclamation: A Brief History with Documents* (Bedford/St. Martin's, 2010)—ISBN: 0312435819

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (Harvard, 1999)—ISBN: 0674005392 [also available in e-book via Josiah]

These texts are also on reserve at the Library (Rock). Online password for OCRA: RevRecon

All other primary texts are available in pdf format through the course Canvas site (under “Files”); secondary texts are also in pdf format on the course site, or available via Brown University’s Josiah catalog or Google Books (as noted)

### **Requirements, Percentages:**

Class Participation	30%
Paper One: Textual Analysis	15%
Paper Two: Précis	15%
Paper Proposals	10%
Final Paper (Original Research)	30%

### **Requirements, Described:**

#### Class Participation:

Given that this is a small class, there will be no lectures; instead, each course meeting will involve discussions of that day’s readings; I will ask you to lead discussion on the day’s texts at least once during the semester. Only those who are the most active and engaged participants in class conversational contexts will earn As in this component of the course. No points (or B’s) just for showing up.

#### Papers:

- Paper One: Textual Analysis. 5 pages. Choose one primary source you have read for this course and close-read it as you would a piece of fiction, noting its word choice, sentence structure, and imagery (or in the case of a visual source its framing devices, colors, style, etc.). Argue for the significance of this text as reflective of larger historical events or developments during the long nineteenth century.
  - Citations: Parenthetical (last name author, page number)
- Paper Two: Secondary Source Précis. 5 pages. In the first part of the paper, summarize one of the secondary sources (an article or book chapter) on the syllabus. Be sure to include its topic, its argument, its approach (political, gender, etc.), its time frame, its methodology (including specific examples of its primary source base), and any scholarly debates it enters. In the second part of the paper, critique the article or book, arguing for its strengths and weaknesses.
  - Citations: Parenthetical (last name author, page number)
- Final Research Paper. 10-12 pages. You will have the opportunity to research a topic of your own choosing and write a paper analyzing your topic using at least five primary sources and at least five secondary sources. In preparation for this paper, you will write a preliminary and a final paper proposal, and receive feedback from me regarding your ideas, arguments, and sources.
  - Citations: Footnotes or endnotes, Chicago Manual of Style format.

- Extension Policy. Each student will have 48 extension hours in a “bank.” You can use these hours, in any configuration, for any of the papers. There will be no negotiations for additional hours.

## **Course Policies**

Attendance: I do not take attendance during class but excessive absences or lateness generally result in a lower class participation grade.

### Plagiarism and Cheating

Faculty members at Brown University strive to foster a spirit of complete honesty and high standards of integrity. Any attempt by students to present as their own work any work that is not their own is regarded by the faculty and administration as a major offense and renders the offenders liable to serious consequences, possibly suspension from the university. “Scholastic dishonesty” includes, but is not limited to: cheating (obtaining or attempting to obtain credit for work using dishonest, fraudulent, or unauthorized means), plagiarism (representing someone else’s work as your own), collusion (helping someone else commit an act of academic dishonesty), falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student.

Please don’t make me bust you. If you do make me bust you, you will earn a zero on the paper and, as acts of plagiarism and cheating fundamentally undermine the relationship of trust between professors and students, you and I will meet to discuss whether or not you should remain in the class for the duration of the semester. In addition, I will report any cases of academic dishonesty to your dean.

### Learning or Physical Differences

Any student who, because of a learning or physical difference, may require some special arrangements in order to meet course requirements should contact me as soon as possible.

### Religious Observances

A student who is absent from classes for the observation of a religious holy day will be allowed to complete an assignment scheduled for that day within a reasonable time after the absence. The student must notify me of the absence no later than the fifteenth day after the first day of the semester in order to secure an excused absence and make-up privileges.

### Classroom Conduct

This classroom must be an open forum for discussion of historical (and often sensitive) issues. Respect your professor and your classmates by refraining from interruption, denigration, or intimidation.

### Technology

You may bring your laptops to class if you wish. Warning: studies have shown that students who take notes on laptops in lecture courses earn lower grades than those who take notes by hand.

