

HIS 342 - Rebellions, Conspiracies and Protests: Popular Politics in Early America

Department of History, Davidson College

HIS 342
Fall, 2013
12:15 pm – 1:30 pm
Chambers 1006

Dr. Anelise H. ShROUT
anshrout@ davidson.edu
Office: Chambers 2139
Office hours: W 12:30-5:30 or by
appointment

When we talk about American political history, we frequently mean the history of politics that takes place in the halls of power: in statehouses, the capital, and governors' mansions. This kind of history centers campaigns, elections and party politics, and most often feature elites: the rich, landowners, and the "founding fathers." This course approaches American political history in the period before the Civil War from the perspective of everyone else - the people who are often left out of traditional political narratives, including women, minors, people of color, the enslaved, the poor and non-elites.

LEARNING OUTCOMES:

Command of information

- Familiarity with major debates in American political history.
- Familiarity with groups whose stories are not represented by traditional approaches to American political history.
- Familiarity with changes in American political cultures from the colonial period to the Civil War.
- Familiarity with the ways in which historians access popular political cultures.

Historical skills

- Ability to read, digest and analyze scholarly work on American political history.
- Ability to frame a familiar historical issue in new ways.
- Ability to clearly express ideas and arguments about American popular politics through writing and speech.
- Ability to locate appropriate sources for research into American popular politics.
- Ability to read traditional political sources "against the grain" to access perspectives on both elites and non-elites, women, people of color, and others left out of traditional political histories.

ORGANIZING QUESTIONS:

- How does a popular political approach to American history highlight, obscure, or offer alternative perspectives on familiar historical events?
- How have American attitudes towards politics, who can participate in politics, and who should be excluded from politics changed over time?
- What themes are common among American political culture?

POLICIES AND EXPECTATIONS:

Computers: Computers in class are discouraged. Note taking is a matter of intellectual engagement, not transcribing lectures. Additionally, the click-click of typing is a distraction for other students, so students using computers should sit together, at the front of the classroom. Anyone who engages in electronic communications or entertainment of any kind during lecture (texting, phone calls, emailing, Facebook web browsing, games, etc.) will be regarded as absent. After one warning, you will not be allowed to bring your computer to class any more.

Contact and office hours: I encourage you to come by office hours to check in during the term – feel free to discuss concerns or drafts, or to ask questions about things we have covered in class. While drop-ins are welcome, I'd prefer if you e-mail me to set up an appointment.

Please plan to come see me sometime during the first two weeks of class to touch base, say hello and talk over any expectations or anxieties you have about the class.

I can be reached by e-mail during normal business hours (9-5, m-f), and will respond to e-mails received during those hours within 24 hours of receipt. I will strive for, but cannot guarantee speedy responses outside of those times.

Academic honesty: Integrity and honor, as exemplified by the honor code (<http://www3.davidson.edu/cms/x8918.xml>) is the college's most fundamental commitment. Plagiarism of any kind will be penalized to the fullest possible extent. There is no mitigating circumstance, ever, for plagiarism.

Whenever you draw upon somebody else's words *or ideas* to make a point, give them credit in a footnote. The most common causes of plagiarism are not deliberate dishonesty. Often it is careless note-taking. Make sure that in your notes you distinguish clearly your thoughts on the reading and the words you have copied from a secondary source. Waiting too long to do the research and the stress and confusion that may result from that rush to finish may produce mistakes that in public represent the most serious violation of academic values. You are, therefore, strongly encouraged to start assignments well in advance of the deadline. If you are uncertain about how to deal with a question of fair credit, ask me.

Accessibility: Davidson College is committed to ensuring the full participation of all students in its programs. If you have a documented disability (or think you may have a disability) and, as a result, need a reasonable accommodation to participate in this class, complete course requirements, or benefit from the College's programs or services, contact the Academic Access and Disability Resources office (<http://sites.davidson.edu/ctl/learning-service/disabilityresources/>) as soon as possible. To receive any academic accommodation, you must be appropriately registered with AADR, whose staff works with students confidentially and does not disclose any disability-related information without their permission. The AADR serves as a clearinghouse on disability issues and works in partnership with faculty and all other student service offices.

Many of us learn in different ways, and this course is designed accommodate each student differently. For example, you may prefer to process information by speaking and listening, so

while lectures are quite helpful for you, some of the written material may be difficult to absorb. Please talk to me as soon as you can about your individual learning needs and how this course can best accommodate them. If you do not have a documented disability, remember that other support services, including the Writing Center and the Center for Teaching and Learning and the Speaking Center, are available to all students (<http://sites.davidson.edu/ctl/students/>).

