

**NINETEENTH-CENTURY U.S. HISTORY:  
Making, Unmaking, Remaking**

History 264  
DePauw University

Spring 2021

Mon., Wed., Fri., 11:40 a.m.-12:40 p.m.

Synchronous: Zoom <https://depauw-edu.zoom.us/j/95778902725>  
and Tent 1 (Inn at DePauw) after March 1

Instructor: David Gellman  
Office Hours: Zoom office hours room  
<https://depauw-edu.zoom.us/j/96709472461>  
Tuesdays, 10-11, Wednesdays, 2:30-3:30,  
Fridays, 9:00-10:00, and by appointment  
Phone Number: 765-653-9553 (home) anytime between 9am-10pm  
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**Course Description:** This course charts the profound transformation of the United States from the Louisiana Purchase to the late-nineteenth century era of mass immigration and overseas expansion. We will examine how formal spheres of political power intersected with every-day life, paying particular attention to contested racial and sexual definitions of sovereignty, liberty, and citizenship. We also will investigate how U.S. territorial expansion, the burgeoning market economy and, later, industrial capitalism reshaped the nation. The Civil War that resulted from unresolved conflicts over slavery, territorial expansion, and sectional power provides a dramatic centerpiece for the course. The consequences of that war, as we shall see, echoed throughout the remainder of the century and beyond.

**Objectives and Learning Goals:** Students will learn to integrate four major themes—citizenship, territorial expansion, race, and capitalism—through their encounters with a myriad of famous and not-so-famous historical actors. Students also will learn to draw meaningful comparison between the pre- and post-Civil War U.S. In the process students will:

- Think critically about a variety of texts (written, oral, visual) and how historians construct historical narratives and arguments
- Produce evidence based arguments and narratives
- Write with increased grace, concision, accuracy, and proper citations
- Discuss complicated and controversial material with seriousness and respect
- Develop empathy across time, space, and cultures

**Required Readings:** Available at Eli's Books or purchase online. Additional required readings are available via the web and the course moodle site. Several of the online readings can be found through [https://avalon.law.yale.edu/subject\\_menus/19th.asp](https://avalon.law.yale.edu/subject_menus/19th.asp)

- Daina Raney Berry, *The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Boston: Beacon Press, 2017).
- Colin Calloway. *Our Hearts Fell to the Ground: Plains Indians Views of How the West Was Lost*, 2<sup>nd</sup> ed. (Boston: Bedford/St. Martin's, 2017).
- Eric Foner, *Forever Free: The Story of Emancipation and Reconstruction* (New York: Vintage 2006).
- Amy S. Greenberg, *A Wicked War: Polk, Clay, Lincoln and the 1846 U.S. Invasion of Mexico* (New York: Vintage 2013).
- David Katzman and William M. Tuttle, Jr., *Plain Folk: The Life Stories of Undistinguished Americans* (Urbana: University of Illinois Press, 1982).
- James M McPherson, *Crossroads of Freedom: Antietam* (New York: Oxford University Press, 2002).
- Kathryn Kish Sklar, *Women's Rights Emerges within the Anti-Slavery Movement, 1830-1870: A Brief History with Documents* 2<sup>nd</sup> ed. (Boston: Bedford/St. Martin's, 2017).
- Sean Wilentz, *Andrew Jackson* (New York: Times Books, 2005).

**Teaching Methodology and Class Meetings:** We will proceed primarily through class discussion, supplemented by occasional lectures. Discussions will focus intensely on the close reading of historical documents and thoughtful engagement with historians' narratives. We will lean into ambiguity, contradiction, paradox, and controversy.

Nineteenth-Century North America--defined by war, displacement, conquest, exploitation, emancipation, partisan political competition, and social mobility--is a study in diversity and conflict. Recognition of and respect for alternative interpretations will form the bedrock of our shared inquiry. Conflicting understandings of the past and present need not produce consensus to be productive as long as we ground our understandings in evidence. Our exploration of North American history will depend on a deep, consistent engagement with the course readings and with each other. Embracing difference and diversity in our perspectives is essential for creating an inclusive history and maintaining an inclusive classroom environment.