Please turn off your cell phones and other electronic communications devices.

## Course Schedule:

[NOTE: THIS CLASS WILL NOT MEET ON THURSDAY, JANUARY 23]

Th 1.23: **NO CLASS MEETING**

Tu 1.28 **Introductions: What is Cultural History?**

Th 1.30 **The Declaration of Independence**

Thomas Jefferson et al, "The Unanimous Declaration of the Thirteen United States of America"

Joseph Ellis, "The Enduring Influence of the Declaration" [pdf]

Fliegelman, Introduction, "Jefferson's Pauses" and "The Elocutionary Revolution," from *Declaring Independence: Jefferson, Natural Language, and the Culture of Performance* (Link to electronic e-book via Josiah, Brown University Library)

Tu 2.4 **George Washington, American Icon**

George Washington, Farewell Address (1796) [pdf]

Phillis Wheatley, "To His Excellency General Washington"

Annis Boudinot Stockton, "Addressed to General Washington, in the Year 1777," "To the President of the United States," and "The Vision, An Ode to Washington"

Stuart and Landsdown portraits of Washington [hyperlinks on Canvas]

Furstenberg, Chapter 1 and 3 from *In the Name of the Father*

Th 2.6 **Slavery and Freedom**

Passage on slavery omitted from the "Declaration of Independence"

U.S. Constitution

Edward Countryman, "The Creation of the United States"

Prince Hall, Petition to the Honorable Council and House of Representatives

Prince Hall, A Charge, Delivered to the Brethren of the African Lodge, on the 25<sup>th</sup> of June, 1792

Jupiter Hammon, "An Address to the Negroes of the State of New-York"

Letter from Benjamin Banneker to the Secretary of State, With His Answer

Furstenberg, Chapter 2, 4, and 5 from *In the Name of the Father*

Tu 2.11 **The Family Farm**

J. Hector St. Jean de Crevecoeur, "Introduction and Letters I, II, and XII, *Letters from an American Farmer* (e-book through Josiah, Brown University Library)

Joyce Appleby, "Commercial Farming and the "Agrarian Myth" in the Early Republic," *The Journal of American History*, 68, no. 4 (March 1982): 833-849 [pdf]

DUE: PAPER ONE: Textual Analysis

Th 2.13 **The Log Cabin**

Harrison Log Cabin campaign prints [.jpgs on Canvas]

Crockett, *A Narrative of the Life of David Crockett, by Himself* (Google Books)  
 Barrick, "The Log House as Cultural Symbol," *Material Culture* 18, no. 1 (1986):  
 1-19 [pdf]

**Tu 2.18 NO CLASS—UNIVERSITY HOLIDAY**

**Th 2.20 Thomas Cole, *The Course of Empire***

Thomas Cole, *The Course of Empire* [hyperlinks to images on Canvas]

Thomas Cole, "Essay on American Scenery" (1836) [pdf]

Barbara Novak, "Introduction" to *Nature and Culture: American Landscape Painting, 1825-1875* (link to e-book via Josiah, Brown University Library)

**Tu 2.25 The Fugitive Slave, American Icon**

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

DUE: Preliminary Paper Proposal

**Th 2.27 The Slave Market**

Walter Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market* (purchase; or,  
 link to e-book via Josiah, Brown University Library)

**Tu 3.4 Lowell Mill Girls**

1834, 1836 Strike Documents

Factory Rules from the Lowell Handbook, 1848

Massachusetts Investigation into Labor Conditions, 1845

A Description of Factory Life, 1846

Stanton, Chapter 1 and 3 from *The Lowell Experiment* [pdf]

**Th 3.6 The American City**

Edgar Allan Poe, "The Man of the Crowd"

Walt Whitman, "Crossing Brooklyn Ferry"

Henkin, Chapter 2 and 3 from *City Reading: Written Words and Public Spaces in Antebellum New York* [pdf]

**Tu 3.11 *The Liberator***

William Lloyd Garrison, "I Will Be Heard" (1831)

Garrison, Declaration of Sentiments of the American Anti-Slavery Convention (1833)

