

U.S. History to 1877

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History 100
Spring 2012
2:30-3:20 MWF
60 Ross Hall

Office Hours

1:15-2:15 MWF and by appointment

Course Description and Goals

This course will help you make sense of the complex development of the United States of America. In the first half of the semester, we will explore how, in a relatively short period of time, a diverse group of colonies established for a variety of purposes was drawn together to form a new republic. We will also examine how and why slavery emerged in British America during this same period. Our main task in the second half of the semester will be to understand how territorial expansion, economic transformations, regional cultural identities, and conflicts over slavery led to this country's greatest national crisis: a devastating Civil War.

The goals of History 100 are:

1. To improve your understanding and narrative grasp of American history to 1877.
2. To convey history as something much more interesting than facts and events.
3. To allow you to work and think like a historian by reading, discussing, and writing about firsthand accounts from the past.
4. To learn more about culture and its importance to understanding history.

Format

History 100 consists of three separate but interweaving strands: lectures, readings, and discussions.

Lectures are a chance for you to learn the key themes and topics of the course. Taking a good set of lecture notes is as complicated as reading a difficult book. You should arrive alert and ready to learn. Feel free to raise your hand if you have a question or if you think I am speaking too quickly. Others will be glad you did.

Reading is essential to your learning and will make the class even better. The assigned books and documents were chosen carefully, and are diverse enough that each week you should be able to find something that interests you, confuses you (and thus raises questions), or challenges you to consider a new perspective. The quickest way to hurt your grade is to fall behind on the weekly reading.

You will be reading three books for this course:

- *Crosscurrents in American Culture*, vol. 1, edited by Bruce Dorsey and Woody Register, contains firsthand accounts and other sources from the American past.
- Mary Rowlandson's, *The Sovereignty and Goodness of God* is a narrative of a woman's time as a captive in Metacom's War (1675-76). It offers an intimate look at Puritanism and the complex relationship between Europeans and Indians in early New England.
- Tony Horwitz's, *Midnight Rising: John Brown and the Raid that Sparked the Civil War* explores the origins and legacies of one of the nineteenth century's most important, complex, and often forgotten events.
- In addition, there is an optional course textbook. Eric Foner's, *Give me Liberty!, volume 1* (Seagull edition).

All of these books are available for purchase at the Book Stop (located at the corner of 10th avenue and 16th street) or at the campus bookstore (Barnes and Noble in the University Center). They are also available through the reserve desk at Michener Library. Feel free to buy your books online if you can find a better deal; however, do so quickly.

Discussions offer an opportunity to dig deeper into the themes presented in weekly lectures by adding your own reading of primary sources and other assigned reading to them. The discussions are also an opportunity for you to meet and learn from your fellow classmates.

Assignments

The assignments for this course consist of two exams (a midterm and a final), two short (3 page) analytical papers, reading quizzes, and participation. You will need to buy and bring a bluebook—available in the university bookstore or at the Book Stop—to both the midterm and the final exam.

Grading

Your grade for History 100 will be calculated out of 355 points:

- 80 points will come from a midterm exam
- 100 points will come from a final exam
- 100 points will come from two analytical essays (50 points each)
- 60 points will come from reading quizzes
- 15 points will come from your participation

Any student who does not take both exams, misses more than four quizzes, or does not turn in both analytical essays will fail the course automatically.

All questions regarding the accuracy of exam, quiz, and essay grades must be addressed no later than two weeks after you receive the grade.

Course Grading

Your overall grade will be calculated using the plus/minus system. Specifically, pluses will be given to every grade ending in 7 or above within its percentile; minuses will be given to all grades ending in 3 or below within a percentile. The percentiles are as follows: 90th=A, 80th=B, 70th=C, 60th=D, 50th and below=F. For example, within the B range, an 80 to an 82 percent overall grade will earn a B-, an 83 to 86 will earn a B, and an 87 to an 89 will earn a B+. A+s and F-s will not be given.