This class is a mixed remote and in-person class that will always meet synchronously. In February, all of us will meet via Zoom. Starting in March, those who are on-campus will be able to attend our classroom tent in person, joined via Zoom by remote learners. In February and when the weather does not permit meeting in the tent, we will be entirely remote. All students attending in person should bring laptops. To abide by social distancing norms, all small group work will be done in Zoom, bringing together in-person and remote learners virtually. We will also stage role plays and conduct debates, using Zoom to allow small groups of students to do in-class preparation. We will need to be flexible, adapting as we determine what works best. Assume we are meeting in the tent at our scheduled time, but check your email for alternative arrangements due to weather, health, or optimizing the lesson plan.

The completion of all assignments, attendance in whatever form you can (virtual or actual), and regular participation are essential to our success. I will raise particular issues

for discussion, but students should shape the conversation as they see fit, regularly challenging the assertions of the readings, of the instructor, and of each other.

Be aware that not every reading, let alone every aspect of every reading, will be covered explicitly in class. We will often isolate particularly challenging issues or sections of texts in order to model how to approach other texts and issues not raised directly in class. Students are responsible for all the material on the syllabus. Please ask questions, in class and in conversation with the instructor outside of class, about materials that remain unclear and issues that have not been resolved to your satisfaction.

**Attendance, Social Distancing, and Mask Policies:** It is of the utmost importance that if you have symptoms of COVID-19, you should stay in your room and call the DePauw Health Wellness Center. You will **not** be penalized for studying remotely. While in the tent, as with elsewhere on campus, we will adhere strictly to social distancing policies. All of us must maintain 6 feet distance from each other at all times. You are required to keep your mask on in class. No eating will be permitted in class but you may remove your mask to drink from a water bottle as needed. It may be hot late in the semester, and I don't want anyone getting dehydrated.

**Assignments:** There will be five papers. Students must hand in all papers on time. Papers are to be typed, double-spaced, in 12-point font, with one inch margins. Endnotes should appear on a separate page after your prose text and do not count toward your page limit. All papers must be completed to receive credit in this course. Late papers will result in a one full-grade per day penalty on the assignment. Permission for an excused delay in the submission of graded work must be obtained from the professor a minimum of three days in advance. Emergencies must be documented.

**Academic Integrity:** All students should refer to the DePauw University *Academic Handbook* for the high standards of academic integrity to be upheld throughout this course. A great place to start as you think about issues surrounding academic integrity is: [new student-facing academic integrity resource page](#). This page has a link to the *Academic Handbook* and other excellent resources. Please see me if you have any questions.

Students should feel free to discuss assignments with each other and the instructor in preparation for written assignments. You, however, must write the papers in your own words. In your papers, you must acknowledge debts to the written work of others and provide precise, properly formatted endnotes to all quotations, paraphrases, and data. In preparing your essays, you need not do any research beyond the assigned readings--I've given you plenty already--but if you wish to draw on material you have encountered elsewhere, you must indicate clearly when you have done so.

All endnote citations should follow the *Chicago Manual of Style* format, sometimes also known as Turabian. The DePauw library also has a helpful link: <https://libguides.depauw.edu/c.php?g=73417&p=472409>

**Evaluation:** Graded assignments and class participation will be weighted as follows:

Paper #1	100 points
Paper #2	150 points
Paper #3	200 points
Paper #4	200 points
Paper #5	150 points
Class Participation, 1 <sup>st</sup> 7 weeks	100 points
Class Participation, 2 <sup>nd</sup> 7 weeks	100 points

In writing and discussion, you need to have your facts straight, demonstrating that you can properly date and organize the sequence of key events and can identify crucial historical figures. I will place an even greater premium on formulating interpretations, which means that I do not seek "right answers" but rather persuasive arguments that are clear and concise. Do not hesitate to take a strong point of view, but always be prepared to defend that point of view through documented examples. I will evaluate all papers based on five criteria: 1) introduction & thesis, 2) evidence; 3) organization; 4) mechanics; and 5) citation. Regular attendance is a necessary first step toward effective class participation. Students missing more than 1 class meeting in a 7 week grading period will see this fact reflected in their class participation grades. In evaluating class participation, I will emphasize quality over quantity.

