

History 212: Democracy in America
Fall 2023

Sarah J. Purcell (**she/her**)

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Monday & Wednesday 1:00-2:20 pm HSSC N3110

Open office hours: T & Th 1-3 pm and by appointment

Please email, call, or text me any time for help with class, or with anything else. I encourage you to take care of yourself. Let me know what you need, and try to share any concerns before they become severe. I am VERY flexible, and I will always listen to you. Share your triumphs, too.

Please get in the habit of contacting me frequently and of connecting with your classmates.

I have a chronic illness and will need to be masked this semester. Please wear a mask when you visit my office. I will also really appreciate it if you would wear a mask in class, and I have masks to share.

Life will not always proceed as we envision it. I expect flexibility from you, and you may expect it from me. Please communicate, so we can help one another as part of a community of scholarship and support.

Course Objectives

Course Focus:

This course examines United States history between 1789 and 1848, a time of deep contradiction in American life and a period of particularly rapid social, political, economic, and cultural change. Our task this semester will be to discover how and why these changes were important and how Americans experienced them. Together, we will examine how American political cultures formed in the period between the formation of the first federal government and the Mexican-American War. We will investigate everything from the creation of political parties, to the rise of capitalism, to taste in furniture styles in order to uncover how diverse Americans lived their lives and how they understood the world around them.

The course will focus specifically on the creation of party politics, reform movements, economic growth and class conflict, expansionism, race, and gender in the period. In our investigation of political culture, we will particularly examine the tensions created in American society by the simultaneous rise of “democracy” and demands for rights by those who continued to be excluded from various forms of power. We will attempt to

discover how American democracy was created and what it meant to people between 1789 and 1848.

Skills Objectives:

This course challenges students to form their own arguments about the past as they examine primary sources and evaluate how other historians have composed their arguments. Students will enhance their skills at critical thinking, research, reading, speaking, writing, and developing arguments as they engage in a dialogue with the past. We will all learn how to become better historians this semester.

In writing assignments, students in this course will work on strengthening their abilities to revise, to analyze coherently, to argue from sources (both primary and secondary), and to use appropriate grammar and style. Historians, as the members of a specific academic discipline, use particular conventions in their writing. Students will learn to recognize many of these conventions in their readings and will integrate historical research skills and writing as they learn strategies to improve their own written work.

Student Responsibilities:

- To be a good part of the peer community of historians in this course, you must be present and participate.
- Connect to the course hub on PioneerWeb to stay on top of readings and assignments. P-Web will sometimes feature course announcements and other required material.
- Communicate with Prof. Purcell frequently.
- Read your email daily, and be sure to respond to any requests (such as requests to fill in surveys) from Prof. Purcell and your peers.
- Turn in your assignments by the deadlines, but if you need extensions or other flexible arrangements, do NOT be afraid to ask for them. Prof. Purcell expects you to ask for help, and she will give it.
- Consult and follow the rules for Academic Honesty in the Grinnell College Student Handbook and the college catalog. You can see the academic catalog policies on academic honesty here: [https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty in Academic Work](https://catalog.grinnell.edu/content.php?catoid=32&navoid=5208#Honesty_in_Academic_Work)
- I recommend against using ChatCPT or any other AI technology for this class, unless it is expressly included in a course assignment. But if you do use AI technology, you must acknowledge it in citations.
- Follow University of Chicago (17th Edition) style citations in footnotes or endnotes for all assignments in this course, unless the assignment directs you explicitly to do something else. You may consult the *Chicago Manual of Style* online through the Grinnell College Library catalog here (you will need to log into the Library through its proxy server): <https://www-chicagomanualofstyle-org.grinnell.idm.oclc.org/book/ed17/frontmatter/toc.html>
- Engage respectfully and vigorously with your classmates. We will *certainly* disagree many times over the semester as we debate primary and secondary

sources (and current events), but keep in mind our common goal of advancing group knowledge. Be respectful and well prepared.

- Engage with the material, and be ready for controversy and difficult subjects. We are studying a series of events full of racism, violence, and disorder of all kinds. Take care of yourself and seek support as you learn to engage with difficult topics from the past that are, nonetheless, vital to understanding the world.