Participation

Communicating your questions, observations, and conclusions about the topics addressed in this course could be the most interesting aspect of our time together this semester. I will frequently stop lecturing and encourage you to discuss something with your classmates. Solid participation does not mean talking all the time. One of the best ways to participate is to ask a follow-up question based on another student's comment. In short, your aim should be to foster a well-informed exchange of ideas, which entails speaking, listening, and asking questions.

Exams

Both the midterm and the final exams will be a combination of short-answer questions and a longer essay. I will pass out an exhaustive review sheet a week before each exam.

Papers

Because the primary task of history is to interpret and write about sources from the past, you will be composing two 3-page (no longer!) analytical papers this semester. Both papers will require you to use primary sources (firsthand accounts or documents) from the past to answer a specific question.

You will sign up, during the third week of classes, for one of two groups.

Group One

- Paper One, due Friday, Feb. 17, based on the reading assigned for Monday, Feb. 13
- Paper Two, due Friday, April 6, based on the reading assigned for Friday, March 30.

Group Two

- Paper One, due Friday, Feb. 24, based on the reading assigned for Monday, Feb. 20.
- Paper Two, due Monday, April 16, based on the reading assigned for Monday, April 9.

The question you should address in each paper and a writing guide are printed after the course schedule on this syllabus. See this writing guide for further details on how to write a great essay. If you have questions, do not hesitate to ask me for help.

Papers must be turned in through blackboard by the beginning of class on the due date. You will find the proper location to submit each paper clearly marked under blackboard's "Assignments" tab. For details on the unpleasant consequences of tardiness, see the portion of this syllabus devoted to late exams and papers.

A serious word of warning: do not use online sources of any kind without formally citing them in your paper. There is no need to use internet sources for any of the paper assignments. If you choose to use additional sources, it is your responsibility to avoid plagiarism. Plagiarized papers will receive no points.

Also, I suggest that you take advantage of UNC's writing center located in Ross 1230. You can meet one-on-one with writing lab tutors or even email a copy of your paper to a tutor who will usually send you comments within 24 hours. The writing lab is particularly good at helping you correct common writing and grammatical errors. You can arrange an appointment by email, crystal.brothe@unco.edu, phone, 351-2056, or in person. Visit them online at: <http://www.unco.edu/english/wcenter>

Quizzes

You will be rewarded for doing the reading by completing seven unannounced quizzes over the course of the semester.

- Three Book Quizzes (15 points each) will be worth 30 points (the lowest score will be dropped). Book quizzes will be based on the Rowlandson and Horwitz books. Each quiz will cover the assigned reading for the day on which it is given, not the entire book. The Rowlandson quiz will cover only Part II, the narrative itself.
- Four Crosscurrents Quizzes (10 points each) will be worth 30 points (the lowest score will be dropped). These quizzes are based on the assigned reading from *Crosscurrents in American Culture*. Each quiz will cover the assigned reading for the day on which it is given.

The quizzes are not designed to trick you. I want you to do well if you do the reading. If you are doing the reading and not doing well on the quizzes, please see me as soon as possible to discuss strategies to improve your comprehension.

Contacting Me:

I look forward to meeting with and getting to know you. My office hours are Mondays, Wednesdays, and Fridays from 1:15-2:15 in Ross 3290D. Feel free to stop by during that time without an appointment. If you would like to arrange to meet at a specific time during my office hours, you can do so in person or by email. If you have a scheduling conflict during my office hours, I will be happy to arrange another time. Email is the easiest way to reach me (tj.tomlin@unco.edu). I will always attempt to respond to your email promptly. Still, you should plan to wait between 24 and 36 hours for a response.

Course Policies

Missed Exams and Quizzes

Exams and quizzes must be taken on the days and times indicated on the syllabus or in the case of unannounced quizzes, on the day they are given. If an emergency prevents you from taking an exam, it is your responsibility to contact me by phone or email within three days. Exams and quizzes may only be made up with a valid note from a relevant source (doctor, psychiatrist, funeral director, etc.).

