



The United States from 1815 to 1865



Instructor: James Paxton

Spring 2012

Office: Comenius 306

Office Hours: Tuesday, 10:05-11:30, 5:30-6:30; Thursday 10:05-11:30.

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Welcome to HIST 243! This course provides a historiographical introduction to some of the major themes in American history between the end of the War of 1812 and the American Civil War. Together we will examine how the Civil War came about. This is a herculean task. Despite an outpouring of books and articles on the subject, historians cannot agree on the causes of the war. To be sure, slavery was at the root of North-South tensions but slavery had existed since before the founding of the nation. What, then, accounts for the secession of eleven slaveholding states secede in the winter and spring of 1860 and 1861? Since we cannot answer this question completely or definitively, this year, we will focus on how the economic changes historians call the Market Revolution entrenched slavery and gave rise to wage slavery. Consequently, this course supports the Moravian College In Focus program on Poverty and Inequality. Our goal is to propose answers to the question “How different were North and South?” Was slavery an antiquated labor system or was it flexible, adaptable and compatible with modernity?

Course Objectives

By the end of the course students will be able to

- critically evaluate, and use secondary sources.
- identify major schools of thought and historiographical debates that have shaped historians’ understanding of the Antebellum and Civil War periods.
- understand the ways in which historians have “constructed” the past.
- further develop clear and effective oral and written communications skills.
- use writing conventions appropriate to the discipline of history.

Attendance

While there is no penalty for missing classes, students are strongly encouraged to attend all classes. Comprehension of the material and success in the course depends upon your participating in class discussions.

Grade Distribution

Reading Logs	15%
Topic & Bibliography	5%
Journal Analysis	10%
Draft Essay	10%
Peer Review	5%
Historiographic Essay	20%
Participation	15%
Final Exam	20%

The participation grade reflects the quality and quantity of your participation. It is not an attendance grade. However, if you do not attend class, then you cannot participate.

Late Policy

Papers turned in after the beginning of the class on which they are due will be assessed a penalty of 5% for the first day they are late and 2% for each day thereafter. Computer and printing problems are not acceptable reasons for lateness.

Assignments

Reading Logs

Throughout the semester you will write a weekly reading log in which you identify and evaluate the thesis and argument of the articles you read. I will provide a model for you to use. I will read every log entry to ensure that you are keeping up with the reading and take them seriously. In terms of format and style, logs may be less formal than the essays. They will be graded for content, regularity, and willingness to engage with ideas, rather than for stylistic concerns such as spelling and grammar. Nonetheless, I do expect you to proofread your reading logs before handing them in. Reading logs are due at the **beginning** of class. Late logs will not be accepted. Logs will receive a grade of 0,1, or 2.

Journal Assessment

In order to give you a sense of historiographical trends over the past few decades, you will be assessing two issues of a single journal published at least twenty years apart. You might choose the *Journal of Southern History*, *Journal of the Early Republic*, *Civil War History* or another journal that covers the time period of this course. Flip through a few issues to familiarize yourself with the contents and layout. Then choose two issues twenty or more years apart (the dates need not be exact) and determine how the approaches and interests of scholars have changed. What sort of topics did scholars cover in the earlier period compared to the later period? What sort of sources did they use? Do they employ theory? What can conclude about how the field has developed?

Historiographical Essay

The major assignment in this course is a twelve-page historiographical essay. A historiographical essay provides comment and analysis on a number of works pertaining to one subject. Do not summarize the contents of the books. Instead, write a coherent essay with a thesis that assesses how historians have interpreted the topic over time. You will choose an appropriate subject in consultation with the instructor. You must utilize at least five books or an equivalent number of articles.

Academic Dishonesty

According to the Moravian College Student Handbook, the following constitutes plagiarism: “the use, deliberate or not, of any outside source without proper acknowledgment. While the work of others often constitutes a necessary resource for academic research, such work must be properly used and credited to the original author. This principle applies to professional scholars as well as to students....All work that students submit or present as part of course assignments or requirements must be their own original work....When students use the specific thoughts, ideas, writings, or expressions of others, they must accompany each instance of use with some form of

attribution to the source. Direct quotes from any source (including the Internet) must be placed in quotation marks...and be accompanied by an appropriate citation.” Plagiarism will result in the offender receiving zero in the course. Please consult the Student Handbook for fuller details.