Note: Some of our primary sources contain extremely offensive language. To quote literary scholar Dr. Koritha Mitchell, we are scholars, “not re-enactors, so we need not let the text dictate what we *give life to* in the classroom (korithamitchell.com)." The same goes for our online discussion. We can't eliminate all racist, sexist, and other offensive language in our sources—but we always need to remember the historical context. Some slurs are too much. I, for one, do not ever say “the N-word” out loud (or typed in a discussion board), and I expect no one to do so in this class. If you want to read a quotation out loud (or type one) with the word in it, just say “N” or “N-word,” instead. Please be sensitive to other slurs (red****, etc.) also, and feel comfortable substituting a similar short-hand substitution in our discussions. We have to grapple with these concepts, but we do not have to give voice to hatred.

Student Support:

- You can expect support from Prof. Purcell for any kind of need (personal or academic) in this class. Feel invited to call, text, or email her at any time. If you have any questions or need help of any kind, you can always start by asking Prof. Purcell.
- You may consult with the Grinnell College Writing, Speaking, and Reading Lab on any assignment in this course, unless specifically prohibited on the assignment. Make an appointment [here](#).
- If you experience any tech problems at all, please let Prof. Purcell know, and she will help you contact the relevant Grinnell College office to get help solving your issues. We can also work around any tech issues.
- For health needs (physical and mental), please consult with Student Health and Wellness [here](#),
- If you require accommodation for any diagnosed disability, please speak with Prof. Purcell during the first few days of class. Grinnell College (and Prof. Purcell) provide reasonable accommodations. Students must also arrange their accommodations with Accessibility and Disability Services; contact Jae Baldree at 641-269-3710 or email [baldreej]. Information available [here](#).

If you have other needs not addressed above, please let me know soon so that we can work together for the best possible learning environment. In some cases, I will recommend consulting with the Academic Advising staff. They are an excellent resource for developing strategies for academic success and can connect you with other campus resources as well: <http://www.grinnell.edu/about/offices-services/academic-advising>. If I notice that you are encountering difficulty, in addition to communicating with you directly about it, I will also likely submit an

academic alert via Academic Advising's SAL portal. This reminds you of my concern, and it notifies the Academic Advising team and your adviser(s) so that they can reach out to you with additional offers of support.

Attendance and Illness Policies:

Attendance is important to this class, so please attend if at all possible. That being said, we all know that illness can/will happen, **and you should NOT attend class if you are ill.** Please email Prof. Purcell (if possible) if you are ill, and we will make arrangements for how you can keep up with course work on a flexible schedule (according to how ill you are). You don't need to provide a doctor's note, or to give Prof. Purcell details about your health challenge, just reveal that you need to be out of class, and we will adjust.

If you need to miss class for a religious holiday, athletics, or an extracurricular activity, please let Prof. Purcell know in advance, and she will support you.

Grading:

Grades will be assigned in the course according to the following formula (note: Prof. Purcell does NOT use the grade book on P-web):

Course Engagement & Participation	20%
Class Reflection Posts*	5%
Research article assignment	10%
Primary-Source Revision & Reflection**	15%
Take-Home Quiz #1	15%
Take-Home Quiz #2	15%
Take-Home Final	20%

*Class reflection posts will be submitted under the "Discussion Board" tab on P-web. This is intended to be a reflection on and extension of our class discussion. Prof. Purcell will provide prompts for reflection, and posts will be visible to everyone in the class. Grading will be done on a *completion* basis. Students will receive an "A" if they complete five of the posts, a "B" if they complete four of the posts, a "C" if they complete three of the posts, a "D" if they complete one or two of the posts, and an "F" for zero posts. Detailed directions will be distributed in class. Since these posts are designed to go with the flow of our class discussion, please complete them for (or at least close to) the stated deadlines.

**The Primary-Source Revision & Reflection assignment will build upon two previous Primary-Source Analysis exercises due earlier in the semester. These assignments will not be individually graded, but students will receive feedback and advice from Prof. Purcell. At the end of the semester, students will revise the previous exercises and reflect upon them to turn in the "revision & reflection" assignment on December 1. The December 1 assignment will receive a grade. Detailed directions will be distributed in class.