ASSESSMENT:

Participation	25%
Reading Responses	25%
Research Paper Components:	35%:
Historical topics/questions	5%
Research topic paragraph	5%
Preliminary primary source analysis	5%
Annotated bibliography	5%
Historiographical review	5%
Rough draft	5%
Presentation	5%
Final Paper	15%

You MUST pass EACH of the bolded categories to pass the class

Final paper. The final paper will take the form of an analysis of 3-5 primary sources related to a popular political event/movement in antebellum American history. These sources must be contextualized in terms of relevant historiographical debates, and must be used to make an argument – both about the sources themselves, and about what they tell us about the past. This paper will build on a series of components due over the course of the semester, including:

- Identification of several possible research questions and narrowing those questions to one research topic
- Reviews of secondary sources relevant to the project
- Class session with librarians to discuss potential archives or primary sources
- Preliminary primary source analysis
- Selection of 3-5 primary sources
- Draft historiographical review, building on secondary source reviews
- Rough draft
- Presentation
- Final paper

Reviews of weekly readings. For **TEN** of the fifteen weeks, students will write a ~500 word reading response, and post it to the course blog **at least TWO HOURS** before the class meets each Thursday. After week 1, each post *must substantively* reference the post of at least one fellow student. Come to class each week having read your peers’ responses. You are encouraged to bring contemporary references to early American popular politics into your reading responses.

Attendance and Participation. An essential component of the craft of history is expressing yourself clearly in a variety of ways, including orally. In this course, your learning depends upon your regular, informed and thoughtful participation in discussion, writing and blog posts. In order to participate fully you *must* have completed all of each week's reading.

Attendance therefore is essential to participation, and it is expected that you attend all class meetings. You are permitted up to two absences each semester – for every student, their two lowest participation grades will be dropped. More than two absences will likely impact your final grade. No student with more than seven absences will pass the course. Regardless of your reason for missing a class, you will be responsible for the material covered that day. Please let me know in advance if you will be missing class.

I understand that speaking in class can be a stressful or daunting experience for some students, so I expect that everyone contribute to making the classroom a comfortable and respectful intellectual environment in which everyone can participate. If you have anxiety about public speaking, please arrange a meeting with me ASAP.

These policies take effect from the first day of class, regardless of when you begin attending the course. For example, if the first time you attend class is during the second week of the semester, you will have already been marked absent from two class meetings.

RULES FOR WRITING:

Writing guidelines: You are expected to master the citation style that is common among historians. This style is known as Chicago Style. The Chicago Manual of Style is available online, and in the Davidson College Library.

Please follow the history department's style guidelines, found at:
<http://www.davidson.edu/Documents/Academic%20Department/History/writing-style-guide.pdf>

Good writing is central to the practice history. That includes the questions of form, and it certainly concerns good grammar. But most historical writing differs from other academic disciplines by its concern for style. Generally history is written in a plain style, not flowery writing with an excess of verbage. Good writing is clear and succinct with the argument clear. A very little book by William Strunk and E.B. White, *The Elements of Style* is generally accepted as the best available guide to such writing. Purchase this book and read it carefully, especially the second chapter, on "Elementary Principles of Composition."

For help with writing, please review the writing and style guide posted on the course moodle, and visit the Writing Center: <http://sites.davidson.edu/ctl/students/tutoring/writing/>. Hours: Sunday through Thursday, 2-4pm and 8-11pm. Students are also encouraged to visit the Center for Teaching and Learning Speaking Center for help with their final participations: <http://sites.davidson.edu/ctl/>.

Late Assignments: Late papers lose 1/3 of a grade per day. E.g., a B paper submitted the morning after it was due, will receive a B-. Papers more than 72 hours late will receive an F.

Blog posts uploaded less than two hours before the class meets on Thursday will be demerited. Blog posts uploaded after the class meets will receive a 0.

Drafts: I am happy to look at one draft per assignment, but in order to get my comments you must come to meet with me in person. These drafts need not exhibit correct citation form, but must be completely cited. I will look at drafts sent to me by the **FRIDAY** before the assignment is due, and meet with you during my normal office hours. For the final paper, I will look at drafts sent to be by **TUESDAY, DECEMBER 12th**.