Late Papers

Unless you have a legitimate, university-recognized, reason for doing so, any paper turned in after the *beginning* of class on the day it is due will automatically be deducted a full letter grade. Thereafter, it will lose another letter grade per day. As explained in the “grading” section of this syllabus, you must turn in two essays to pass this course.

Students with Disabilities

Any student requesting disability accommodation for this class must inform the instructor by giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

UNC's Honor Code

All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community's academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate

Course Schedule (subject to revision)

Week One

- Jan. 9 Introduction
- Jan. 1 Europeans and the New World
- Jan. 13 Discuss *Crosscurrents*, “Bodies and Cannibalism” pages 22-28.
- Read: *Give Me Liberty!* Chapter 1 [weekly textbook reading]

Week Two

- Jan. 16 **Martin Luther King Holiday**. No class.
- Jan. 18 Jamestown and the Early Chesapeake
- Jan. 20 Discuss *Crosscurrents*, “Pocahontas: Race and Gender in England’s Colonization of Virginia,” pages 42-54.
- Read: *Give Me Liberty!* Chapter 2

Week Three

- Jan. 23 The City on a Hill: Early New England
- Jan. 25 Women and Witchcraft
- Jan. 27 Discuss Rowlandson, Parts I and II
- Read: *Give Me Liberty!* Chapter 3

Week Four

- Jan. 30 Tobacco and Slavery in the Chesapeake
- Feb. 1 Rice and Slavery in the Carolinas
- Feb. 3 Discuss, *Crosscurrents*, “Plantations Before and After Slaves,” pages 78-85
- Read: *Give Me Liberty!* Chapter 4

Week Five

- Feb. 6 The Middle Colonies
- Feb. 8 Medicine, Midwifery, and the Household Economy in Early America
- Feb. 10 George Whitefield, Jonathan Edwards, and the First Great Awakening

Week Six

- Feb. 13 Discuss *Crosscurrents*, “Cockfights, Horse Races, and Revivals: Colonial Amusements and the Great Awakening,” pages 96-107.
- Feb. 15 The Coming of the Revolution
- Feb. 17 How Revolutionary Was the Revolution?
Group One Paper One Due at the Beginning of Class
- Read: Foner, *Give Me Liberty!* Chapter 5

Week Seven

- Feb. 20 Discuss *Crosscurrents*, “Liberty’s Key: Competing Visions of Freedom and Equality,” pages 122-131
- Feb. 22 Mary Silliman’s War, Part I
- Feb. 24 Mary Silliman’s War, Part II
Group Two Paper One Due at the Beginning of Class
- Read: *Give Me Liberty!* Chapter 6

Week Eight

- Feb. 27 Exam Review
- Feb. 29 **Midterm Exam**
- Mar. 2 T.B.A.

Week Nine

- Mar. 5 Political Experiments and Popular Discontent
- Mar. 7 Two More Revolutions: Transportation and the Market
- Mar. 9 Discuss *Crosscurrents*, “Men on the Make: Entrepreneurs and the Mythical Culture of Self-Made Men” pages 154-158.
- Read: *Give Me Liberty!* Chapters 7 and 9

Week Ten

- Mar. 12-16 **Spring Break**

Week Eleven

- Mar. 19 Popular Religion in the Early Republic
- Mar. 21 Discuss *Crosscurrents*, “Meeting the Spirit: Cultural Disputes Over Revivalist Religion,” 201-211.
- Mar. 23 Jacksonian America

Week Twelve

- Mar. 26 Victorianism and Civility in the Urban North
- Mar. 28 Patriarchy and Honor in the Old South
- Mar. 30 *Crosscurrents*, “Myths of Paternalist Care,” 185-193.
- Read: *Give Me Liberty!* Chapters 10-11

Week Thirteen

- Apr. 2 The Varying Nature of Life in Slavery
- Apr. 4 Discuss Horwitz, 1-96 (Prologue and Part I: The Road to Harper’s Ferry)
- Apr. 6 Reforming Antebellum America
- **Group One Paper Two Due at the Beginning of Class**
- Read: *Give Me Liberty!* Chapter 12