Books:

All books for this class are available on reserve at Burling Library, and most are available online:

David Brion Davis, *Antebellum American Culture* (purchase or consult Google Books)

Paul E. Johnson & Sean Wilentz, *The Kingdom of Matthias*, updated edition (required)

Joyce Appleby, ed. *Recollections of the Early American Republic* (required)

Gerda Lerner, *The Grmike Sisters from South Carolina*, revised and expanded edition (purchase or consult J-Stor)

The majority of our readings will be on reserve and/or linked through this syllabus.

COURSE SCHEDULE

WEEK ONE: NO CLASS MEETING Because classes start on a Thursday, we won't begin until Week Two.

- ✓ Please complete the class survey before 5:00 pm on Sunday, August 27: <https://forms.office.com/r/S663ziMj41>
- ✓ Please introduce yourself online to the rest of the class by 5:00 pm on Sunday, August 27 using the Flip platform: <https://flip.com/831df53f> (if it prompts you to login, use Microsoft and type in your Grinnell credentials). Be sure to pronounce your first and last name, and share your pronouns (if you wish to). Tell us something interesting you did over the summer and anything you're looking forward to in this class. Flip is simple to use, and it would be great if you would record a video (but if you don't want to, you can use audio only for your introduction).

WEEK TWO

Monday, August 28 **The Legacies of the American Revolution**

Reading Due: Lindsey Chervnisky, "The Remarkable Story of Ona Judge" *The White House Historical Association*, <https://www.whitehousehistory.org/the-remarkable-story-of-ona-judge>; *The American Yawp*, Ch. 5 "The American Revolution" <https://www.americanyawp.com/text/05-the-american-revolution/> & Ch. 6 "A New Nation" sections I-V <https://www.americanyawp.com/text/06-a-new-nation/>

- *The United States Constitution*, <https://www.archives.gov/founding-docs/constitution-transcript>
- *The Bill of Rights, A Transcription*, <https://www.archives.gov/founding-docs/bill-of-rights-transcript>

Wednesday, August 30 **The Rise of Party Politics: The First Party System**

Reading Due: *The American Yawp*, Ch. 6 “A New Nation” sections VI-IX, <https://www.americanyawp.com/text/06-a-new-nation/> ; Rosemarie Zaggarri, “Political Parties in the Early Republic,” *Mapping Early American Elections* (2019), <https://earlyamericanelections.org/essays/02-zagarri-political-parties.html> ;

SAMPLE and SKIM among these primary sources:

- *The Bill of Rights*, National Archives transcription of the twelve proposed amendments September 25, 1789 (note: the first ten amendments were ratified as part of the Constitution on December 15, 1791), <https://www.archives.gov/founding-docs/bill-of-rights-transcript>
- Alexander Hamilton, “Report Relative to the Provision for the Support of Public Credit,” Founders Online Website, 1790, <https://founders.archives.gov/documents/Hamilton/01-06-02-0076-0002-0001>
- Jefferson’s Opinion on the Constitutionality of a National Bank, 1791, https://avalon.law.yale.edu/18th_century/bank-tj.asp
- Documents on the Whiskey Rebellion (see P-Web under “Documents”)
- Jay Treaty Documents (see P-Web under “Documents”)
- George Washington, “Farewell Address,” 1796 <http://www.americanyawp.com/reader/a-new-nation/george-washington-farewell-address-1796/>
- “Property Protected a la Francoise” cartoon from the XYZ Affair, 1797, *Encyclopedia of Greater Philadelphia* (click on image to enlarge): <https://philadelphiaencyclopedia.org/archive/quasi-war/property-protected-a-la-francoise/>
- Alien & Sedition Acts Documents, Avalon Project Website, 1798-99, https://avalon.law.yale.edu/subject_menus/alsedact.asp