READINGS:

- Paul E. Johnson. *A Shopkeeper's Millennium*
- Theda Perdue. *Cherokee Women*
- Jeffrey Pasley, Andrew W. Robertson and David Waldstreicher. *Beyond the Founders*
- Thomas P. Slaughter. *The Whiskey Rebellion* (ebook)
- Sean Wilentz. *Chants Democratic*

SCHEDULE:

WEEK 1 – INTRODUCTION

Tuesday, August 27th – Introduction to the course; what is popular politics?

Thursday, August 29th – Popular ideas about popular politics; a (very) quick jog through traditional political history

- Jill Lepore. “People Power.” *The New Yorker* 81.33 (October, 2005) (moodle)

WEEK 2 – THEORIZING POPULAR POLITICS

Tuesday, September 3rd – “New” Political Histories

- Jeffrey L. Pasley, Andrew W. Robertson and David Waldstreicher. “Introduction: Beyond the Founders” in *Beyond the Founders*

Thursday, September 5th – Finding “the political”

- Martha Hodes. “Four Episodes in Re-Creating a Life” in *Rethinking History* (2006) (moodle)
- Jeffrey L. Pasley. “The Cheese and the Words: Popular Political Culture and Participatory Democracy in the Early American Republic.” in *Beyond the Founders*

Friday September 6 th – IDENTIFY THREE POSSIBLE RESEARCH TOPICS/QUESTIONS, DUE BY 5:00 PM
--

WEEK 3 – CHALLENGES TO BRITISH AUTHORITY

Tuesday, September 10th - Ways of Being Revolutionary

- Pauline Maier. “Popular Uprisings and Civil Authority in Eighteenth-Century America” in *The William and Mary Quarterly* Vol. 27, No. 1 (1970) (moodle)
- David Waldstreicher, “Why Thomas Jefferson and African Americans Wore Their Politics on their Sleeves” in *Beyond the Founders*

Thursday, September 12th – Mob case studies: North Carolina and Boston

- Wayne E. Lee, Introduction and chapter 1 in *Crowds and Soldiers in Revolutionary North Carolina: The Culture of Violence in Riot and War* (moodle)

WEEK 4 – POLITICS IN THE NEW NATION

Tuesday, September 17th – Controlling bodies through print

- David Waldstreicher. “Reading the Runaways: Self-Fashioning, Print Culture, and Confidence in Slavery in the Eighteenth-Century Mid-Atlantic” in *WMQ* (1999) (moodle)
- Gwenda Morgan and Peter Rushton. “Visible bodies: Power, subordination and identity in the eighteenth-century Atlantic world” in *Journal of Social History* (2005) (moodle)
- Selected runaway ads (moodle)

Thursday, September 19th – Peripheral Politics

- Slaughter. *The Whiskey Rebellion*, Part I

WEEK 5 – POLITICS IN THE NEW NATION, CONTINUED

Tuesday, September 24th – Whiskey Rebellion

- Slaughter. *The Whiskey Rebellion*, Part II

Thursday, September 26th – Library session and primary source discussion

Friday September 27 th – PARAGRAPH DESCRIBING RESEARCH TOPIC, DUE BY 5:00 PM

WEEK 6 – A REVOLUTIONARY AGE?

Tuesday, October 1st – Epilogue to Revolution

- Slaughter. *The Whiskey Rebellion*, Part III
- Attend Maya Jasanoff Lecture

Thursday, October 3rd – Radical politics at sea

- Peter Linebaugh and Marcus Rediker. “The Many-Headed Hydra: Sailors, Slaves, and the Atlantic Working Class in the Eighteenth Century” in *The Journal of Historical Sociology* Vol. 3, No. 3 (1990) (moodle)

WEEK 7 – “GREAT” AWAKENINGS

Tuesday, October 8th - Commerce

- Paul E. Johnson. *A Shopkeeper's Millennium*. Introduction and Chapters 1-3

Thursday, October 10th – Religion

- Paul E. Johnson. *A Shopkeeper's Millennium*. Chapters 4-6 and Epilogue.

Friday October 11 th – PRIMARY SOURCE ANALYSIS DUE BY 5:00 PM
--

WEEK 8 – INDIAN NATIONALISM

Tuesday, October 15th – OCTOBER BREAK – NO CLASS

Thursday, October 17th - The Politics of Acculturation

- Theda Perdue. *Cherokee Women*, entire.