Masthead, *The Liberator* [jpps on Canvas]

Augusta Rohrbach, "'Truth Stronger and Stranger Than Fiction': Reexamining William Lloyd Garrison's *Liberator*" *American Literature* 73, no. 4 (December 2001): 727-755. [pdf]

**Th 3.13 "Young Texas In Repose"**

John L. O'Sullivan on Texas and California Annexation (1845)

Paul Foos, Introduction and chapters 3-6 from *A Short, Offhand Killing Affair* [pdf]

DUE: PAPER TWO: Précis

**Tu 3.18 Preston Brooks' Cane**

John C. Calhoun, "The Cords of Union are Snapping One by One"  
 Daniel Webster, "I Speak Today for the Preservation of the Union"  
*Mobile Register*, "The South Asks Only for Equal Rights in the Territories"  
*New York Evening Post*, "Are We Too Slaves?"  
 Roger B. Taney, "Dred Scott" Majority Ruling  
 Charles Sumner, "Speech on Kansas"

**Th 3.20 NO CLASS MEETING****TuTh 3.25-27 NO CLASS MEETINGS--SPRING BREAK****Tu 4.1 The Engine House**

John Brown, "Address to the Court"  
 Herman Melville, "The Portent"  
 Horwitz, *Midnight Rising: John Brown and the Raid that Sparked the Civil War*

**Th 4.3 The Confederacy**

The Confederate Constitution  
 Memminger, "South Carolina Justifies Secession"  
 Lincoln, "I Hold that the Union is Perpetual"  
 Robert Bonner, "Flag Culture and the Consolidation of Confederate Nationalism," *Journal of Southern History* 68, No. 2 (May, 2002): 293-332 [pdf]

**Tu 4.8 The Sentimental Civil War Soldier**

Cyrus F. Boyd, "An Iowa Soldier 'Sees the Elephant' at Shiloh"  
 Rufus R. Dawes, "The Most Dreadful Slaughter"  
 John Dooley, "A Virginia Soldier Survives Pickett's Charge"  
 Benjamin Hirst, "A Connecticut Soldier Helps Repel Pickett's Charge"  
 Soldiers' photographs [.jpgs on Canvas]  
 "The Dead at Antietam," *New York Times* (October 20, 1862)  
 Fahs, "The Sentimental Soldier in Popular Civil War Literature, 1861-1865," *Civil War History* 46 no. 2 (June 2000) [pdf]

**Th 4.10 NO CLASS MEETING****Tu 4.15 The Emancipation Proclamation**

Vorenberg, *The Emancipation Proclamation: A Brief History with Documents*

DUE: Final Paper Proposal

**Th 4.17 Abraham Lincoln, American Icon**

Abraham Lincoln, Gettysburg Address  
 Lincoln, Emancipation Proclamation  
 Lincoln, Second Inaugural Address  
 LeConte, "Hurrah! Old Abe Lincoln has been Assassinated!"  
 Gideon Welles, on Lincoln's Death

Walt Whitman, "Oh Captain, My Captain"  
 FILM: Spielberg, dir. *Lincoln*

- Tu 4.22      The Mississippi Black Code**  
*Mississippi Black Code* (1865)  
 Petition of Virginia Freedmen, August 1865  
 Howell Cobb to J.D. Hoover, January 4, 1868  
 Edward Crosby, testimony regarding the KKK, 1872  
 Foner, Chapter 3 from *Nothing but Freedom: Emancipation and Its Legacy* [pdf]
- Th 4.24      American Progress**  
 John Gast, *American Progress* (1872)  
 Rachel Haskell, from "Life in a Mining Camp"  
 N.A. Jennings, from *A Texas Ranger*  
 James F. Rusling, from *Across America*  
 Chief Joseph, Speech to a White Audience, 1879  
 The Dawes Act  
 Karl Jacoby, Introduction and "The O'odham" and "The Americans" from  
*Shadows at Dawn: A Borderlands Massacre and the Violence of History*
- 4.25-5.6      Reading Period**
- 5.7-5.16      FINAL PAPER DUE (date TBA)**