✓ **Friday, September 1**, Class reflection post due on P-web by 8:00 pm

WEEK THREE

Monday, September 4 **Federal Style: Politics & Material Culture**

Reading Due: Newspaper excerpts (see P-Web under “Documents”); Amy Henderson, “Documenting an Embr’d Chair...” *The Papers of John Jay Website*, <https://blogs.cul.columbia.edu/jayprint/2020/07/26/documenting-an-embrd-chair-worked-by-madame-lafayette-for-mrs-jay/?fbclid=IwAR2uCqw6Yj29BoX2hFfJOVensb6C7gd54gnMSbVLoBRuO4EDUKaEiZOn5lc>; Watch this video: “This Is Not a Chair,” <https://www.youtube.com/watch?v=MurjslsVJuo> (8:00)

Wednesday, September 6 **Politics and Experiences of Enslavement in the Early Republic**

Reading Due: Thomas Jefferson's Monticello, *Thomas Jefferson Encyclopedia*, "Benjamin Banneker," <https://www.monticello.org/research-education/thomas-jefferson-encyclopedia/benjamin-banneker/>; Louis Keene, "Benjamin Banneker: The Black Tobacco Farmer Who the Presidents Couldn't Ignore," *The White House Historical Association*, <https://www.whitehousehistory.org/benjamin-banneker>

- Charles Ball in Joyce Appleby, ed. *Recollections of the Early American Republic*, pp. 103-129
 - David Brion Davis, *Antebellum American Culture*, pp. 273-278
- ✓ **Friday, September 8** Primary-Source Analysis #1 due at 8:00 pm in P-web under "Assignments" tab

WEEK FOUR

Monday, September 11 **1793: Race & Epidemic**

Reading Due: Jacqueline C. Miller, "The Wages of Blackness: African American Workers and the Meanings of Race during Philadelphia's 1793 Yellow Fever Epidemic," *Pennsylvania Magazine of History and Biography* 129 (April 2005): 163-94, <https://www.jstor.org/stable/20093783>

Wednesday, September 13 **The Election of 1800**

Reading Due: *The American Yawp*, Ch. 6 "A New Nation," sections X & XI, <https://www.americanyawp.com/text/06-a-new-nation/>; Rosemarie Zagarri, "Gender and the First Party System" in *Federalists Reconsidered*, ed. Doron Ben-Atar & Barbara Oberg (Charlottesville: University Press of Virginia, 1998), pp. 118-134 (on reserve); Listen to: *Presidential* podcast Episode 3: "Thomas Jefferson On Food and Freedom," (43 min.) <https://www.washingtonpost.com/podcasts/presidential/thomas-jefferson-on-food-and-freedom/>

- "Jefferson and Liberty," 1801, <https://electionsongs.com/jefferson-and-liberty>
 - Cartoon, "Providential Detection," 1797, <https://www.americanyawp.com/reader/anti-thomas-jefferson-cartoon/>
- ✓ **Friday, September 15**, Class reflection post due by 8:00 pm on P-web

WEEK FIVE

Monday, September 18 **Jefferson in Power**

Reading Due: *The American Yawp*, Ch. 7 “The Early Republic,” <https://www.americanyawp.com/text/07-the-early-republic/>; Joanne Freeman, “Dueling as Politics: Re-interpreting the Burr Hamilton Duel,” *William and Mary Quarterly* 53 (April 1996): 289-319 <http://www.jstor.org/stable/2947402>

- *Marbury v. Madison* “Opinion” and “Annotation” (be sure to click both tabs) found at U.S. Supreme Court, Justia website: <https://supreme.justia.com/cases/federal/us/5/137/#annotation>
- Thomas Jefferson, “Second Inaugural Address,” 1805, https://avalon.law.yale.edu/19th_century/jefinau2.asp

Wednesday, September 20 **The Vice President Indicted**

Reading Due: R. Kent Newmeyer, “Burr versus Jefferson versus Marshall,” *Humanities*, 34 (May/June 2013), <https://www.neh.gov/humanities/2013/mayjune/feature/burr-versus-jefferson-versus-marshall>

- “The People v. Aaron Burr: Indictment for Fighting a Duel,” 1804, *Founders Online*, <https://founders.archives.gov/documents/Hamilton/01-26-02-0001-0279>
- “Indictment of Aaron Burr,” for treason and insurrection, 1807 <https://www.famous-trials.com/burr/159-indictment> (browse other case documents in the right-hand tab on this page if you are interested)