It is normal and desirable that students will assist each other with assignments. Such assistance may take two forms. In discussing your papers outside of class, someone may give you an idea or clarify your thinking that you later incorporate into the paper. Note you are not taking their ideas word for word. This is permissible but you must acknowledge your friend’s contribution either in the text or in a footnote. Similarly, you should acknowledge in a footnote anyone who has read and commented on your paper.

Students with Disabilities

Students with physical, learning, or medical disabilities should speak to me and contact Laurie Roth, Director of the Learning Center, to arrange the appropriate accommodations. Please make these arrangements in the first weeks of the semester.

Schedule

Week 1 Jan. 17	Antebellum America: An Introduction
Jan. 19	Reading Articles and Books
Week 2 Jan. 24	The Problem: How Different were North and South? Edward Pessen, “How Different from Each Other Were the Antebellum North and South?” <i>American Historical Review</i> 85 (1980): 1119-1149. JSTOR
Jan. 26	Eugene Genovese, <i>The Political Economy of Slavery</i> (New York: Vintage, 1964), 3-10, 13-39. James McPherson, “Antebellum Southern Exceptionalism: A New Look at an Old Question,” <i>Civil War History</i> 50 (2004): 418-433. JSTOR
Week 3 Jan. 31	The Market Revolution: An Introduction Sean Wilentz, Society, Politics, and the Market Revolution, 1815-1848,” in Eric Foner, ed. <i>The New American History</i> (Philadelphia: Temple University Press, 1997), 61-83.
Feb. 2	Market Revolution in the North Susan Hirsch, <i>Roots of the American Working Class: The Industrialization of Crafts in Newark, 1800-1860</i> (Philadelphia: University of Pennsylvania Press, 1978), 3-13, 77-108. Christopher Clark, “The Household Economy, Market Exchange and the Rise of Capitalism in the Connecticut Valley, 1800-1860,” <i>Journal of Social History</i> 13 (Winter 1979): 169-189.
Week 4 Feb. 7	Market Revolution in the South William Barney, “Toward the Civil War: The Dynamics of Change in a Black Belt County,” in eds., Orville Burton and Robert McMath, <i>Class, Conflict and Consensus: Antebellum Southern Community Studies</i> (Westport: Greenwood Press, 1982), 146-65. Chad Morgan, “Progressive Slaveholders: Planters, Intellectuals, and Georgia’s Antebellum Economic Development,” <i>Georgia Historical Quarterly</i> 86 (Fall 2002): 398-422. Topic and Bibliography Due

Feb. 9	Race and Urban Workers North and South David Roediger, <i>The Wages of Whiteness: Race and the Making of the American Working Class</i> (London: Verso, 1991), 65-92. Seth Rockman, <i>Scraping By: Wage Labor, Slavery, and Survival in Early Baltimore</i> (Baltimore: The Johns Hopkins University Press, 2009), 231-258.
Week 5 Feb. 14	Approaches to Slavery and the Old South Stanley Elkins, <i>Slavery: A Problem in American Intellectual Life</i> (1959), 81-115, 133-39. Reserve Eugene Genovese, <i>Roll Jordan Roll</i> (New York: Vintage, 1976), 3-25, 209-232, 566-584.
Feb. 16	Cliometricians and Slavery Robert William Fogel and Stanley Engerman, <i>Time On the Cross: The Economics of American Negro Slavery</i> (Boston and Toronto: Little, Brown and Company, 1974), 107-157.
Week 6 Feb. 21	Slave Society Douglas Greenberg, <i>Honor and Slavery</i> (Princeton: Princeton University Press, 1996), 3-23. Timothy Lockley, Trading Encounters between Non-Elite Whites and African Americans in Savannah, 1790-1860,” <i>Journal of Southern History</i> 66 (Feb. 2000): 25-48.
Feb. 23	Journal Analysis Due
Week 7 Feb. 28	Politics and Political Culture Robert V. Remini, “Andrew Jackson and Jacksonian Democracy,” in <i>Major Problems in the Early Republic, 1787-1848</i> , 399-406. Alexander Saxton, “Equality, Racism and Jacksonian Democracy,” in <i>Major Problems in the Early Republic, 1787-1848</i> , 407-414.
Mar. 1	Daniel Walker Howe, “The Party of Moral Discipline: Whig Values,” in <i>Major Problems in the Early Republic, 1787-1848</i> , 414-421. Elizabeth Varon, Tippecanoe and the Ladies Too: White Women and Party Politics in Antebellum Virginia,” <i>Journal of American History</i> 82 (Sept. 1995): 494-521.
Week 8 Mar. 6	Spring Recess – No Class
Mar. 8	Spring Recess – No Class
Week 9 Mar. 13	Women’s Worlds Barbara Welter, “The Cult of True Womanhood: 1820-1860,” <i>American Quarterly</i> 18 (1966), about 4 pages. Found in abridged form at http://www.pinzler.com/ushistory/culttwo.html Nancy Grey Osterud, <i>Bonds of Community: The Lives of Farm Women in Nineteenth-Century New York</i> (Ithaca: Cornell University Press, 1991), 1-13, 139-158. Deborah Gray White, <i>Ar’n’t I a Woman: Female Slaves in the Plantation South</i> (New York: Norton, 1985), 62-90.
Mar. 15	Elizabeth Fox-Genovese, <i>Within the Plantation Household: Black and White Women in the Old South</i> (Chapel Hill: University of North Carolina Press, 1988), 37-99.
Week 10 Mar. 20	Draft of Historiographical Paper Due Read: “Useful Feedback and Constructive Criticism,” 1p.