Week Fourteen

- Apr. 9 Discuss, *Crosscurrents*, “Sensational Tales of Ruin: The Cultural Production of Reformers,” 212-222.
- Apr. 11 The Expanding West
- Apr. 13 Discuss Horwitz, 97-190 (Part II: Into Africa)
- Read: *Give Me Liberty!* Chapter 13

Week Fifteen

- Apr. 16 The Crises of the 1850s
Group Two Paper Two Due at the Beginning of Class.
- Apr. 18 Discuss Horwitz, 191-292 (Part III: They Will Brown Us All)
- Apr. 20 Northerners, Southerners, and the Civil War

Week Sixteen

- Apr. 23 Reunited? The Aftermath of the Civil War
- Apr. 25 Moving West
- Apr. 27 Conclusion
- Read: *Give Me Liberty!* Chapters 14-15

****The final exam for this course is scheduled from 1:30-4:00 on Wednesday, May 2****

Writing Guide

Writing is one of the most exciting and challenging things you will do at this university. It exposes your ideas to public scrutiny and should reveal your most impressive analyses and insights. However, writing is not *just* about placing your best thoughts on paper; effective writing heeds the complex grammatical rules of the English language, adheres to a recognizable structure, and conveys ideas with elegance and style. Reading a well-written paper is always a stimulating and enjoyable experience, never a chore or a bore.

Fear not! Great writers are made, not born. With hard work and a little guidance, you can write a superb paper in this class. To do this, you will need to begin thinking and writing (at the same time) about your paper early and often. This writing guide is meant to help you write the best paper you can in this course.

Your paper must:

- Be double-spaced
- Use 12-point Times New Roman
- Use standard, 1.25 inch or 1 inch, margins
- Include page numbers
- Have *only* your name and paper title of at the top of the first page
- Be stapled

How to Begin:

The best way to start your paper is probably not to sit down and write an outline. Rather, you should simply sit down and write. At this point, you can write absolutely anything related to the paper or your feeling about writing it. Just flush out your ideas. This might include writing about which of the questions most interests you. For example, “I’m thinking about focusing my thesis on ideas about equality, but I’m not sure there will be enough specific evidence to support this theme.” It might be a good idea to set a certain number of pages as a goal. Start with half a page if you need to. Then, just write. “I think it will be difficult to thoroughly address all three groups....” Or, “Young’s point about the status of shoemakers before the revolution was really interesting....” You can be completely honest and you do not have to write or spell well.

Do two or three sessions of this kind of writing (sometimes called “free-writing”). You will be surprised at how much and how creatively you can write when there is no pressure on you. For a 5-page paper, I suggest writing at least 9 pages of free-writing; for a 15-page paper, I suggest at least 23 pages of free-writing. The point is simply to write as much as you can about the topic, to turn it around in your head and think on paper. The theory behind this approach to writing is that writing and thinking are inseparable acts. By writing this way, you are recording your initial thoughts and honing your ideas. Put simply, you are figuring out what it is you want to say in your paper.

After you have a pile of free-written pages, read it. (There should be at least a day in-between the writing and the re-reading.) Does an idea grab you? What are your best moments? Do certain phrases stand out? Are there themes emerging?

Now you can start organizing your ideas (and, if you find it helpful, outlining your paper). This is also the point at which you should carefully review your reading notes and gather specific evidence to support your arguments. Continue writing and begin thinking about placing your ideas into a clear and readable structure.

Another way to characterize the writing process I’ve just described is “making a mess and cleaning it up.”

The Components of an Effective Paper:

A Thesis

The thesis is a single sentence stating the central argument of your paper. A good thesis is broad enough to encompass everything in your paper and specific enough to provide a clear answer to a specific question. Everything else in your paper should relate to your thesis. It might be the last thing you come up in your free-writing or it might not come until after you have attempted to organize your paper more thoroughly. Eventually, if you keep at it, you will realize what it is you want to say. You may need to rewrite your thesis statement many times to make it sharp and effective. It is typically placed at the end of the introduction. It should be *absolutely easy* for your reader to identify your thesis.

