

HUMANITIES INSTITUTE

Susan Smith Nash, Ph.D.

NORTH AMERICAN HISTORY

Contents

Ancient Period
Postclassical Period
Early Modern Period
19th Century
20th Century

ANCIENT PERIOD

Overview The earliest history of people in North America is one of constant movement, adaptation, and exploration. The Ice Age bound up much of the water of the oceans in glaciers, resulting in a land bridge from Asia to North America through the Bering Straits. It attracted a constant stream of emigrants who traveled across, developing hunting techniques and leaving behind artifacts and earth works that we are still uncovering.

POLITICAL HISTORY

GOVERNMENT

PreHistory

Clovis culture (18,000 – 8,000 BC): Small tribal units organized around sustainable levels of population; primarily hunters and gatherers, with a great dependency on turtles.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): There were 70 or more Pueblo villages before the arrival of the Spaniards. Each was politically autonomous, and they were governed by tribal councils. The heads of the councils were also religious leaders. Many of the activities were communal, including farming and rabbit hunts.

Eastern Woodlands (1000 BCE – 1000 AD): Clans were the smallest organizational unit, and they were grouped by village “bands.” Each village band had a Chief or Headsman, who was a part of the governing family lineage. The Iroquois formed confederacies with the different clans and village bands. The Eastern Algonquians maintained more autonomy. Ancestry was traced back through the females.

Discussion/Questions

The early societies in North America flourished when they had responsive systems of organization that allowed them to be flexible. For example, the clans and tribal groups in the northeast were able to establish confederacies that allowed them to trade with each other and also provide defense against common enemies. Discuss how and why having religious leaders made sense in their agriculturally-based economies.

Readings

Bastiat, Frederic. (2013) The Law. Creative Commons.

Fineman, Howard. (2009) The Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country. New York: Random House.

Friedman, Milton. (2002) Capitalism and Freedom. Chicago: University of Chicago Press.

MILITARY

PreHistory

Clovis culture (18,000 – 8,000 BC): Although the main source of information about the Clovis people comes from Clovis, New Mexico, there is evidence of two separate groups of Clovis people who came from Asia across the Bering Strait (which was a land bridge at that time). They were well known for their finely crafted obsidian and flint arrow points, knives, and daggers. Because of the juxtaposition of skeletons and arrow points, there is some evidence that warriors raiding other tribes, stealing resources and potentially kidnapping members for either tribal genetic enhancement or human sacrifice.

Arctic Inuit (The Dorset People): There is evidence that prehistoric Inuit whalers had an impact on Arctic freshwater systems. There is evidence of organized hunts and fishing expeditions. The Dorset people believed in animal spirits who could help them be more effective hunters, and they carved hunting weapons such as harpoons in a way to try to imbue them with magical properties. For example, the harpoon could be carved in the shape of a flying bear, intended to strike the target with a great deal of force. There is no evidence that the harpoons were used against people.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): Cliff dwellers in the American Southwest (Colorado, New Mexico) constructed kivas (living spaces) in the cliffs and they were considered sacred. Each kiva had a separate function, and were inhabited by different types of people. There were tower or citadel kivas where warriors lived. They constructed holes in the walls through which they could shoot arrows, and could follow commands of the warrior in chief. The military function was primarily defensive.

Eastern Woodlands (1000 BCE – 1000 AD): The Abenaki people were typical of the indigenous peoples living in the eastern woodlands. They practiced subsistence farming in what is now Quebec, Maine, Vermont, New Hampshire, and northern New York. They hunted, fished, trapped, picked berries, and grew corn, beans, squash, potatoes, and tobacco. They also wove baskets from local sweet grass. Known as the "People in the Rising Sun," the Abenaki had no military or warrior classes until the arrival of the French and the English, who wanted their lands, as well as help in obtaining furs and driving away rivals.

Discussion/Questions

The first need for military forces had to do with protection. The protection had to do with communities, but also with the lifelines, which is to say trade routes. Describe how the early North American civilizations protected their communities and their trade routes.

Readings

National Interest. (2017) The Five Biggest Disasters in American Military History.
<http://nationalinterest.org/feature/the-five-biggest-disasters-american-military-history-11536>

National Archives (2017) American Military History
<https://www.archives.gov/research/alic/reference/military/american-military-history.html>

Office of the Historian. U.S. Diplomacy and Yellow Journalism, 1895 – 1898.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Schulman, Marc. (2015) Economics and the American Civil War. History Central.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

U.S. Army. (1989) Center of Military History. American Military History.
<https://history.army.mil/books/AMH/amh-toc.htm>

SOCIAL HISTORY

SOCIAL STRUCTURE

PreHistory

Clovis culture (18,000 – 8,000 BC): The Clovis culture was not as stratified as other cultures, but it did have clear class distinctions. Based on archeological findings and artwork in petroglyphs, cave paintings and geoglyphs, there were several classes, which included warriors, hunters, and that of shaman and religious leader.

Classical

Southwest Pueblo (1200 BCE – 1300 AC):

The ruling class was that of the religious leader and the medicine men (shaman class). There were also hunters and those who took care of the crops and the harvest. Women stayed in the camps and did not participate as active medicine men or women, but they were considered to have power due to matrilineage

Eastern Woodlands (1000 BCE – 1000 AD):

Society was organized around matriarchies, which were convenient for lineage and family alliances but they were not used for land ownership since all land was owned communally. The leader of the nation or group was also a religious leader. High status was also accorded warriors and hunters.

Discussion/Questions

Religious leaders were an important part of North American civilizations, and they often occupied the top rungs of society. Please reflect on the beliefs held by the early civilizations and explain why the religious leaders might be accorded such a high rung in society.

Readings

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (1984, Harvard University Press)

Bowles, Samuel, et al (Editors). *Unequal Chances: Family Background and Economic Success* (2005, Princeton University Press)

Frank, Robert; Cook, Phillip J. *The Winner-Take-All Society: Why the Few at the Top Get So Much More Than the Rest of Us* (1996, Penguin)

Fussell, Paul. *Class: A Guide Through the American Status System* (1983, Touchstone Books)

Kingston, Paul W. *The Classless Society* (2000, Stanford University Press)

Lareau, Annette *Unequal Childhoods: Class, Race, and Family Life* (2003, University of California Press)

Neckerman, Kathryn M. (Editor) *Social Inequality* (2004, Russell Sage Foundation)

Shipler, David K. *The Working Poor: Invisible in America*. (2004, Knopf).

Walls, Jeannette. *The Glass Castle*. (New York: Virago, 2005).
<https://www.theguardian.com/books/2005/apr/03/biography.features>

GENDER

PreHistory

Clovis culture (18,000 – 8,000 BC): Based on the nature of the artifacts, it is clear that there were clear roles, which had to do with hunter, fisherman, process or captured prey, and then later of religious or shamanistic ceremonies. It's not clear if there were true gender differentiations, although we tend to think of men as hunters and women as the guardians of hearth and home.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): Gender ambiguity is the dominant characteristic of the pre-colonial Pueblo civilization. The gender-neutral Kokopeli and the trickster were perhaps the most defining element. The rites and rituals related to rain, moon phases, and corn were not necessarily gendered.

Eastern Woodlands (1000 BCE – 1500 AD): Women were important in the Eastern Woodland tribal cultures because they provided clear evidence of genealogy, particularly in a culture that did not necessarily recognize monogamy. The matriarchal culture allowed an understanding of family relationships, but it did not mean that the women held all the power. In fact, men also held positions of power; they just did not preside as head person in a family.

Discussion/Questions

In early traditions, women and men were assigned gender based on their ability to give birth. Lineage and family relations were considered to be most logically traced to the mother, since paternity could always be called into question. One would think that tracing family lineage through the mother would necessitate parallel power structures, but that was not necessarily the case. Discuss the role of gender and cultural power in early societies.

Readings

Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, 20th Anniversary Edition. New York and London: Continuum, 2010.

Agrawal, Arun and Clark C. Gibson, eds. *Communities and the Environment: Ethnicity, Gender, and the State in Community-Based Conservation*. Rutgers University Press, 2001.

Alaimo, Stacy. *Bodily Natures: Science, Environment, and the Material Self*. Bloomington, IN: Indiana University Press, 2010.

Bridenthal, Renate, Claudia Koonz, Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflon, 1987.

Connecting Spheres: Women in the Western World 1500 to the Present. (New York: Oxford University Press, 1987).

Dubois, Ellen Carol, and Vicki Ruiz, eds., *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*. Routledge, 1990.