- ✓ **Friday, September, 22** Research Article Assignment due at 8:00 pm on P-web under “Assignments” tab

WEEK SIX

Monday, September 25 **The U.S. and the Haitian Revolution**

Reading Due: Ashli White, “The Politics of ‘French Negroes’ in the United States,” *Historical Reflections/ Réflexion Historiques* 29 (Spring 2003): 103-121, <https://www.jstor.org/stable/41299262>; Watch: Ronald Angelo Johnson, “Diplomacy in Black and White,” (November, 2013) <https://youtu.be/I-EhcQIDTAo> (9:09)

Wednesday, September 27 [NOTE: Prof. Purcell is out of town at a seminar on this day, so **we will not meet in person**. Please go to the “Discussion Board” tab on P-web for online class material and discussion that can be completed at any time today] **Gender, “Republican Womanhood,” & Education for a New Republic**

Reading Due: Julia Anne Hieronymous Tevis in *Recollections*, pp. 68-102; John Ball in *Recollections*, pp. 1-17; Harriet B. Cooke in *Recollections*, pp. 223-243; Lucia McMahan, “Of the Utmost Importance to Our Country: Women, Education, and Society, 1790-1820,” *Journal of the Early Republic* 29 (2009): 475-506 <https://www.jstor.org/stable/40541858>

- “Genius of the Ladies Magazine Illustration,” 1792,
<http://www.americanyawp.com/reader/genius-of-the-ladies/>
- “America Guided by Wisdom Engraving,” 1815,
<http://www.americanyawp.com/reader/america-guided-by-wisdom/>

Friday, September 29, Class reflection post due by P-web at 8:00 pm

WEEK SEVEN

Monday, October 2 **Indigenous Resistance to the United States**

Reading Due: Chapter 3, Lisa Brooks, The Common Pot: The Recovery of Native Space in the Northeast (Minneapolis: University of Minnesota Press, 2008), 106-162, <https://www.jstor.org/stable/10.5749/j.cttsd1b.9>

- Northwest Ordinance, 1787 (renewed 1789),
https://avalon.law.yale.edu/18th_century/nworder.asp
- “Address of Little Turtle,” 1802,
<https://founders.archives.gov/documents/Jefferson/01-36-02-0168-0002>
- “Address of Black Hoof,” 1802,
<https://founders.archives.gov/documents/Jefferson/01-36-02-0331-0002>
- “Red Jacket Defends Native American Religion,” 1805,
<http://historymatters.gmu.edu/d/5790/>
- Tecumseh calls for Native American resistance (1810):
<http://www.americanyawp.com/reader/the-early-republic/tecumseh-letter-to-william-henry-harrison-1810/>
- Pushtamaha response (1811):
https://www.digitalhistory.uh.edu/disp_textbook.cfm?smtid=3&psid=661

UNIT THREE: MARKETS AND POWER

Wednesday, October 4 **The War of 1812**

Reading Due: Paul A. Gilje, “Free Trade and Sailors’ Rights: The Rhetoric of the War of 1812,” Journal of the Early American Republic 30 (2010): 1-23

<https://www.jstor.org/stable/40662251>; Listen to: “Backstory Radio: 1812, Which One Was That?” <http://backstoryradio.org/shows/the-war-of-1812-2>

(Be sure to listen to all the segments)

- Congress Debates Going to War, 1811:
<http://www.americanyawp.com/reader/the-early-republic/debate-over-the-war-of-1812-1811/>

- ✓ **Friday, October 6** Take-Home Quiz #1 Due at 8:00 pm on P-web under “Assignments” tab

WEEK EIGHT

Monday, October 9 **The Rise of Markets**

Reading Due: *The American Yawp*, Chapter 8 “The Market Revolution,” <http://www.americanyawp.com/> Review Allen Trimble in *Recollections*, pp. 186-222; Jim Bull, John Lauritz Larson, and John R. Van Atta, eds., “Lessons on a Market Revolution: What’s a Body To Do? A Series of Dilemmas,” *OAH Magazine of History* 19 (May 2005), READ pages 26-36, <https://www.jstor.org/stable/25161944> .