An Introduction

The introduction sets up the problem your thesis will answer. A good introduction draws readers in and leads them toward the thesis. The introduction is the place to set a context for your paper and provide essential background information necessary to understanding your thesis. It should be the first paragraph of your paper. Anyone should be able to read your introduction and know what you are writing about and what your thesis is. Otherwise, you are not writing clearly.

The Body

This is a series of paragraphs, each of which proves some aspect of your thesis. This is the place to display your evidence and make your arguments. Every paragraph should have a clear structure and purpose. There is no ideal number to aim for. Keep in mind that every paragraph should also be somehow related to the thesis.

Paragraphs should begin with a topic sentence. A topic sentence can be thought of as the thesis of your paragraph. Just as everything in your paper must somehow tie to your thesis, everything in a paragraph should relate to your topic sentence. As with the thesis, the topic sentence might be the last thing you write

A Conclusion

The conclusion begins by restating the thesis in a slightly different way. Feel free to use some of the same language, but do not use exactly the same words. Beyond this, the conclusion should give your readers a sense of where they have been in the paper and should wrap things up. It should close with a few speculative insights related to your thesis. You should have earned your reader's respect by proving your central point. Now is the time to make a few larger arguments about the topic more broadly. Leave your reader thinking. You don't have to prove these final points, but they should be logically-related to your subject. Think of them as answers to the question: "So what?"

A Title

This may seem obvious, but you should give your paper a thoughtful title. The title should provide your reader with a sense of what you will be arguing or proving. It should also make them want to read what you have to say. "History Paper," for example, tells your reader almost nothing about the paper and certainly does not grab her or his attention. Be creative. The title may be the last thing you write, or it might be the first

Revising

After you have composed your paper, work back through it and read for clarity and style. Clear writing is much more impressive than flashy writing that lacks substance. As you revise, be sure to edit your writing to vary your sentence structure. Beginning three sentences in the same paragraph with, "New England was" makes your writing less engaging than the variety that comes with different

sentence structures and lengths. Sometimes, in an effort to seem scholarly, writers will use a lot of big words, thinking that this makes them seem more credible. Good revising makes the central argument of your paper easier to understand and more convincing. Revising is the same thing as improving your paper.

A Simple Check

Someone should be able to pick up your paper and read only the introduction, the first sentence of every paragraph, and the conclusion and gain a clear sense of what you have attempted to do in the paper. Likewise, they should be able to read only the body paragraphs and be able to guess your thesis.

Grammatical Rules to Love, Honor, and Cherish

Do not use the first person (I, me, my) or the second person (you, we) in formal writing.

Avoid contractions (He's, They're, It's) in formal writing.

When writing about the past, use the past tense.

- P. T. Barnum went to South Carolina.
- **NOT**: P.T. Barnum goes to South Carolina.

Limit or avoid passive sentence constructions. The active voice is usually more effective than the passive.

- Horwitz's argument is very interesting.
- **NOT**: The argument made by Horwitz is interesting.

Underline or italicize book titles

Use their, there, and they're correctly.

- Their means belonging to them: "We went to their house."
- There means not here: "Their house is way over there." This spelling is also used to introduce a sentence or a clause: "There is a house in New Orleans."
- They're means they are: "They're really uptight about their furniture. I don't think I'll be going back over there anytime soon."

Use "its" correctly.

- Its means belonging to it: "The dog is in its house."
- It's means, it is: "It's about time my dog had its own house." (Although you should not use this contraction in your paper anyway, rather: "It is about time my dog had its own house.")

Use then and than properly. Then refers to time; than is comparative.

- We ate pizza and then went bowling.
- The pizza was much worse than we had anticipated.

The past tense of the verb "to lead" is spelled led.

- The Pequot War led to increased tension between American Indians and English colonists.
- **NOT**: The Pequot War lead to increased tension between American Indians and English colonists.

A novel is a fictional book. Most books assigned in history courses are not novels. If you use the word novel, make sure you are writing about a novel.