Fraser, Nancy, *Unruly Practices*. 1989.

Grosz, Elizabeth, *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Hewitt, Nancy. "Beyond the Search for Sisterhood: American Women's History in the 1980's," *Social History* 10 (Oct 1985): 299-322.

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs* (Winter, 1992): 251-74

Hirsch, Marianne and Evelyn Fox Keller, ed *Conflicts in Feminism*. (1990).

Hooks, Bell. *Feminist Theory from Margin to Center*. (1984) or selections from Cherrie Moraga, *This Bridge Come Back: Writings by Radical Women of Color*. (1981)

Nicholson, Linda. *Feminism / Postmodernism*. New York: Routledge, 1990. (Especially the introduction by Nicholson.)

Smith-Rosenberg, Carroll. *Disorderly Conduct*. New York: A.A. Knopf, 1985.

ECONOMIC HISTORY

INNOVATION

PreHistory

Clovis culture (18,000 – 8,000 BC): We now know that the waves of people who came across the Bering Strait land bridge during the last Ice Age made their way to all parts of North America came in two distinct pulses. Radiocarbon dated artifacts show that the first group arrived 20,000 years ago, and the Clovis group arrived at around 13,000 years ago. Both groups developed unique spear points made of chert, obsidian daggers and arrow points, bone wrenches, ivory spear bases, and chert cleavers. They formed new techniques for hunting that made it possible to form groups and kill mammoths, bison, and deer. Turtles were, however, the "go-to" food and were used for meat, and their shells for bowls.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): The Pueblo Indians were known for their innovations in communal living. They created elaborate cliff dwellings which were subdivided by purpose. They also developed methods of farming that utilized irrigation and crop rotation to successfully grow enough maize, beans, squash, and gourds to last more than a season.

Eastern Woodlands (1000 BCE – 1000 AD): The Abenaki, Iriquois, and other Eastern Woodlands peoples developed a system of agriculture that incorporated fertilization (using fishbones and compost). They created a farming system that allowed them to grow crops in grid patterns that circled the longhouses where they lived. There were outlying storehouses that were also used as guard posts.

Discussion/Questions

When Columbus and the other Europeans arrived in the Americas, they did not find a barren wasteland devoid of organization or civilization, although at times it was convenient to depict American indigenous peoples in a negative light. Instead, they found elaborate cities with complex engineering, and systems of agriculture that allowed stable communities to emerge. Describe some of the agricultural and engineering innovations of the peoples in America before the Europeans.

Readings

Bey, Lee. (2016). Lost cities #8: mystery of Cahokia – why did North America’s largest city vanish? The Guardian. August 17, 2016. <https://www.theguardian.com/cities/2016/aug/17/lost-cities-8-mystery-ahokia-illinois-mississippians-native-americans-vanish>

Hughes, Thomas P. (2004) American Genesis: A Century of Invention and Technological Enthusiasms, 1870 – 1970. 2nd Ed. Chicago: University of Chicago Press.

Pacey, Arnold. (1991) Technology in World Civilization: A Thousand-Year History. Boston: MIT Press.

Seppa, Nathan. (1997). “Metropolitan Life on the Mississippi” Ancient Cahokia. The Washington Post. March 12, 1997. <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

Stearns, Peter. (2012) The Industrial Revolution in World History. 4th ed. London: Taylor & Francis.

Taylor, Mitch. (2011) Ford Model T – How to Start & How to Drive: <https://youtu.be/QxfHMTgg2d8>

Wisconsin Historical Society. Mississippian Culture and Aztlan. <https://www.wisconsinhistory.org/turningpoints/tp-003/> Great site with original documents and primary sources.

TRADE

PreHistory

Clovis culture (18,000 – 8,000 BC): Archeologists have long believed that the first Americans came from Asia across what was then a land bridge across the Bering Strait. Based on arrowhead and other artifact evidence, the Clovis culture extended from northern Canada throughout central America. There were trade networks throughout the settlements, and there was trade with tools (spear points, adzes, axes). The axe heads were often decorated with specific cross-hatching decoration and scoring (to help with better cleaving).

Classical

Southwest Pueblo (1200 BCE – 1300 AC): The Pueblo Indians who lived in structures in cliffs and also in the desert Southwest established extensive trade networks, which is evidenced by the abalone shells from the Pacific, the flint knives from Alibates (Texas Panhandle), and coral from off the Yucatan Peninsula. The Hohokam of south-central Arizona produced a pottery they decorated with red pigment which can be traced to New Mexico, which indicates trading relationships.

Eastern Woodlands (1000 BCE – 1000 AD): Trade between the neighboring Eastern Woodlands Algonquian tribes (groups), the Iriquois and other groups formed an important part of the economy. The most important product was the beaver pelt. In addition, some groups traded fish for corn.

Discussion/Questions

Trade networks were well-established early in the history of people in North America, and the evidence comes in the form of shells, pigments, chert, quartz, and other materials found far from their location of origin. Describe some of the trade networks and explain the need for the materials and the trade. How were they deemed necessary for survival?

Readings

Dolin, Eric Jay. (2011) Fur, Fortune, and Empire: The Epic History of the Fur Trade in America. NY: W. W. Norton.

Lind, Michael (2013) Land of Promise: An Economic History of the United States. New York: Harper.

CULTURAL HISTORY

SCIENCE

PreHistory

Clovis culture (18,000 – 8,000 BC): We do not know much about the scientific knowledge of the Clovis culture, but we do know that they studied astronomy and also were students of animal behavior (which allowed them to be effective hunters).

Classical

Southwest Pueblo (1200 BCE – 1300 AC): The Pueblo Indians studied astronomy and developed complex calendars. In order to survive in an arid climate, they developed many innovative methods of irrigation, including a bar ditch system and aqueducts. They also developed unique hybrid crops, including different types of beans, corn, squash, and chili peppers. They also developed an understanding of geology as they created homes in the mountains, and carved cliff dwellings.

Eastern Woodlands (1000 BCE – 1000 AD): The Iroquois, Algonquin and other Indian nations practiced precision farming which allowed them to live in small villages and cultivate fields, where they rotated crops and developed practices such as fertilization and natural pest control.

Discussion Question:

Early cultures used science and technology in conjunction with their social, religious, and commercial lives. Describe how astronomy figured into the religious lives of early civilizations in North America. Then, explain how a knowledge of geology and construction science were necessary in the construction of cliff dwellings, ceremonial mounds, and more.

Readings

Clarke, Adele E. 1998 *Disciplining Reproduction: Modernity, American Life Sciences, and the Problems of Sex*. U Cal Press.

Forman, Paul. "Beyond Quantum Electronics." *Historical Studies in the Physical Sciences* 1987 18: 149-229.

Galison, Peter. *Image and Logic*. Harvard University Press. Introduction and ch. on physics and the war.

Gilbert, Scott. *Cellular Politics: Goldschmidt, Just, and the Attempt to Reconcile Embryology and Genetics. The American Development of Biology*. Ed. By K. Benson, J. Maeinschein, and R. Rainger. New Brunswick: Rutgers U. Press.

Heims, Steve. 1991 *Constructing a Social Science for Post-War America*. Cambridge: MIT Press.

Kevles, Daniel. 1997. *The Physicists*. Cambridge: Harvard.

Kevles, Daniel. *The Code of Codes*.

Larson, Edward J. *Sex, Race, and Science: Eugenics in the Deep South*. Baltimore, MD. Johns Hopkins University Press. 1995.

Leslie, Stuart. *The Cold War and American Science*. New York: Columbia University Press.

Manning, Kenneth R. 1985. *Black Apollo of science: The life of Ernest Everett Just*. New York: Oxford University Press.

Merchant, Carolyn. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill: UNC Press, 1989.

Noble, David. *America by Design*. New York: Oxford, 1977.

Reingold, Nathan. *Science American Style*. New Brunswick: Rutgers, 1991.

Rosenberg, Charles. *No Other Gods*. Baltimore: Johns Hopkins, 1997. Ch. 14.

Spanier, Bonnie. *Impartial Science*. Bloomington, IN: Indiana U Press, 1995.

Starr, Paul. 1984 *The Social Transformation of American Medicine*. Basic.

Terry, Jennifer. *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. Chicago: U Chicago Press. 1999.