**Accessibility Statement:** It is the policy and practice of DePauw University to provide reasonable accommodations for students with properly documented disabilities. Written notification from Student Accessibility Services is required. If you are eligible to receive an accommodation and would like to request it for this course, please contact Student Accessibility Services. Allow one-week advance notice to ensure enough time for reasonable accommodations to be made. Otherwise, it is not guaranteed that the accommodation can be provided on a timely basis. Accommodations are not retroactive. Students who have questions about Student Accessibility Services or who have, or think they may have, a disability (psychiatric, attentional, learning, vision, hearing, physical, medical, etc.) are invited to contact Student Accessibility Services for a confidential discussion. Student Accessibility Services can be reached by phone at 765-658-6267 or [studentaccessibility@depauw.edu](mailto:studentaccessibility@depauw.edu). Meetings with SAS staff will be conducted virtually this semester. Please reach out to me privately and confidentially if you have accommodation needs based on particular requirements in this course.

**Meeting with the Instructor:** Students should feel free to meet with me at any point during the semester to discuss any aspect of the course. I particularly encourage you to meet with me about your papers. Every student is required to meet with me at least once. I know a lot of you get zoomed out, but these conversations help us get to know each other better and contribute substantively to student learning.

## COURSE SCHEDULE

## I. Prospects

Feb. 3 Introductions

Feb. 5 Calloway, *Our Hearts Fell to the Ground*, 1-10, 40-62.

Gordon Wood, *Empire of Liberty: A History of the Early Republic, 1789-1815* (New York: Oxford University Press, 2009), 365-385 [e-book through Roy O. West library catalog].

Feb. 8 Jill Lepore, *These Truths: A History of the United States* (New York: W.W. Norton, 2018), 168-180, 810-811 [moodle].

Wilentz, *Andrew Jackson*, xiii-xx, 1-34.

## II. Jacksonian and Anti-Jacksonian Democracy

Feb. 10 Wilentz, *Andrew Jackson*, 35-73.

Andrew Jackson, First Inaugural Address  
[https://avalon.law.yale.edu/19th\\_century/jackson1.asp](https://avalon.law.yale.edu/19th_century/jackson1.asp)

Feb. 12 Wilentz, *Andrew Jackson*, 74-120.

South Carolina Ordinance of Nullification, November 24, 1832  
[https://avalon.law.yale.edu/19th\\_century/ordnull.asp](https://avalon.law.yale.edu/19th_century/ordnull.asp)

Feb. 15 Wilentz, *Andrew Jackson*, 138-149.

David S. Heidler and Jeanne T. Heidler, *Indian Removal: A Norton Casebook* (New York: W.W. Norton, 2007), 156-181 [moodle].

Calloway, *Our Hearts Fell to the Ground*, 66-76.

Feb. 17 Wilentz, *Andrew Jackson*, 121-137.

Sklar, *Women's Rights*, 1-5, 70-81.

Foner, *Forever Free*, 34-40.

Feb. 19 **Paper #1 due at the beginning of class**

### III. Enslavement

Feb. 22 Foner, *Forever Free*, 3-24.

Berry, *The Price for Their Pound of Flesh*, ix-xiv, 1-32.

**Feb. 24 Attend Day of Dialogue events (extra credit for writing 1-2-page response connecting to themes of our course)**

Feb. 26 Berry, *The Price for Their Pound of Flesh*, 33-90.

Mar. 1 Berry, *The Price for Their Pound of Flesh*, 91-147.

Mar. 3 Berry, *The Price for Their Pound of Flesh*, 148-197.

### IV. Abolitionism

Mar. 5 Sklar, *Women's Rights*, 5-33, 82-98.

Foner, *Forever Free*, 24-29.

Mar. 8 Sklar, *Women's Rights*, 33-37, 99-147.

Mar. 10 Sklar, *Women's Rights*, 37-52, 148-174.

### V. Boundaries, Borders, Warfare, and the West

Mar. 12 **Paper #2 due at the beginning of class.**

Mar. 15 Greenberg, *A Wicked War*, xiii-xix, 1-63.

Mar. 17 Greenberg, *A Wicked War*, 65-110.

Mar. 19 Greenberg, *A Wicked War*, 111-176.