	"Revision," in <i>A Sequence for Academic Writing</i> , 245-250.
Mar. 22	Reformers Steven Mintz, <i>Moralists and Modernizers: America's Pre-Civil Reformers</i> , (Baltimore: The Johns Hopkins University Press, 1995), 1-15. Douglas W. Carlson, "'Drinks He to His Own Undoing': Temperance Ideology in the Deep South," <i>Journal of the Early Republic</i> 18 (Winter 1998): 659-691.
Week 11 Mar. 27	In Class Workshop
Mar. 29	Slavery Attacked Bruce Dorsey, <i>Reforming Men and Women: Gender in the Antebellum City</i> (Ithaca: Cornell University Press, 2002), 136-194.
Week 12 April 3	And Defended Eugene Genovese, "The Proslavery Argument," in <i>Major Problems in the Early Republic, 1787-1848</i> , 416-420. Stephanie McCurry, "The Politics of Yeoman Households in South Carolina," in Catherine Clinton and Nina Silber, ed., <i>Divided Houses: Gender and the Civil War</i> (New York: Oxford University Press, 1992), 22-38.
April 5	Worrying About the Civil War Edward Ayers, "Worrying About the Civil War," in eds., Karen Halttunen and Lewis Perry <i>Moral Problems in American Life</i> (Ithaca: Cornell University Press, 1998), 145-165. James McPherson, "What Caused the Civil War?" <i>North South</i> 4 (November 2000): 13-22.
Week 13 April 10	Sectional Politics William E. Gienapp, "The Republican Party and the Slave Power," in <i>New Perspectives on Race and Slavery in America: Essays in Honor of Kenneth M. Stampp</i> (Lexington: University of Kentucky Press, 1986), 51-78 J. Mills Thornton, III, <i>Politics and Power in a Slave Society: Alabama, 1800-1860</i> (Baton Rouge: Louisiana State University Press, 1978), 204-227.
April 12	Secession and Civil War Due: Final Paper
Week 14 April 17	Why Men Fought? Reid Mitchell, "The Northern Soldier and His Community," in <i>The Vacant Chair: The Northern Soldier Leaves Home</i> (New York: Oxford University Press, 1993), 19-37. Aaron Sheehan-Dean, "Everyman's War: Confederate Enlistment in Civil War Virginia," <i>Civil War History</i> 50 (March 2004): 5-26.
April 19	Drew Gilpin Faust, "Altars of Sacrifice: Confederate Women and the Narratives of War," <i>Journal of American History</i> 76 (1990): 1200-1228.
Week 15 April 24	Who Freed the Slaves? James M. McPherson, "Who Freed the Slaves?" <i>Proceedings of the American Philosophical Association</i> 139 (1995): 1-10. Barbara J. Fields, "Who Freed the Slaves?" in <i>The Civil War: An Illustrated History</i> , ed. Geoffrey Ward (New York: Oxford University Press, 1992), 178-81.
April 26	Conclusion and Review