Course Introduction
The purpose of this two-semester course is to reorient students in relation to U.S. history by centering lesser-known stories of marginalized people in the narration of this nation’s past. The analytics of race, class, and gender will drive this course as the voices and experiences of women, working class people, and other minorities—and their struggles against the powers that work to oppress them—are placed front and center each week. The readings students will be exposed to through this course will not only allow them to challenge and critically engage popular historical knowledge, but they will also introduce students to some of the most path-breaking research in the field. Students will learn how to evaluate historical arguments and understand how scholars produce historical knowledge. The lecture portion of the course, which will take place during one of our two meetings each week, will provide more familiar historical context in order to provide a framework for interpreting the more nuanced and narrowly-focused content offered in the course readings. A selection of textbooks will also be on reserve at the library for students to consult as they see fit.

Requirements
-Informed Participation (25%): includes attendance at lectures and discussions, contributions to class discussion informed by your own course reading and critical thinking, and informal one-page weekly papers giving your reactions to the week’s reading (engaging with the arguments, making connections among the readings and between the readings and other aspects of the class and events outside the class, asking questions, letting us know if the piece didn’t make sense to you, etc.) due 5:00 p.m. in the Sakai drop box the day before your discussion section. **You must complete reactions papers for at least ten of the semester’s weeks.** (No late reaction papers will be accepted.)

-One 5 to 7 page essay (35%): The aim of this paper is to hone your skills as a critical reader of historians’ work, based on a specific set of essays from the course readings, and using the documents and other articles in the course readings as evidence, to compare, contrast, analyze and critique the interpretation or argument offered by your two chosen authors and to provide (where appropriate) an alternative possible interpretation of the experiences of women, minorities, or working class people in the era in question. You will notice that the authors make different assumptions about what factors are most crucial in determining what defines the American experience, which leads them to create contrasting pictures even though they are often describing the same historical moment. This is an opportunity to consider how the practice of social history has changed our understanding of history and what opportunities and limitations emerge from it. **There is a mandatory first draft for this essay.**

-Final Assignment (40%): Students will be asked to develop a bibliography of history books related to a minority group of their choosing. Students should find at least 25 scholarly books and articles that pertain to a particular group (i.e. Native Americans, women, slaves, migrant
workers, etc.), organize the list thematically, and by date of publication, and write a 3-5 page introduction to the bibliography with the following questions in mind: What major ideas/questions are scholars of your group concerned with? What are the watershed moments in your group’s history? Where do scholars disagree? How have histories of your group changed over time? In the final week, students will present their bibliographies and findings to the class. In the end students in the course will have compiled a shared secondary source database of histories from below.

**NB: EXTENSIONS FOR ANY ASSIGNMENT MUST BE REQUESTED A MINIMUM OF 24 HOURS BEFORE THE ESSAY IN QUESTION IS DUE IN ORDER FOR THE REQUEST TO BE CONSIDERED.**

Assignments late without extensions will be docked a half grade if they are turned in within a week, and a full grade after that point. **As stated above, there will be no extensions for the reaction papers.**

**Course Readings**

Most required readings for this course will be posted on Sakai unless they are full books, textbooks, or suggested reading, in which they case they will be available for purchase at the Regulator and will also be on reserve at the library. They are listed here:

Cecelski, *The Fire of Freedom: Abraham Galloway and the Slaves’ Civil War*

Kerber et. al, *Women’s America: Refocusing the Past, 7th edition (TEXTBOOK)*

**Recommended textbooks for context**


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**Week 1 Introduction/Early America**

Reading:

Ch. 2 “The Middle Ground” from White, *The Middle Ground: Indians Empires and Republics in the Great Lakes Region, 1650-1815*

Map of Native American Tribes

Ch. 1 “Diplomatic Ritual in the Land of the Tejas” from Barr, *Peace Came in the Form of a Woman*

Norton, “‘Searchers again Assembled’: Gender Distinctions in Seventeenth-Century America,” in *Women’s America*

Suggested reading:

Lepore, *King Phillips’ War*

Blackhawk, *Violence Over the Land: Indians and Empires in the Early American West*

Barr, *Peace Came in the Form of a Woman: Indians and Spaniards in the Texas Borderlands*
Gutiérrez, *When Jesus Came the Corn Mothers Went Away: Marriage, Sexuality, and Power in New Mexico, 1500-1846*  
Evans, “The First American Women” in *Women’s America*

**Week 2 Empire, Identity, and the Atlantic World**

Reading:  

“The Emergence of Atlantic Creoles in the Chesapeake” and “Expansion of Creole Society in the North,” from Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*

Morgan, “‘Some Could Suckle Over Their Shoulder:’ European Depictions of Indigenous Women, 1492-1750” in *Women’s America*

Suggested reading:  
Ch.1, “Vesey’s Challenge,” from Gomez, *Exchanging Our Country Marks: The Transformation of African Identities in the Colonial and Antebellum South*

**Week 3 Borderlands**

Reading:  
Introduction, “Cultural Mobility and the Contours of Difference,” from St-Onge et. al., *Contours of a People: Metis Family, Mobility, and History*

Grinde Jr., “The Pueblo Revolt in Colonial New Mexico”

Brooks, "'This evil extends especially... to the feminine sex:' Negotiating Captivity in the New Mexico Borderlands"

**Week 4 Race and Sex in the British Colonies**  
First Draft Essay due

Reading:  
Ch.3, “‘Good Wives’ and ‘Nasty Wenches:’ Gender and Social Order in a Colonial Settlement,” from Brown, *Good Wives, Nasty Wenches, and Anxious Patriarchs*