RELIGION

PreHistory

Clovis culture (18,000 – 8,000 BC): From what we can tell from artifacts and petroglyphs, the early religion of the Clovis culture was shamanistic, with also an emphasis on the moon, sun, and stars.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): Pueblo Indians. The Pueblo culture is known to us through rock paintings and petroglyphs. In the desert Southwest, near Blythe, California, large geoglyphs of animals, people, and constellations are visible from above, making it possible that there were beliefs here as well as in other American cultures the principle Creation Myth involved contact with beings from the stars.

Eastern Woodlands (1000 BCE – 1000 AD): The indigenous peoples of the Eastern Woodlands shared a belief in the Great Spirit as the creator of the world, in which the most important feature was the harmonious co-existence between all animals, plants, landforms, and life forms (including people). The spiritual world was believed to interact with the physical world, and that it could be seen in often unexpected manifestations such as messages transmitted by means of animals, etc.

Discussion/Questions

The little we know about the religious beliefs of the early Clovis-era culture often has to do with the petroglyphs found in caves. Consider the types of petroglyphs and carvings that have been found. What are some of the possible religious beliefs represented by hunting scenes and diagrams of constellations, the sun, moon, and geometrical shapes?

Readings

Ahlstrom, Sydney E. *A Religious History of the American People*. New Haven: Yale University Press, 1972.

Curtis, Finbarr. *The Production of American Religious Freedom*. New York: New York University Press, 2016.

Jenkins, Philip. *Mystics and Messiahs: Cults and New Religions in American History*. New York: Oxford University Press, 2000.

Lacome, Denis. (2014). *Religion in America: A Political History*. New York: Columbia UP.

Muravchik, Stephanie. *American Protestantism in the Age of Psychology*. New York: Cambridge University Press, 2011.

Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.

Porterfield, Amanda, and John Corrigan, eds. *Religion in American History*. Malden, Mass.: Wiley-Blackwell, 2010.

Rohrer, S. Scott. *Wandering Souls: Protestant Migrations in America, 1630-1865*. Chapel Hill: University of North Carolina Press, 2010.

Waldman, Steven. *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America*. New York: Random House, 2008.

PHILOSOPHY

Pre-Columbian (Classical)

Southwest Pueblo (1200 BCE – 1300 AC): The philosophy of the Pueblo and Southwest Indian cultures was very much aligned with the idea that every act is a sacred one, and that one should respect the gods and seek balance. The key beliefs emphasized the role of “medicine” which is to say spirit, and that the spiritual leaders (medicine men) were a blend of religious leader and teachers of philosophical beliefs, ethics, and ideas about existence.

Eastern Woodlands (1000 BCE – 1000 AD): For the Native American Indians of the Eastern Woodlands, all of nature and reality is a manifestation of the Great Spirit. Thus, the philosophical emphasis was on not just on existential ideas and ontological issues (beingness), but also in ethics, and that humanity should consider every aspect of the phenomenal world to be one and the same as the Great Spirit. This is a very unifying belief, and one that requires great reverence to nature as well as close regard of occurrences, which could be considered signs useful for decision-making.

Discussion/Questions

The philosophical beliefs of the people in the Americas before the arrival of the Europeans were closely aligned with their religious and social beliefs. For example, ideas about reality and the relationship between humans and Nature were often reflected by the overall cosmology that explained the origin of humans, animals, and the earth vis a vis the gods or the Great Spirit. What are some of the main ideas of the Southwest Pueblo Indians and those of the Eastern Woodland Indians? How do they reflect a relationship between human beings and the world at large?

Readings

Blau, Joseph L. *Men and Movements in American Philosophy*. Englewood Cliffs, NJ: Prentice-Hall, 1952.

Borradori, Giovanna. *The American Philosopher*. Chicago: University of Chicago Press, 1994.

Cohen, Morris. *American Thought*. Glencoe, IL: The Free Press, 1954.

Fisch, Max H. (ed.). *Classic American Philosophers*. New York: Appleton-Century-Crofts, 1951.

Stuhr, John J. (ed.). *Pragmatism and Classical American Philosophy*, second edition. Oxford: Oxford University Press, 2000.

Waters, Anne S. *American Indian Thought*. Oxford: Blackwell, 2003.

West, Cornell. *The American Evasion of Philosophy*. Madison: University of Wisconsin Press, 1989.

White, Morton (ed.). *Documents in the History of American Philosophy*. New York: Oxford University Press, 1972.

ART

PreHistory

Clovis culture (18,000 – 8,000 BC): The Clovis cultures did not paint, but they were prodigious tool-makers, and fashioned spear points, blades, drills, needles, and scrapers, which they used in foraging for plants, hunting small animals, and fishing. They carved lines and shapes into the walls of caves (petroglyphs), but very little has been found as yet.

Classical

Southwest Pueblo (1200 BCE – 1300 AC): The Pueblo Indians painted their dwellings and also used sand paintings in their ceremonies. Hohokam rock art can be found in the valleys in southern and south-central Arizona, which they turned into an agricultural center by means of irrigation canals. The rock art of the Hohokam included both petroglyphs (designs chipped away on the rock) and pictographs (designs painted on the rock). The designs include abstract art (circles, crosses, spirals, and meandering lines) and also representational art, with birds, snakes, mammals, and humans. It is believed that the art was created in conjunction with ceremonies.

Eastern Woodlands (1000 BCE – 1000 AD): The Algonquin, Mohawk, Seneca, Abenaki and others of the Northeast decorated their clothing and their wampum belts (belts made of beads shaped from shells). The Eastern Algonquian peoples of Canada and the northern U.S. painted flowers, abstract designs, and figures of people on their belts and clothing.

Discussion/Questions

The earliest inhabitants of North America created artifacts that were highly utilitarian such as finely crafted awls, blades, and spearpoints, and they used their tools to carve glyphs in the walls of caves and on rocks. When we consider that their religion was shamanistic, and it often involved assuming the attributes of an animal. Given the convergence of art and religious beliefs, what are some of the possible ways that art was used in the early civilizations before the arrival of the Spaniards, English, Dutch, and French?

Readings

Berlo, Janet Catherine. (2014) *Native North American Art. 2nd edition*. Oxford: Oxford UP.

Craven, Wayne. (2002) *American Art: History and Culture*. Saddle River, NJ: McGraw-Hill.

Doss, Erika. (2002) *Twentieth-Century American Art*. Oxford: Oxford UP.

Groseclose, Barbara. (2000) *Nineteenth-Century American Art*. Oxford: Oxford UP.

Hughes, Robert. (1991) *The Shock of the New: The Hundred-Year History of Modern Art – Its Rise, Its Dazzling Achievement, Its Fall*. New York: Knopf.

Wright, Tricia. (2007) *Smithsonian Q&A: American Art and Artists: The Ultimate Question and Answer Book*. New York: Harper.

LITERATURE

PreHistory

Clovis culture (18,000 – 8,000 BC): There was no literature as we would know it today, although there were signs of the existence of narratives, oral traditions, and religious practices as evidenced in petroglyphs, cave carvings, and geoglyphs (large earthwork design in the desert southwest).

Classical

Southwest Pueblo (1200 BCE – 1300 AC): There were no written books, scrolls, or codices. However, there was a tradition of sand paintings that told stories. They constituted a type of literature, but it would be more accurate to ascribe them to scripts and oral narrative / folklore.

Eastern Woodlands (1000 BCE – 1000 AD): Among the civilizations of the Eastern Woodlands, there were no codices or written texts. However, there was a system of communication via wampum, which were patterns in beads. This concept extends the idea of literature – it's more realistically a kind of script.

Discussion/Questions

Early literature in North America was closely connected to religion. However, it was not the formal religion that was to become more prominent in the late 18th century and later. It had to do with a worldview that attempted to instruct the human being where his or her place was in the world and how to maintain equilibrium. Discuss how religion and literature have a close connection in such a world.

Readings

Blaisdell, Bob. (2014). *The Dover Anthology of American Literature*. NY: Dover.

Bloom, Harold (1994). *The Western Canon*.

Drolet, Michael, ed. *The Postmodernism Reader: Foundational Texts*. New York, NY and London, UK: Routledge, 2003.

Foster, Hal. *The Anti-Aesthetic: Essays on Postmodern Culture*. New York: New Press, 2002.

Foster, Hal, Rosalind Krauss, Yves-Alain Bois, and Benjamin H. D. Buchloh. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. New York: Thames & Hudson, 2004.

Franklin, Wayne, and Philip F. Gura, Jerome Klinkowitz, Arnold Krupat, Mary Loeffelholz. (2011) *Norton Anthology of American Literature*, 8th edition. NY: Norton.