WEEK 9 – RESISTING SLAVERY

Tuesday, October 22nd – Enslaved Resistance

- Wesley O’Dell, “‘Slightly too late, or far too soon:’ The Stono Rebellion and the Abolitionist Movement.” in *Southern Studies: An Interdisciplinary Journal of the South*; Vol. 19 Issue 1 (2012) (moodle)
- Jennifer Morgan, “‘Deluders and Seducers of Each Other’: Gender and the Changing Nature of Resistance” in *Laboring Women: Reproduction and Gender in New World Slavery* (moodle)

Thursday, October 24th – From slavery to freedom

- Patricia Reid. “Margaret Morgan’s Story: A Threshold between Slavery and Freedom, 1820–1842” in *Slavery & Abolition*, Vol. 33 Issue 3 (2012) (moodle)
- Primary source: petitions (moodle)

Friday October 25 th – ANNOTATED BIBLIOGRAPHY DUE BY 5:00 PM

WEEK 10 – POLITICS BEYOND REVOLTS

Tuesday, October 29th - African American political communities

- Sara C. Fanning, “The Roots of Early Black Nationalism: Northern African Americans’ Invocations of Haiti in the Early Nineteenth Century” in *Slavery & Abolition: A Journal of Slave and Post-Slave Studies*, Volume 28, Issue 1, (2007) (moodle)
- Richard Newman, “Protest in Black and White” in *Beyond the Founders*

Thursday, October 31st - Working class politics

- Sean Wilentz. *Chants Democratic*. Introduction, Chapters 1-5

WEEK 11 – RACE AND CLASS

Tuesday, November 5th – The Politics of whiteness

- Sean Wilentz. *Chants Democratic*. Chapters 6-10, Epilogue

Thursday, November 7th – Immigrant bodies

- Richard Jensen, “No Irish Need Apply: A Myth of Victimization” in *Journal of Social History*, Vol. 36, Issue 2 (2002) (moodle)
- Kevin Kenny. “Race, Violence and Anti-Irish Sentiment in the Nineteenth Century” in *Making the Irish American: History and Heritage of the Irish in the United States* (moodle)

WEEK 12 – SUFFRAGE AND FEMINISM

Tuesday, November 12th – Separate spheres; middle class women and reform

- Mary P. Ryan, “The Power of Women’s Networks: A Case Study of Female Moral Reform in Antebellum America” in *Feminist Studies* vol. 5, no. 1 (1979) (moodle)
- Katherine Henry, “Angelina Grimke's rhetoric of exposure” in *American Quarterly*, vol. 49, no. 2 (1997) (moodle)

Thursday, November 14th – Seneca Falls; radical politics

- Ellen DuBois, “The Radicalism of the Woman Suffrage Movement: Noted Toward the Reconstruction of Nineteenth-Century Feminism” in *Feminist Studies* vol. 3, no. ½ (1975)
- Jonathan H. Earle, “‘Peculiarly Women’s Cause’: Fminism, Race and the Struggle for Equality” in *Reviews in American History*, vol. 28, no. 2 (2000)

WEEK 13 – CIVIL WAR

Tuesday, November 19th – Politics of Memory

- Drew Gilpin Faust. “The Civil War Soldier and the Art of Dying” in *The Journal of Southern History*. Vol. 67, No. 1 (2001)
- David Blight. ““For Something beyond the Battlefield”: Frederick Douglass and the Struggle for the Memory of the Civil War.” *Journal of American History*. March 1989, Vol. 75 Issue 4

Thursday, November 21st – – The future of American political history

- William G. Shade, “Commentary: Déjà Vu All Over Again” in *Beyond the Founders*
- Richard D. Brown, “Epilogue – Looking Backward: The Idea of an Informed Citizenry at the end of the Twentieth Century” in *The Strength of a People* (moodle)

Friday, November 22 nd – HISTORIOGRAPHICAL REVIEW OF 2 - 3 SOURCES DUE BY 5:00 PM
--

WEEK 14 – THANKSGIVING – NO CLASS

WEEK 15 – INDIVIDUAL MEETINGS

Friday, December 6 th – ROUGH DRAFTS/DETAILED OUTLINES DUE BY 5:00 PM
--

WEEK 16 - PRESENTATIONS

Tuesday, December 10th – Short (5 minute) presentations of final papers

FINALS WEEK

Thursday, December 19 th – FINAL PAPERS DUE BY 5:00 PM