Wednesday, October 11 **American Manufacturing & Class Consciousness**

Reading Due: Chauncey Jerome in *Recollections*, pp. 159-185; *Antebellum Culture*, pp. 85-88

- ✓ OCTOBER 14-22 FALL BREAK

WEEK NINE

Monday, October 23 **History, Slavery, and Public Memory**

Reading Due: Jewel L. Spangler, “Slavery’s Archive, Slavery’s Memory: Telling the Story of Gilbert Hunt, Hero of the Richmond Theatre Fire of 1811,” *Journal of the Early American Republic* 39 (Winter 2019): 677-708, [10.1353/jer.2019.0086](https://doi.org/10.1353/jer.2019.0086); Listen to: “Episode 1: Hidden History,” *The Reckoning Podcast: Facing the Legacy of Slavery in America*: <https://reckoningradio.org/episode-1-hidden-history/> (30:21)

Wednesday, October 25 **The Era of Good Feelings?**

Listen To: *Presidential* podcast “James Monroe, The Forrest Gump of Presidents” (40:40) <https://www.washingtonpost.com/news/on-leadership/wp/2016/02/08/james-monroe-the-forrest-gump-of-presidents/> ; *Presidential* podcast “John Quincy Adams, The Trait that Broke the Presidency” (45:31) <https://www.washingtonpost.com/news/on-leadership/wp/2016/02/14/john-quincy-adams-and-the-trait-that-broke-a-presidency/>

- “Missouri Compromise Documents” 1819-1820: <http://www.americanyawp.com/reader/democracy-in-america/missouri-controversy-documents-1819-1920/>

- ✓ **Friday, October 27**, Class reflection post due by 8:00 pm in P-web

WEEK TEN

Monday, October 30 **Jacksonian-Era Politics**

Reading Due: *The American Yawp* Ch. 9 “Democracy in America”
<http://www.americanyawp.com/>; Listen To: *Presidential* podcast, “Andrew Jackson, The Violence, The Fight,” (46:29),
<https://www.washingtonpost.com/news/on-leadership/wp/2016/02/21/andrew-jackson-the-violence-the-fight/>

- *Antebellum Culture*, pp. 187-201, 237-251
- “Andrew Jackson’s Veto Message Against the Re-Chartering of the Bank of the United States,” 1832,
<http://www.americanyawp.com/reader/democracy-in-america/andrew-jacksons-veto-message-against-re-chartering-the-bank-of-the-united-states-1832/>
- “President Jackson’s Proclamation Regarding Nullification,” December 10, 1832, https://avalon.law.yale.edu/19th_century/jacko1.asp

Wednesday, November 1 **The Second Party System**

Reading Due: Frank Towers, “The Rise of the Whig Party,” in *A Companion to the Era of Andrew Jackson*, ed. Sean Patrick (Somerset: Wiley-Blackwell, 2013), 328-47; William A. Blair, “Vagabond Voters and Racial Suffrage in Jacksonian-Era Pennsylvania,” *Journal of the Civil War Era* 9 (December 2019): 569-587,
<https://muse.jhu.edu/article/742090>

- ✓ **Friday, November 3**, Take-Home Quiz #2 due at 8:00 pm on P-web under “Assignments” tab

WEEK ELEVEN

Monday, November 6 **The Second Great Awakening & Perfectionism**

Reading Due: *The American Yawp*, Ch. 10 “Religion and Reform,”
<http://www.americanyawp.com/>

- *Antebellum Culture*, pp. 367-379 & 389-391;
- Alfred Lorrain in *Recollections*, pp. 244-276

Wednesday, November 8 **Black Lives & The Politics of Anti-Slavery**

Reading Due: *The American Yawp*, Ch. 11, “The Cotton Revolution,”
<http://www.americanyawp.com/>; Lisa A. Lindsay, “Scipio Vaughan’s South Carolina,” *Atlantic Bonds* (Chapel Hill: University of North Carolina Press, 2017), 13-42, http://www.jstor.org/stable/10.5149/9781469631134_lindsay.4