Lentricchia, Frank (1994) *The Edge of Night*. NY: Random House.

Nelson, Dana D., Joseph Csicsila, Shelley Fisher Fishkin, James S. Leonard, David Bradley, George McMichael (2010). *Anthology of American Literature*. Longman Publishers

Rorty, Richard (1999) *Philosophy and Social Hope*. London: Penguin.

Fiedler, Leslie. (1960) *Love and Death in the American Novel*.

Gates Jr., Henry Louis. (1987) *The Signifying Monkey: A Theory of African American Literary Criticism*. Oxford: Oxford UP.

Trilling, Lionel (1950) *The Liberal Imagination*. London: Secker and Warburg.

POSTCLASSICAL PERIOD

In North America, post-Classical civilizations built vast earth works, mounds, and platforms for ceremonial as well as governmental or administrative purposes. They practiced horticulture, and their crops centered around corn, beans, squash, and in some cases, peppers. They established vast trade networks, and their cities were built in a well-organized geometrical patterns. And yet, for all their accomplishments, by the time the Europeans arrived, they were already in decline. We are just now uncovering the puzzle pieces to the mystery of how they lived, what they believed, and why they began to decline.

POLITICAL HISTORY

GOVERNMENT

Mississippian (800 – 1500 AD): The governance was structured around a religious elite, who governed in conjunction with chiefs and chiefdoms. The highest rank was that of the “Paramount Chief,” who was able to demand tribute from the people. The lower-ranking elites were often related by blood to the Paramount Chief. Because the chiefdoms relied on authoritarian rule, they tended to dissolve or fragment when there were any threats to the Paramount Chief.

Discussion/Questions

The early societies in North America flourished when they had responsive systems of organization that allowed them to be flexible. For example, the clans and tribal groups in the northeast were able to establish confederacies that allowed them to trade with each other and also provide defense against common enemies. Discuss how and why having religious leaders made sense in their agriculturally-based economies.

Readings

Bastiat, Frederic. (2013) *The Law*. Creative Commons.

Fineman, Howard. (2009) *The Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country*. New York: Random House.

Friedman, Milton. (2002) *Capitalism and Freedom*. Chicago: University of Chicago Press.

MILITARY

Mississippian (800 – 1500 AD): The Mississippian culture was very sophisticated, and had mastered the construction of extremely complex engineered earthworks, pyramids, drainage systems, and waterworks. Their economy was reliant upon trade, and both the trade routes and the territories were coveted, not just for access to supply of goods, but also as markets. So, there were warriors and a standing military that functioned to protect the trade routes. Similar activities occurred in contemporaneous cultures such as the Toltecs and Maya, to the south. The Mississippian Period people produced artifacts that demonstrate their involvement in warfare with other groups or clans. They manufactured objects of stone, shell, and copper. In Tennessee, the Dover chert was used for creating knives, swords, and discs that could have been used in both war and in rituals. Their mortuary behavior suggests that warriors were respected, since that is where representations of weapons, war costumes, and falcons can be found.

Discussion/Questions

The first need for military forces had to do with protection. The protection had to do with communities, but also with the lifelines, which is to say trade routes. Describe how the early North American civilizations protected their communities and their trade routes.

Readings

National Interest. (2017) The Five Biggest Disasters in American Military History.
<http://nationalinterest.org/feature/the-five-biggest-disasters-american-military-history-11536>

National Archives (2017) American Military History
<https://www.archives.gov/research/aic/reference/military/american-military-history.html>

Office of the Historian. U.S. Diplomacy and Yellow Journalism, 1895 – 1898.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Schulman, Marc. (2015) Economics and the American Civil War. History Central.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

U.S. Army. (1989) Center of Military History. American Military History.
<https://history.army.mil/books/AMH/amh-toc.htm>

SOCIAL HISTORY

SOCIAL STRUCTURE

Mississippian (800 – 1500 AD):

In many ways, the Mississippian Culture was similar to that of the Maya and the Aztec. There were kings, princes, and princesses who were part of a royal family. They participated in religious rites and had important roles. However, the role of High Priest was an important one, and it was independent of the royal family. The priests were a very high ranking. In addition, there were individual citizens, warriors, and craftsmen.

Discussion/Questions

Religious leaders were an important part of North American civilizations, and they often occupied the top rungs of society. The Mississippian mound builders constructed elaborate cities with massive platforms and centers reserved for ceremonies and public spectacles. Discuss how the mounds and the urban layouts reinforced the power and prestige of a religious elite.

Readings

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (1984, Harvard University Press)

Bowles, Samuel, et al (Editors). *Unequal Chances: Family Background and Economic Success* (2005, Princeton University Press)

Frank, Robert; Cook, Phillip J. *The Winner-Take-All Society: Why the Few at the Top Get So Much More Than the Rest of Us* (1996, Penguin)

Fussell, Paul. *Class: A Guide Through the American Status System* (1983, Touchstone Books)

Kingston, Paul W. *The Classless Society* (2000, Stanford University Press)

Lareau, Annette *Unequal Childhoods: Class, Race, and Family Life* (2003, University of California Press)

Neckerman, Kathryn M. (Editor) *Social Inequality* (2004, Russell Sage Foundation)

Shipler, David K. *The Working Poor: Invisible in America*. (2004, Knopf).

Walls, Jeannette. *The Glass Castle*. (New York: Virago, 2005).
<https://www.theguardian.com/books/2005/apr/03/biography.features>

GENDER

Mississippian (800 – 1500 AD):

We know that gender roles existed for men, as they assumed roles of warriors and also of spiritual guides. The artifacts encountered in the mounds, such as ceramics, demonstrate an interest in fertility, and clearly the role of the woman was that of a mother.

Discussion/Questions

In early traditions, women and men were assigned gender based on their ability to give birth. Lineage and family relations were considered to be most logically traced to the mother, since paternity could always be called into question. One would think that tracing family lineage through the mother would necessitate parallel power structures, but that was not necessarily the case. Discuss the role of gender and cultural power in early societies.

Readings

Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, 20th Anniversary Edition. New York and London: Continuum, 2010.

Agrawal, Arun and Clark C. Gibson, eds. *Communities and the Environment: Ethnicity, Gender, and the State in Community-Based Conservation*. Rutgers University Press, 2001.

Alaimo, Stacy. *Bodily Natures: Science, Environment, and the Material Self*. Bloomington, IN: Indiana University Press, 2010.

Bridenthal, Renate, Claudia Koonz, Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflon, 1987.

Connecting Spheres: Women in the Western World 1500 to the Present. (New York: Oxford University Press, 1987).

Dubois, Ellen Carol, and Vicki Ruiz, eds., *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*. Routledge, 1990.

Fraser, Nancy, *Unruly Practices*. 1989.

Grosz, Elizabeth, *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Hewitt, Nancy. "Beyond the Search for Sisterhood: American Women's History in the 1980's," *Social History* 10 (Oct 1985): 299-322.

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs* (Winter, 1992): 251-74

Hirsch, Marianne and Evelyn Fox Keller, ed *Conflicts in Feminism*. (1990).

Hooks, Bell. *Feminist Theory from Margin to Center*. (1984) or selections from *Cherrie Moraga, This Bridge Come Back: Writings by Radical Women of Color*. (1981)

Nicholson, Linda. *Feminism / Postmodernism*. New York: Routledge, 1990. (Especially the introduction by Nicholson.)

Smith-Rosenberg, Carroll. Disorderly Conduct. New York: A.A. Knopf, 1985.

ECONOMIC HISTORY

INNOVATION

Mississippian (800 – 1500 AD): The Mississippian peoples whose largest settlement was in Cahokia (modern-day Saint Louis area), lived along the Mississippi River and its tributaries. Its governmental center was in Spiro, Oklahoma, where there were complexes of large “mounds” (complexly engineered earthen pyramids), along with a water system. Their civil engineering innovations were impressive, with pyramids, large earthworks, drainage systems, irrigation, and retaining walls. They also developed boats capable of transporting cargo in extensive trade voyages along rivers.

Discussion/Questions

When Columbus and the other Europeans arrived in the Americas, they did not find a barren wasteland devoid of organization or civilization, although at times it was convenient to depict American indigenous peoples in a negative light. Instead, they found elaborate cities with complex engineering, and systems of agriculture that allowed stable communities to emerge. Describe some of the agricultural and engineering innovations of the peoples in America before the Europeans.