Mar. 22 Greenberg, *A Wicked War*, 177-240.

Mar. 24 Greenberg, *A Wicked War*, 241-279.

Wilentz, *Andrew Jackson*, 150-166.

## VI. Sectional Crisis

Mar. 26 Foner, *Forever Free*, 29-33.

Fugitive Slave Act 1850

[https://avalon.law.yale.edu/19th\\_century/fugitive.asp](https://avalon.law.yale.edu/19th_century/fugitive.asp)

Sklar, *Women's Rights*, 52-55, 175-190.

Mar. 29 Graham A. Peck, *Making an Antislavery Nation: Lincoln, Douglass, and the Battle Over Freedom* (Urbana: University of Illinois Press, 2017), 123-155, 239-245 [moodle].

Abraham Lincoln speeches: a) Housed Divided

<https://www.nps.gov/liho/learn/historyculture/housedivided.htm>

b) Cooper Union Speech

<http://www.abrahamlincolnonline.org/lincoln/speeches/cooper.htm>

Mar. 31 **Paper #3 due at the beginning of class.**

Declarations of Secession: Georgia, Mississippi, South Carolina, Texas

[https://avalon.law.yale.edu/subject\\_menus/csapage.asp](https://avalon.law.yale.edu/subject_menus/csapage.asp)

## VII. Civil War & Emancipation

Apr. 2 McPherson, *Crossroads of Freedom*, xv-xvi, 2-53.

Apr. 5 McPherson, *Crossroads of Freedom*, 53-95.

**Apr. 7 Break Day—Classes Do Not Meet**

Apr. 9 McPherson, *Crossroads of Freedom*, 97-156.

Apr. 12 Foner, *Forever Free*, 41-75.

Abraham Lincoln: Emancipation Proclamation; Gettysburg Address;  
Second Inaugural Address

[https://avalon.law.yale.edu/19th\\_century/emancipa.asp](https://avalon.law.yale.edu/19th_century/emancipa.asp)

[https://avalon.law.yale.edu/19th\\_century/gettyb.asp](https://avalon.law.yale.edu/19th_century/gettyb.asp)

[https://avalon.law.yale.edu/19th\\_century/lincoln2.asp](https://avalon.law.yale.edu/19th_century/lincoln2.asp)

## VIII. Reconstruction

Apr. 14 Foner, *Forever Free*, 76-123.



Apr. 16 Foner, *Forever Free*, 123-149.

Sklar, *Women's Rights*, 55-58, 191-198.

Apr. 19 Foner, *Forever Free*, 150-201.

#### IX. Conquest on the Great Plains

Apr. 21 Calloway, *Our Hearts Fell to the Ground*, 10-18, 91-118.

Apr. 23 Calloway, *Our Hearts Fell to the Ground*, 18-33, 119-160.

Apr. 26 **Paper #4 due at the beginning of class.**

Populist Party Platform, Omaha, 1892  
<http://historymatters.gmu.edu/d/5361/>

#### X. Labor, Immigration, & Race-Making at Century's End

Apr. 28 Richard White, *The Republic for Which It Stands: The United States During Reconstruction and the Gilded Age, 1865-1896* (New York: Oxford University Press, 2017), 765-794, 823-854 [moodle].

Apr. 30 *Plain Folk*, ix-xx, 3-34, 164-177.

May 3 *Plain Folk*, 98-147.

May 5 *Plain Folk*, 37-90.

May 7 Foner, *Forever Free*, 201-224.

*Plain Folk*, 151-163, 176-194.

May 10 Calloway, *Our Hearts Fell to the Ground*, 161-188.

#### Epilogue: Beyond Sea to Shining Sea

May 12 Daniel Immerwahr, *How to Hide an Empire: A History of the Greater United States* (NY: Farrar, Straus and Giroux, 2019), 59-87 [moodle].

Albert Beveridge, "The March of the Flag," Sept. 6, 1898  
<http://nationalhumanitiescenter.org/pds/gilded/empire/text5/beveridge.pdf>  
 Platform of the Anti-imperialist League  
<http://www.wwnorton.com/college/history/ralph/workbook/ralprs30a.htm>

**May 19      Paper #5 due to me by email no later than 8:30 a.m.**