Consider purchasing a copy of, *The Elements of Style*, by William Strunk and E.B. White. Used copies are readily available through websites such as Amazon and Bookfinder.

Citing Your Sources

You must use footnotes to cite evidence in your paper. To do this using Microsoft Word, click on “references” and then “insert footnote.” More particularly, you should follow Kate Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. I have given you specific guidance on how to do this below. (If you are a history major, you should probably own a copy of *Turabian*—you’ll feel like a real insider.)

This history department has put together a longer “manual of style,” available for \$3.00 in 3270 Ross Hall. If you are a history major, or if you plan to take additional upper-division history courses at UNC, it would be a good idea to buy this manual.

Quotation marks should be used intentionally and judiciously. If you can put an author’s argument into your own words, consider doing so. One way to think about the use of quotations is that direct quotes should be used only when an author’s phrasing is especially effective and would be weakened by paraphrasing.

A Few Details on Citation

Books by one author should be cited as follows:

- Author, *Title*, (City: Publisher, Year Published), Page Number.

For example:

Paul Johnson, *Sam Patch: The Famous Jumper* (New York: Hill and Wang, 2003), 19.

Margaret Walker, *Jubilee* (Boston: Houghton Mifflin, 1966), 236.

Edited books are cited in a number of ways. When one author’s work is edited by another person, citations should look like this:

- Original Author, *Title*, ed. Editor’s Name (City: Publisher, Year Published), Page Number.

For example, to cite page 48 of the Rowlandson book:

Mary Rowlandson, *The Sovereignty and Goodness of God*, ed. By Neal Salisbury, (Boston: Bedford/St. Martin’s, 1997), 48.

To cite page 126 of the *Crosscurrents* book:

Bruce Dorsey and Woody Register, eds., *Crosscurrents in American Culture: A Reader in United States History*, vol. 1 (Boston: Houghton Mifflin, 2009), 126.

Tips on Direct Citation and Paraphrasing

Most often, basic factual information taken from a source should be paraphrased:

- African-Americans resettled in Sierra Leone, on the West Coast of Africa, after the Revolutionary War.¹

¹ Woody Holton, ed. *Black Americans in the Revolutionary Era* (Boston: Bedford, 2009), 112.

- **NOT:** African-Americans were resettled “in Sierra Leone on the West Coast of Africa.”²

To cite directly, place quotation marks around the sentence being cited.

- Eric Foner argues that, “the Dutch came to North America to trade, not to conquer.”³

To paraphrase, change the wording of the sentence and cite it without quotation marks. You can use portions of the sentence, but must change its phrasing to avoid plagiarism. Using the Foner sentence quoted above as an example:

- Describing the Dutch in North America, Eric Foner claims that they were more interested in trade than in conquest.⁴
- **OR:** For Foner, the Dutch did not come to North America to conquer, but to trade.⁵

Every quotation should be preceded or followed by an explanation of its source.

- According to historian Linda Kerber, “Americans did not choose to explore with much rigor the socially radical implications of their revolutionary ideology.”⁶
- “Women were made refugees by the war,” according to historian Linda Kerber.⁷
- **NOT:** “Women were made refugees by the war.”⁸ This was a tough deal for them.

Punctuation should be placed *inside* the closing quotation marks.

- Foner argues that moderate Republicans were “radicalized by what they considered the aggressions of the Slave Power.”⁹
- Assuming that women would be uninvolved or uninterested in the Civil War, Johnny Dutton asks Fanny Crenshaw, “What does a lovely lady like you do to keep herself busy in this backwoods while a war is going on?”¹⁰
- **NOT:** Foner argues that moderate Republicans were “radicalized by what they considered the aggressions of the Slave Power”.
- **NOT:** Dutton asks Fanny Crenshaw, “What does a lovely lady like you do to keep herself busy in this backwoods while a war is going on?”¹¹

² Woody Holton, ed. *Black Americans in the Revolutionary Era* (Boston: Bedford, 2009), 112

³ Eric Foner, *Give Me Liberty! Volume 1, Second Seagull Edition*, (New York: Norton, 2009), 41.