Readings

Bey, Lee. (2016). Lost cities #8: mystery of Cahokia – why did North America’s largest city vanish? The Guardian. August 17, 2016. <https://www.theguardian.com/cities/2016/aug/17/lost-cities-8-mystery-ahokia-illinois-mississippians-native-americans-vanish>

Hughes, Thomas P. (2004) American Genesis: A Century of Invention and Technological Enthusiasms, 1870 – 1970. 2nd Ed. Chicago: University of Chicago Press.

Pacey, Arnold. (1991) Technology in World Civilization: A Thousand-Year History. Boston: MIT Press.

Seppa, Nathan. (1997). “Metropolitan Life on the Mississippi” Ancient Cahokia. The Washington Post. March 12, 1997. <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

Stearns, Peter. (2012) The Industrial Revolution in World History. 4th ed. London: Taylor & Francis.

Taylor, Mitch. (2011) Ford Model T – How to Start & How to Drive: <https://youtu.be/QxfHMTgg2d8>

Wisconsin Historical Society. Mississippian Culture and Aztlan. <https://www.wisconsinhistory.org/turningpoints/tp-003/> Great site with original documents and primary sources.

TRADE

Mississippian (800 – 1500 AD): As the architects of large population centers and earthworks (mounds / pyramids) all along the Mississippi River and its tributaries, the Mississippian established complex and far-reaching trade networks. At mounds in Cahokia (East St. Louis, IL), Spiro (Oklahoma), and Moundville (Tuscaloosa, AL), artifacts using raw material from far away have been found, including copper from the Great Lakes, quartz from Hot Springs, Arkansas, and shells from the Gulf of Mexico.

Discussion/Questions

There were four different pulses in the Mound Builders' historical development, and it is believed that the Mississippian, with its communities positioned along the Mississippi River and its tributaries was the most extensive and dependent on trade. Describe the different artifacts that contained materials obtained from many miles away, and explain why they might have been useful to the Mississippian mound building communities of Cahokia, Spiro, and Tuscaloosa.

Readings

Dolin, Eric Jay. (2011) *Fur, Fortune, and Empire: The Epic History of the Fur Trade in America*. NY: W. W. Norton.

Lind, Michael (2013) *Land of Promise: An Economic History of the United States*. New York: Harper.

San Jose State University Department of Economics. (ND) *The Economic History of the United States*. <http://www.sjsu.edu/faculty/watkins/econhist.htm>

CULTURAL HISTORY

SCIENCE

Mississippian (800 – 1500 AD): The great Mound Builders of the Mississippi Valley of North America were masters of construction science as they build ceremonial platforms, irrigation ditches, and also earthworks in the shape of sine waves (the famous "Serpent Mounds." In addition, they were students of astronomy and had rituals that coincided with positions of the sun, moon, and stars. They also needed to understand geology and civil engineering to be able to construct ceremonial mounds.

Question

Early cultures used science and technology in conjunction with their social, religious, and commercial lives. Describe how astronomy figured into the religious lives of early civilizations in North America. Then, explain how a knowledge of geology and construction science were necessary in the construction of cliff dwellings, ceremonial mounds, and more.

Readings

Clarke, Adele E. 1998 *Disciplining Reproduction: Modernity, American Life Sciences, and the Problems of Sex*. U Cal Press.

Forman, Paul. "Beyond Quantum Electronics." *Historical Studies in the Physical Sciences* 1987 18: 149-229.

Galison, Peter. *Image and Logic*. Harvard University Press. Introduction and ch. on physics and the war.

Gilbert, Scott. *Cellular Politics: Goldschmidt, Just, and the Attempt to Reconcile Embryology and Genetics. The American Development of Biology*. Ed. By K. Benson, J. Maeinschein, and R. Rainger. New Brunswick: Rutgers U. Press.

Heims, Steve. 1991 *Constructing a Social Science for Post-War America*. Cambridge: MIT Press.

Kevles, Daniel. 1997. *The Physicists*. Cambridge: Harvard.

Kevles, Daniel. *The Code of Codes*.

Larson, Edward J. *Sex, Race, and Science: Eugenics in the Deep South*. Baltimore, MD. Johns Hopkins University Press. 1995.

Leslie, Stuart. *The Cold War and American Science*. New York: Columbia University Press.

Manning, Kenneth R. 1985. *Black Apollo of science: The life of Ernest Everett Just*. New York: Oxford University Press.

Merchant, Carolyn. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill: UNC Press, 1989.

Noble, David. *America by Design*. New York: Oxford, 1977.

Reingold, Nathan. *Science American Style*. New Brunswick: Rutgers, 1991.

Rosenberg, Charles. *No Other Gods*. Baltimore: Johns Hopkins, 1997. Ch. 14.

Spanier, Bonnie. *Impartial Science*. Bloomington, IN: Indiana U Press, 1995.

Starr, Paul. 1984 *The Social Transformation of American Medicine*. Basic.

Terry, Jennifer. *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. Chicago: U Chicago Press. 1999.

RELIGION

Mississippian (800 – 1500 AD): Throughout the Mississippi River embayment and Mississippi, Ohio River, Red River, and Arkansas River watersheds, there are ruins referred to for years as “mounds.” They are the ruins of temples / ceremonial courts / ball courts. There were clear connections between the spiritual beliefs of the trading partners, with shared knowledge of the stars, moon, sun and calendars. There was potential sacrifice of human beings, but it does not seem to have been as widespread as to the south.

Discussion/Questions

The little we know about the religious beliefs of the early Clovis-era culture often has to do with the petroglyphs found in caves. Consider the types of petroglyphs and carvings that have been found. What are some of the possible religious beliefs represented by hunting scenes and diagrams of constellations, the sun, moon, and geometrical shapes?

Readings

Ahlstrom, Sydney E. *A Religious History of the American People*. New Haven: Yale University Press, 1972.

Curtis, Finbarr. *The Production of American Religious Freedom*. New York: New York University Press, 2016.

Jenkins, Philip. *Mystics and Messiahs: Cults and New Religions in American History*. New York: Oxford University Press, 2000.

Lacome, Denis. (2014). *Religion in America: A Political History*. New York: Columbia UP.

Muravchik, Stephanie. *American Protestantism in the Age of Psychology*. New York: Cambridge University Press, 2011.

Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.

Porterfield, Amanda, and John Corrigan, eds. *Religion in American History*. Malden, Mass.: Wiley-Blackwell, 2010.

Rohrer, S. Scott. *Wandering Souls: Protestant Migrations in America, 1630-1865*. Chapel Hill: University of North Carolina Press, 2010.

Waldman, Steven. *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America*. New York: Random House, 2008.

PHILOSOPHY

Mississippian (800 – 1500 AD): The Mississippian cultures possessed ideas about reality that were very similar to those in the MesoAmerican cultures of the Maya and the Olmec. For example, they believed in an animistic dimension of power and origins life, resulting in a belief that woodpeckers, rattlesnakes, spiders, and other animals possessed supernatural powers.

Discussion/Questions

The philosophical beliefs of the people in the Americas before the arrival of the Europeans were closely aligned with their religious and social beliefs. For example, ideas about reality and the relationship between humans and Nature were often reflected by the overall cosmology that explained the origin of humans, animals, and the earth vis a vis the gods or the Great Spirit. What are some of the main ideas of the Southwest Pueblo Indians and those of the Eastern Woodland Indians? How do they reflect a relationship between human beings and the world at large?

Readings

Blau, Joseph L. *Men and Movements in American Philosophy*. Englewood Cliffs, NJ: Prentice-Hall, 1952.

Borradori, Giovanna. *The American Philosopher*. Chicago: University of Chicago Press, 1994.

Cohen, Morris. *American Thought*. Glencoe, IL: The Free Press, 1954.

Fisch, Max H. (ed.). *Classic American Philosophers*. New York: Appleton-Century-Crofts, 1951.

Stuhr, John J. (ed.). *Pragmatism and Classical American Philosophy*, second edition. Oxford: Oxford University Press, 2000.

Waters, Anne S. *American Indian Thought*. Oxford: Blackwell, 2003.

West, Cornell. *The American Evasion of Philosophy*. Madison: University of Wisconsin Press, 1989.

White, Morton (ed.). *Documents in the History of American Philosophy*. New York: Oxford University Press, 1972.

ART

Mississippian (800 – 1500 AD): The Mound dwellers of the Mississippian painted the inner rooms of their dwellings, and also the walls of caves. Very little is known about these architects of the Mississippi River Valley because by the time that the Europeans visited their lands, there was little left except their

abandoned structures. Their pottery was painted, generally with geometric shapes, but also in the shape of animals.