- “Solomon Northrup Describes a Slave Market,” 1841,
<http://www.americanyawp.com/reader/the-cotton-revolution/solomon-northrup-describes-a-slave-market-1841/>
- *Antebellum Culture*, pp. 283-325

- ✓ **Friday, November 10**, Class reflection post due by 8:00 pm in P-web

WEEK TWELVE

Monday, November 13 **The Kingdom of Matthias**

Reading Due: *The Kingdom of Matthias*

Wednesday, November 15 **The “Cult of True Womanhood”**

Reading Due: Mary Cathryn Cain, “The Art and Politics of Looking White: Beauty Practice among White Women in Antebellum America,” *Winthertur Portfolio* 42 (Spring 2008): 27-50,

<https://www.jstor.org/stable/10.1086/528904> **SKIM:** Barbara Welter, “The Cult of True Womanhood, 1820-1860,” *American Quarterly* Summer 1966: 151-174, <http://www.jstor.org/stable/2711179>.

- *Antebellum Culture*, pp. 13-20, 73-83, 385-389
- ✓ **Friday, November 17** Primary-Source Analysis #2 due at 8:00 pm in P-web under “Assignments” tab

WEEK THIRTEEN

Monday, November 20 **Abolitionism**

Reading Due: **JSTOR book:** Gerda Lerner, *The Grimké Sisters from South Carolina*, Introduction,

(http://www.jstor.org/stable/10.5149/9780807868096_lerner.5) & pp. 3-115
(http://www.jstor.org/stable/10.5149/9780807868096_lerner.6)

- *Antebellum Culture*, pp. 418-428
- Angelina Grimké, “Appeal to Christian Women of the South,” 1836, <http://www.americanyawp.com/reader/religion-and-reform/angelina-grimke-appeal-to-christian-women-of-the-south-1836/>

Wednesday, November 22 **Education & Temperance: Reform or Social Control?**

Reading Due: *Antebellum Culture*, pp. 29-32, 35-58, 393-409

- “The Fruit of Alcohol and Temperance Lithographs,” 1849, <http://www.americanyawp.com/reader/the-fruit-of-alcohol-and-temperance/>

WEEK FOURTEEN

Monday, November 27 **The Women’s Rights Movement**

Reading Due: **JSTOR book:** Lerner, *Grimké Sisters*, pp. 116-264
(http://www.jstor.org/stable/10.5149/9780807868096_lerner.6)

- *Antebellum Culture*, pp. 88-97

Wednesday, November 29 **Foreign Observers of American Democracy**

Reading Due: James Wood, "Tocqueville's America," *The New Yorker*, May 17, 2010, <https://www.newyorker.com/magazine/2010/05/17/tocqueville-in-america>;

- *Antebellum Culture*, pp. 105-109, 121-122
- additional Tocqueville, Dickens, Trollope excerpts (on P-Web)

- ✓ **Friday, December 1** Primary-Source Analysis Revision and Reflection due at 8:00 pm on P-web under "Assignments" tab

WEEK FIFTEEN

Monday, December 4 **Manifest Destiny**

Reading Due: *The American Yawp*, Ch. 12 "Manifest Destiny,"
<http://www.americanyawp.com/>

- *Antebellum Culture*, pp. 129-144, 262-265, 456-67

Wednesday, December 6 **The Mexican-American War & Uneasy Settlement**

Reading Due: Watch Amy Greenberg, "A Wicked War: Polk, Clay, Lincoln and the 1846 U.S. Invasion of Mexico," Abraham Lincoln Presidential Library, <https://youtu.be/DtfayzhBEYo> (36:11); Listen to *Presidential* podcast "Getting it Done" (36:34), <https://www.washingtonpost.com/news/on-leadership/wp/2016/03/20/james-k-polk-getting-it-done/>

- *Antebellum Culture*, pp. 201-208, 253-262

WEEK SIXTEEN—FINALS WEEK

- ✓ Take-Home Final Exam Due at **5:00 pm on Thursday, 12/14**