⁴ Eric Foner, *Give Me Liberty! Volume 1, Second Seagull Edition*, (New York: Norton, 2009), 41.

⁵ Eric Foner, *Give Me Liberty! Volume 1, Second Seagull Edition*, (New York: Norton, 2009), 41.

⁶ Linda Kerber, *Women of the Republic: Intellect and Ideology in Revolutionary America* (New York: Norton, 1986), 269.

⁷ Kerber *Women of the Republic*, 47.

⁸ Kerber, *Women of the Republic*, 47.

⁹ Eric Foner, *Free Soil, Free Labor, Free Men: The Ideology of the Republican Party before the Civil War* (New York: Oxford, 1970, 209.

¹⁰ Margaret Walker, *Jubilee* (Boston: Houghton Mifflin, 1966), 236.

¹¹ Margaret Walker, *Jubilee* (Boston: Houghton Mifflin, 1966), 236.

The Questions

Each of the following paper assignments requires you to use primary sources found in *Crosscurrents in American Culture* to answer a specific historical problem. Keep in mind that these essays are a chance for you to work, think, and write like a historian. This means forming an argument by interpreting evidence and placing it in its context (setting). Take heart! There are numerous ways to answer these questions, not just one. Read the sources carefully, consider the context provided by course lectures and other reading, and then work out your ideas on paper.

Your essay will be graded on:

- Its thesis (does it have a clear and thoughtful central argument?)
- Its use of primary sources to support this thesis (does it use evidence effectively?)
- Its organizational structure (does it have an introduction, a body, topic sentences, and a conclusion?)
- Its writing (does it communicate its ideas elegantly and without grammatical errors?)

Group One:

- Paper One, due Friday, Feb. 17, based on the reading assigned for Friday, Feb. 13. Using the primary sources in pages 96-107, assess the Great Awakening as a countercultural movement. In forming your answer, consider the following questions: How did the ideas and actions at the center of these religious revivals challenge eighteenth-century standards and/or expectations? In what ways did they reinforce traditional standards? Did those who participated in the revivals believe themselves to be part of something countercultural? How were religious revivals similar to or different from other forms of eighteenth-century entertainment, such as dancing or cockfighting?
- Paper Two, due Friday, April 6, based on the reading assigned for Friday, March 30. Using the primary sources in pages 178-199, compare and contrast the proslavery claims made by Southern whites with the experiences of enslaved men and women such as Solomon Northup and Harriet Jacobs. In forming your answer, consider the following questions: How did ideas about the proper structure of society and African-Americans as a race influence proslavery ideology? In your opinion, which of these bases seems most important to proslavery Southerners? On what grounds did African-Americans combat these assumptions?

Group Two

- Paper One, due Friday, Feb. 24, based on the reading assigned for Monday, February 20. Using the primary sources found in pages 123-131, explain how women, African-Americans, and non-elites used ideas and events associated with the American Revolution to make new claims regarding their rights in the United States. You may limit your answer to any one of these groups or address a common theme found among them. If you choose to write about women, you may also want to consider the poetry found on pages 121-122. If you choose to write about ordinary working people, you may want to consider the documents found in pages 108-117. In forming your answer, consider the following questions: What ideas or documents seem most critical to each group's claim? Are these claims based on universal principles or more specifically American ideals? How did each group's status before the revolution influence the strategies they employed or the claims they made during and after the war?
- Paper Two, due Monday, April 16, based on the reading assigned for Monday, April 9. Using the primary sources found in pages 212-231, analyze one example of antebellum reform, specifically the problem it sought to alleviate and the strategies it proposed to solve it. In forming your answer, consider the following questions: What were the origins of the problem your reformer sought to remedy? How did the presuppositions your reformer made about the nature of society or the larger world influence his or her reform agenda? How practical was your reformer's proposal? On what grounds might it have been opposed? (Note that pages 223-231 were not included in the reading for April 9. These are additional sources with which to form your answer.)