Discussion/Questions

The people of the Mississippian cultures were expressive and artistic. They created highly decorated implements such as ceramic vessels and figurines, as well as stones carved into the shape of insects. When we consider that their religion was shamanistic, and it often involved assuming the attributes of an animal. Given the convergence of art and religious beliefs, what are some of the possible ways that art was used in the early civilizations before the arrival of the Spaniards, English, Dutch, and French?

Readings

Berlo, Janet Catherine. (2014) *Native North American Art. 2nd edition*. Oxford: Oxford UP.

Craven, Wayne. (2002) *American Art: History and Culture*. Saddle River, NJ: McGraw-Hill.

Doss, Erika. (2002) *Twentieth-Century American Art*. Oxford: Oxford UP.

Groseclose, Barbara. (2000) *Nineteenth-Century American Art*. Oxford: Oxford UP.

Hughes, Robert. (1991) *The Shock of the New: The Hundred-Year History of Modern Art – Its Rise, Its Dazzling Achievement, Its Fall*. New York: Knopf.

Wright, Tricia. (2007) *Smithsonian Q&A: American Art and Artists: The Ultimate Question and Answer Book*. New York: Harper.

LITERATURE

Mississippian (800 – 1500 AD): Throughout the Mississippi River embayment and Mississippi, Ohio River, Red River, and Arkansas River watersheds, there are ruins referred to for years as “mounds.” They are the ruins of temples / ceremonial courts / ball courts. There were clear connections between the spiritual beliefs of the trading partners, with shared knowledge of the stars, moon, sun and calendars. There was potential sacrifice of human beings, but it does not seem to have been as widespread as to the south.

Discussion/Questions

The Mississippian cultures did not have a written language, but they did leave behind their stories in the form of glyphs, shapes, petroglyphs, and earthworks. For example, the long, undulating mound in the shape of a sine wave (which has been considered a serpent), clearly ties to beliefs and stories about supernatural powers and also ideas about the constellations. Describe how you might go about finding the “literature” of the Mississippian cultures.

Readings

Blaisdell, Bob. (2014). *The Dover Anthology of American Literature*. NY: Dover.

Bloom, Harold (1994). *The Western Canon*.

Drolet, Michael, ed. *The Postmodernism Reader: Foundational Texts*. New York, NY and London, UK: Routledge, 2003.

Foster, Hal. *The Anti-Aesthetic: Essays on Postmodern Culture*. New York: New Press, 2002.

Foster, Hal, Rosalind Krauss, Yves-Alain Bois, and Benjamin H. D. Buchloh. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. New York: Thames & Hudson, 2004.

Franklin, Wayne, and Philip F. Gura, Jerome Klinkowitz, Arnold Krupat, Mary Loeffelholz. (2011) *Norton Anthology of American Literature*, 8th edition. NY: Norton.

Lentricchia, Frank (1994) *The Edge of Night*. NY: Random House.

Nelson, Dana D., Joseph Csicsila, Shelley Fisher Fishkin, James S. Leonard, David Bradley, George McMichael (2010). *Anthology of American Literature*. Longman Publishers

Rorty, Richard (1999) *Philosophy and Social Hope*. London: Penguin.

Fiedler, Leslie. (1960) *Love and Death in the American Novel*.

Gates Jr., Henry Louis. (1987) *The Signifying Monkey: A Theory of African American Literary Criticism*. Oxford: Oxford UP.

Trilling, Lionel (1950) *The Liberal Imagination*. London: Secker and Warburg.

EARLY MODERN PERIOD

In Colonial (or Early Modern) times, North American behavior was deeply linked to either a quest for economic advancement (and adventure) or religious belief systems. For that reason, although much of the early literature of North American writers could be considered imitative of European forms, the content and underpinning philosophical and psychological realities are quite different. The Early Modern in North America been characterized by a combination of practicality, creative self-expression, and a desire to use all aspects of scientific, artistic, and business innovative activity as a way to embody the values and beliefs of their culture and society. Identity has been at the heart of the behavior of the colonizers of America. In contrast, survival and the quest to achieve human dignity were at the core of the experience for the Native Americans and Africans.

POLITICAL HISTORY

GOVERNMENT

Native Americans: Native American tribes or groups were those separated by language, tradition, culture, and leadership. The tribes were governed by different bands, usually related by family, and they were self-sufficient. Some tribes selected their chiefs through councils, while others selected them based on their prowess in war and raiding.

French Colonial Empire: The French colonies in North America were governed by the king of France, who was an absolute monarch, and also by a strict notion of cultural uniqueness, resulting in the imposition of Christianity (Catholicism) and French culture. The French were interested in protecting trade routes and the acquisition of furs and other exportable items, and so they were quick to establish a court system and a rule of law. The ultimate authority rested in the King of France. The French set up a system of fortifications along the Mississippi River that also served as protected trading posts.

English Colonial Governments: The British colonies were divided into separate colonies, and each had its Governor, court system, and systems of collecting taxes, as well as providing protection against attacks by Indians and the pesky French. The British government sought to encourage permanent settlements and the establishment of prosperous businesses that would result in increased wealth in Britain.

Spanish Colonial Governments: The Spanish monarchy was most interested in gold and silver, and so their system of government had much to do with establishing Viceroyalties and "latifundias" that maintained connections to Spain. Most important positions were filled by "peninsulares" (people from the Iberian Peninsula), and they were required to maintain order as well as to collect "la quinta" or the 20 percent tax on all production.

Dutch Governance: The Dutch established cities and trading networks along the Hudson River in the state of New York. Their goal was to establish trade as well as a financial network, which included joint stock companies. Much of New York City's unique character was shaped by a sense of identity that based itself on creating joint stock companies and supporting trade networks.

Early Post-Revolutionary Government: The breakaway colonies formed a Continental Congress and a Continental Army. When the final battle of the Revolutionary War was fought (the Battle at Yorktown), and the Continental Army, together with French military members, Prussian mercenaries, and other, the United States was formed, which was in essence, a loose confederacy between the 13 colonies, now states. They were united through the U.S. Constitution, but the States preserved their right to have maintain control over local laws and government, although Federal government would supercede it.

Discussion/Questions

The colonial governments were required to serve the needs of the imperial nations. For example, the French government benefited from trade networks that yielded very valuable furs as well as being able to

establish control over waterways such as the Mississippi River. The British empire was dependent upon taxes to subsidize a series of very expensive wars. The Spanish relied on the quinta (20 percent tax) for their expenses at home. Describe how a dependency on funds from the colonies led to mistrust and poor relations between the colonists and the colonizing nations.

Readings

Bastiat, Frederic. (2013) The Law. Creative Commons.

Fineman, Howard. (2009) The Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country. New York: Random House.

Friedman, Milton. (2002) Capitalism and Freedom. Chicago: University of Chicago Press.

MILITARY

Eastern Woodlands Native Americans: The Native Americans in the Eastern Woodlands of northeastern North America were militarized by the French, who used them to attack the English who were competing for the territory. The French also attacked the Native Americans at times when they were not able to completely subjugate the Native Americans so that they provided furs and assistance in their own exploration and trapping ventures.

Continental North America Native Americans: Although some of the tribes created confederations in order to bolster their force size and impact and they strategically planned attacks on settlers and English / French troops, in general the Native Americans were positioned as underdogs and their stance was largely defensive. They were simply trying to keep from having their lands confiscated and their peoples enslaved or humiliated.

Spanish / English conflicts in the South: At first, some of the local tribes which came in contact with the Spanish explorers offered hospitality. After word spread of the Spanish explorers' disappointingly bloodthirsty and culture-extermimating interactions in New Spain (Mexico), the local tribes did everything possible to defend their territories and their way of life. They were not successful in the end, but they were a feared and fearful adversary, mainly through their skillful use of guerrilla tactics and their adept use of gruesome tactics which were highly effective in psychological warfare.