“The Tobacco Revolution in the Chesapeake,” from Berlin, *Many Thousands Gone: The First Two Centuries of Slavery in North America*

Dayton, “Taking the Trade: Abortion and Gender Relations in an Eighteenth-Century New England Village,” in *Women’s America*

Suggested Reading:
Berkin, “African American Women in Colonial Society,” in *Women’s America*

**Week 5 Early American Slave Rebellions and Conspiracies**

Reading:
Ch. 5 “More Like a Negro Country,” from Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*

Aptheker, “American Negro Slave Revolts”

Document, Report from William Bull Re: Stono Rebellion
http://www.pbs.org/wgbh/aia/part1/1h311t.html

Document, New York Revolt of 1712 and 1741 conspiracy
http://www.pbs.org/wgbh/aia/part1/1p286.html

**Week 6 FALL BREAK**

**Week 7 Indians and African Americans in the American Revolution**

Reading:
Holton, “Rebel Against Rebel: Enslaved Virginians and the Coming of the American Revolution”


Document, Boston King Narrative: http://historymatters.gmu.edu/d/6615

Document, Narrative of Boyrereau Brinch

“A Calendar of Events Associated with Slavery, the Slave Trade, and Emancipation,” from Davis, *The Problem of Slavery in the Age of Revolution: 1770-1823*

**Week 8 Slavery and Freedom in the Age of Revolution**

Reading:
Ch. 1 “What the Abolitionists Were Up Against,” from Davis, *The Problem of Slavery in the Age of the American Revolution: 1770-1823*

“First Freedom, 1800-1831” from Sterling, *We are Your Sisters: Black Women in the 19th century*

Ch. 3 “The Year 1800,” and Ch. 4 “The Preparation,” from Egerton, *Gabriel’s Rebellion: The Virginia Slave Conspiracies of 1800 and 1802*

Baptist, “Hidden in Plain View: Haiti and the Louisiana Purchase”

“A Calendar of Events Associated with Slavery, the Slave Trade, and Emancipation,” from Davis, *The Problem of Slavery in the Age of Revolution: 1770-1823*

**Week 9 The Mississippi Valley and the Rise of the Cotton Empire**

Reading:
Ch. 6 “Dominion” and Ch. 9 “The Mississippi Valley in the Time of Cotton,” from Johnson, *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*

Ch. 1 “The Chattel Principle,” from Johnson, *Soul by Soul: Life Inside the Antebellum Slave Market*

Buchanan, “Rascals on the Antebellum Mississippi: African American Steamboat Workers and the St. Louis Hanging of 1841”

**Week 10 Antebellum Landscapes**

Reading:
Perdue, “Cherokee Women and the Trail of Tears”

Ch. 1 “A Woman with No Names and Many Names: Lynching, Gender, Violence, and Subjectivity,” from Guidotti-Hernandez, *Unspeakable Violence: Remapping U.S. and Mexican National Imaginaries*


Ch. 3 “The Intoxication of Pleasurable Amusement: Secret Parties and the Politics of the Body,” from Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*

Ch. 4 “‘Nothing but Deception in Them:’ The War Within,” from Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*

Suggested:
1826-1860
“The Antislavery Ladies” and “Women with a Special Mission” from Sterling, *We are Your Sisters*

**Week 11 and 12 The Civil War-Era**

Reading:
Ch. 5 “To Get Closer to Freedom: Gender, Movement, and Freedom during the Civil War,” from Camp, *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*

Cecelski, *The Fire of Freedom: Abraham Galloway and the Slaves’ Civil War*

Glymph, “Rose’s War and the Gendered Politics of Slavery Insurgency in the Civil War”

Ch. 6 “Emancipating California: California’s Unfree Labor Systems in the Crucible of the Civil War,” from Smith, *Freedom’s Frontier: California and the Struggle over Unfree Labor, Emancipation, and Reconstruction*

**Week 13 Reconstruction**

Reading:
Petition of Edisto Freedmen, 1865: [http://www.freedmen.umd.edu/Edisto%20petitions.htm](http://www.freedmen.umd.edu/Edisto%20petitions.htm)

Ch. 17 “The Propaganda of History,” from Du Bois, *Black Reconstruction*

Ch. 6 “‘A Make Shift Kind of Life:’ Free Women and Free Homes” from Glymph, *Out of the House of Bondage: The Transformation of the Plantation Household*

Ch. 4 “‘Washing Amazons’ and Organized Protest” from Hunter, *To ’joy My Freedom: Southern Black Women’s Lives and Labors after the Civil War*

Ch. 5 “Wage Labor and Marriage Bonds,” from Stanley, *From Bondage to Contract: Wage Labor, Marriage, and the Market in the Age of Slave Emancipation*

Ch. 3 “Demanding Coolies,” from Jung, *Coolies and Cane: Race, Labor, and Sugar in the Age of Emancipation*

Suggested Reading:
Holt, *Black Over white: Negro Political Leadership in South Carolina during Reconstruction*
Saville, *The Work of Reconstruction: From Slave to Wage Laborer in South Carolina, 1860-1870*
Arnesen, *Waterfront Workers of New Orleans: Race, Class, and Politics, 1863-1923*
Glymph, “Du Bois’s *Black Reconstruction* and the Slave Women’s War for Freedom"

**Week 14 Final Presentation of Bibliographies**