Revolutionary War -- new methods: Perhaps developed from masters in the tactic, the Eastern Woodlands tribes during the French-Indian wars, guerrilla warfare, was adopted by the Continental Army. While some of the Continental Army followed the agreed upon Rules of Engagement, many did not. The Continental Army was the most formal. They had uniforms and even were paid stipends by the States. They were issued uniforms and weapons, and many were well funded. However, the American Militia troops were in a different category. Hessian (German) mercenaries constituted around one-third of the combatants on the side of the Colonists (the belligerents). They were paid by the German government, who loaned money to the Americans. French soldiers also served, and were regarded by all as the most decent and unlikely to commit war atrocities or steal property from civilians. They were provided by Louis XVI, who was promised repayment (it never happened, and the Americans never paid their debt). Finally, Americans at home got caught up in the war. Many of the American citizen-soldiers wore home-spun clothing. They were self-funded, and often gained their weapons by attacking the British and stealing their supplies. They had a reputation for cruelty. In addition to other guerrilla techniques both the Continental Army and the American Militia relied heavily on spies and spy networks

Black Market and Informal Trading Networks: Outlaws, Pirates, Buccaneers, Corsairs: The informal economy (contraband, smuggling, piracy, counterfeiting) thrived in the loose and lawless new nation and its territories. Because of the fragile fabric of self-defense in the colonial era and the early years of the new Republic, it was often necessary for the criminal (or at least illicit) enterprises to have their own security. In many cases, the security for the criminal enterprises was much better funded, manned, and equipped than the military forces that were supposed to keep criminal activity at bay.,

Discussion/Questions

1. The Incas “franchised” their brand through an extensive confederation of city states, tribes, and outlying groups. Trade networks were held together by common beliefs, but more than that, by their “quipus”, the knotted string accounting, messaging, and inventorying system that allowed the groups to communicate by means of the language of math and calculations. Describe the potential strengths and weaknesses of an economy based primarily on relationships and accounting.

2. The American Revolution was fought by regular military forces (the Continental Army and the British), but it was won by informal forces – the Prussian mercenaries, the French consignees, and finally, the militia, which consisted of a ragtag collection of pioneers defending their own homes. Explain the ways in which the British forces had difficulties in winning the war.

Readings

National Interest. (2017) The Five Biggest Disasters in American Military History.
<http://nationalinterest.org/feature/the-five-biggest-disasters-american-military-history-11536>

National Archives (2017) American Military History
<https://www.archives.gov/research/alic/reference/military/american-military-history.html>

Office of the Historian. U.S. Diplomacy and Yellow Journalism, 1895 – 1898.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Schulman, Marc. (2015) Economics and the American Civil War. History Central.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

U.S. Army. (1989) Center of Military History. American Military History.
<https://history.army.mil/books/AMH/amh-toc.htm>

SOCIAL HISTORY

SOCIAL STRUCTURE

English Colonies:

Many of the inhabitants of the English colonies came to America to escape religious and political persecution or to pursue economic opportunities. Most would have been considered middle class but there were many who were considered landed gentry, even as there were many who simply wanted to try make their fortune in the New Land.

Religious dissenters: Perhaps the most cohesive group were the religious dissenters. They were middle class and tended to be free thinkers who educated their children at home. They included Puritans, Pilgrims, Quakers, and other independent groups.

Younger sons of the landed gentry with charters from the Crown: Younger sons who would not inherit the land in their families (thanks to entailed estates) often emigrated to America to make their fortune. They were often given charters from the Crown, which was essentially a permit to explore, stake, and claim any land that was not yet claimed by the Crown. This approach was encouraged because it set up a rivalry with the French, who were doing everything they could to win the “land grab.”

Indentured servants: Young men and boys from poorer classes did not have the funds to sail to America. So, their families helped them find position as apprentices to a tradesman in America. After a

certain number of years of working and being trained in the profession, the contract was satisfied and the individual received his freedom again.

Mercenary soldiers: Prussian soldiers were extremely disciplined and skillful, and they trained the American Continental Army. Motivated by rancor toward England as well as funds from France, the Prussians were considered to be in the military class, and as such, the officers tended to be from nobility.

Slaves: Most slaves were descended from individuals who had been kidnapped and sold from their homes in West Africa. As slaves, and literally the property of another person, they occupied the lowest level of the social hierarchy. They could not own land, vote, have freedom of movement, and were often abused and treated worse than animals.

African freedmen: There were Africans and African Americans who were free, but they were few and far between. There were some freed slaves who came from the Caribbean who were of mixed race.

Dutch Colonies:

Entrepreneurs: The great majority of Dutch colonists were entrepreneurs and businessmen, often setting up financing for commerce and trade. Their centers were along the Hudson River, with large settlements in New Amsterdam, now known as New York. There were also settlements near Albany in Voorheesville and Fort Orange.

Religious dissenters: Protestants who had been persecuted in France and in England often moved to the Holland. When they had the opportunity to move to America and set up colonies and potentially thrive, they happily did so. They were largely middle class and agrarian.

Spanish Colonies:

Peninsulares: The Peninsulares were those from the Iberian Peninsula and they were at the top of the social hierarchy. They occupied positions of responsibility and trust for the Spanish crown.

Criollos: Criollos were considered "White" because they were descended from Peninsulares. They occupied, with the Peninsulares, the highest rungs of the social order.

Mestizos: Criollos who had children with the indigenous peoples were called "mestizos" and they soon became the most populous social class in the Spanish-controlled part of North America.

Indios: Unfortunately, the indigenous peoples had virtually no rights and were barred from owning land. They lived in tremendous poverty and misery.

French Colonies:

Catholics and priests: The Catholic clergy occupied positions of authority in the French colonies.

French governmental officials and appointees: The representatives of the French monarchy occupied the highest levels of society and were able to make administrative and judicial decisions that affected the lives of all who lived in the French adjudicated areas.

Indians / mixed race: The Indians and mixed-race peoples were consigned to the destiny of all conquered peoples, which is to say that they had almost no status at all in the colonies.

Fur traders and explorers: They were important to the French monarchy and were often well-funded because their ability to explore and claim land for the French crown was vital to the health of the colonies.

Discussion/Questions

The groups who emigrated to North America came from different backgrounds and they had different goals and purposes for coming. Many came to find their fortunes, while others sought to escape persecutions. Others were kidnapped and forced into slavery. Select four or five groups and discuss the degree of opportunity that coming to North America might have offered them.

Readings

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (1984, Harvard University Press)

Bowles, Samuel, et al (Editors). *Unequal Chances: Family Background and Economic Success* (2005, Princeton University Press)

Frank, Robert; Cook, Phillip J. *The Winner-Take-All Society: Why the Few at the Top Get So Much More Than the Rest of Us* (1996, Penguin)

Fussell, Paul. *Class: A Guide Through the American Status System* (1983, Touchstone Books)

Kingston, Paul W. *The Classless Society* (2000, Stanford University Press)

Lareau, Annette *Unequal Childhoods: Class, Race, and Family Life* (2003, University of California Press)

Neckerman, Kathryn M. (Editor) *Social Inequality* (2004, Russell Sage Foundation)

Shipler, David K. *The Working Poor: Invisible in America*. (2004, Knopf).

Walls, Jeannette. *The Glass Castle*. (New York: Virago, 2005).

<https://www.theguardian.com/books/2005/apr/03/biography.features>

GENDER

Puritan Gender Roles: Patriarchal, with man as head of household. Women considered the heads of home-making and child-rearing. Fear of women breaking out of traditional roles as evidenced by witchcraft ..

Planter / Plantation Gender Roles: Much depended on social status. Plantation owners: lord / lady equivalents. Servants similar to England. Sharecroppers and poor planters: shared roles (farming, etc.). Slaves – depended if field workers or house workers. Field: no gender roles – all worked alike. In the house, women in kitchen and cleaning, men in labor / repair roles. Taking care of animals.

Pioneer Gender Roles: Long absences from home (hunting, employment as guides, trading trips, going back East, etc.) resulted in a great deal of independence for women. Women home-schooled as well as maintained house and farm. They trained the children to be part of the home labor force; children were important for farm labor. Unpaid.

Native American Kidnappings: There were unusual gender risks in colonial times in the form of kidnappings of girls and young women by Native American tribes. Child kidnappings happened primarily in the northern part of the U.S. during the seven-year French Indian war in the 1750s. The most publicized, Mary Jemison, was kidnapped near the Pennsylvania / New York border, and she wrote an autobiographical account. She, like many others, chose the Indian way rather than to return. Now, we may think of it as Stockholm Syndrome, but others viewed it as a genuine preference for the Indian philosophy and way of life.

Revolutionary War Gender Roles: Young soldiers, often as young as 12 years of age. Andrew Jackson was such a young boy forced into the armed conflict when British soldiers attacked his home and killed

his mother and father in front of him. Women played important support roles, such as laundry, uniform repair, and more.

Shakers: celibate with gender apartheid (although visiting a preservation garden in the Shaker village near Albany, New York revealed many medicinal herbs targeted to induce miscarriages (!))

Discussion/Questions

When the Europeans arrived in the Americas, there was a gender gap and males far outnumbered females. This imbalance was particularly the case in the frontier. What were some of the social implications of the gender imbalance?

Readings

Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, 20th Anniversary Edition. New York and London: Continuum, 2010.

Agrawal, Arun and Clark C. Gibson, eds. *Communities and the Environment: Ethnicity, Gender, and the State in Community-Based Conservation*. Rutgers University Press, 2001.

Alaimo, Stacy. *Bodily Natures: Science, Environment, and the Material Self*. Bloomington, IN: Indiana University Press, 2010.

Bridenthal, Renate, Claudia Koonz, Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflon, 1987.

Connecting Spheres: Women in the Western World 1500 to the Present. (New York: Oxford University Press, 1987).

Dubois, Ellen Carol, and Vicki Ruiz, eds., *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*. Routledge, 1990.

Fraser, Nancy, *Unruly Practices*. 1989.

Grosz, Elizabeth, *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Hewitt, Nancy. "Beyond the Search for Sisterhood: American Women's History in the 1980's," *Social History* 10 (Oct 1985): 299-322.

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs* (Winter, 1992): 251-74

Hirsch, Marianne and Evelyn Fox Keller, ed *Conflicts in Feminism*. (1990).

Hooks, Bell. *Feminist Theory from Margin to Center*. (1984) or selections from *Cherrie Moraga, This Bridge Come Back: Writings by Radical Women of Color*. (1981)

Nicholson, Linda. *Feminism / Postmodernism*. New York: Routledge, 1990. (Especially the introduction by Nicholson.)

Smith-Rosenberg, Carroll. *Disorderly Conduct*. New York: A.A. Knopf, 1985.

INNOVATION

Inventions: Colonial America was a place where gentlemen farmers and entrepreneurs were motivated to develop inventions to improve productivity and quality of life. They often shared ideas with contacts in England.

Atmospheric steam engine (1712): Thomas Newcomen was the first to develop the atmospheric steam engine, which was the first practical steam engine. It was modified in the American colonies and used in iron-mongering.

Flying Shuttle (1733): John Kay's flying shuttle was developed in England for spinning. It was also implemented in the American colonies in areas that produced flax for linen, wool, and cotton.

Improved steam engine (1769): James Watt improved the steam engine in England, which was exported to the American Colonies where it was used primarily as a steam pump. The piston pump was used in milling and also to move paddles in the first experiments with paddleboats.

Benjamin Franklin: A tireless innovator, Franklin developed the lightning rod, bifocals, and Franklin stove, many of which became fixtures in American homes and lives.

Robert Fulton: In the 1790s, Robert Fulton developed the steamboat (a steam engine powered paddleboat) which he used on the Hudson River. His goal was to show how cargo boats could move from New York City to Albany, allowing the transport of raw materials, equipment, and finished goods.

Agricultural Inventions: Eli Whitney, born in Massachusetts, is credited for changing the face of American industry by inventing the cotton gin and turning cotton into a profitable crop, and making it possible to support a thriving textile industry in New England.

Banking Innovations / Money: Alexander Hamilton, one of the "Founding Financiers," helped develop the Bank of North America and the Bank of New York (1794). They were limited in scope, and were used primarily as savings banks. Loans and insurance companies were not affiliated with banks. Loans were often made by the land owners, or by "monied" individuals.

Discussion/Questions

The colonial settlers used innovations to make their production of raw materials for England to be more efficient. In the Northeast, the need to process the furs, skins, hides, and other materials led to innovations. In the South, the plantations needed improved technology in order to make their operational sustainable. Discuss 4 or 5 of the innovations during Colonial America.

Readings

Bey, Lee. (2016). Lost cities #8: mystery of Cahokia – why did North America's largest city vanish? The Guardian. August 17, 2016. <https://www.theguardian.com/cities/2016/aug/17/lost-cities-8-mystery-ahokia-illinois-mississippians-native-americans-vanish>

Hughes, Thomas P. (2004) American Genesis: A Century of Invention and Technological Enthusiasms, 1870 – 1970. 2nd Ed. Chicago: University of Chicago Press.

Pacey, Arnold. (1991) Technology in World Civilization: A Thousand-Year History. Boston: MIT Press.

Seppa, Nathan. (1997). "Metropolitan Life on the Mississippi" Ancient Cahokia. The Washington Post. March 12, 1997. <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

Stearns, Peter. (2012) The Industrial Revolution in World History. 4th ed. London: Taylor & Francis.

Taylor, Mitch. (2011) Ford Model T – How to Start & How to Drive: <https://youtu.be/QxfHMTgg2d8>

Wisconsin Historical Society. Mississippian Culture and Aztlan. <https://www.wisconsinhistory.org/turningpoints/tp-003/> Great site with original documents and primary sources.

TRADE

Native Americans: Trade networks were established between the French and the Indians of the Northeast, who exchanged fur for firearms, tools, and alcohol. Other fur trading was established with English colonists as well, who included cotton fabrics and beads in their exchanges. In the meantime, Indians continued to trade with each other, although their relationships were problematized by the persistent attacks and attempts by the French and the British to "divide and conquer" as well as outbreaks of smallpox and measles.

Fur Trapping and Trade: Many colonists of European descent used the fur trade as a way to earn a living, and also to gain access to new areas. In fact, many of the early explorers were also trappers and hunters. They sold their pelts (mainly beaver but also fox and mink) to traders who often exported them to Europe, where they were in very high demand.

Plantation Products Trade: Tobacco, cotton, indigo, rice, and sugar were in very high demand as raw materials for the small manufacturing facilities and tabacconist traders of England. As a result, the economy of the Eastern Seaboard, from Maryland south, was very dependent on that trade, to the point that the factories of Northern Europe dictated their crops.

Quest for Gold: The early quest for gold in the North American colonies and in New Spain (now New Mexico, Texas, and Colorado) resulted in expeditions by explorers such as Hernan De Soto, as well as the establishment of new trading posts and small communities.

Missions and Trading Networks: The Jesuit missionaries established missions throughout what is now Mexico, Colorado, New Mexico, Arizona, and California. They used the missions as locations for churches and settlements for Europeans and Indians, as well as points for trade and banking.

Slave Trade: One reason why the slave trade was so persistent was the fact that the owners of the large cargo ships (sailing ships) could assure that each voyage would have passengers, meaning that there would not be any voyages with empty holds.

Black Market and Informal Trading Networks: Outlaws, Pirates, Buccaneers, Corsairs: Ships bearing gold coins from the mining regions of Mexico and Colombia were often attacked by pirates, resulting in a very lucrative black market. The same ships were also attractive targets for the hungry governments of Spain and France, who would not engage in piracy directly, but would issue licenses officially allowing attacking and stealing the cargo, plus pressing the crew into their own militaries (a kind of licensed kidnapping).

Discussion/Questions

1. The beaver, fox, muskrat, and mink fur trade was enormously important for members of many different groups during Colonial America and in Canada. The French fur traders used the proceeds to finance their communities, and the French government was able to receive taxes from it. The Georgian government of the 18th century was also motivated by the taxes, plus by being able to issue permits and licenses for the fur trade. Describe the importance of the fur trade to the American colonists before, during, and after the Revolutionary war.

Readings

Dolin, Eric Jay. (2011) *Fur, Fortune, and Empire: The Epic History of the Fur Trade in America*. NY: W. W. Norton.

Lind, Michael (2013) *Land of Promise: An Economic History of the United States*. New York: Harper.

San Jose State University Department of Economics. (ND) *The Economic History of the United States*. <http://www.sjsu.edu/faculty/watkins/econhist.htm>

CULTURAL HISTORY

SCIENCE

Samuel Winslow (1641): From the beginning, perhaps because of its isolation and perhaps because of the aspirational nature of their quest to establish themselves in the New England colonies, there were many innovations and inventions. Samuel Winslow developed a new way of making salt in the 17th century. Later, understanding the value of intellectual property, the new nation created the U.S. Patent Office in 1790, which issued its first patent to Samuel Hopkins (born in Vermont) who developed a new process for making potash.

Benjamin Franklin: Franklin was a persistent writer, researcher, and inventor. His inventions included swim fins (wooden), shaped like lily pads and intended for use on the hands. He also invented the Franklin stove, the lightning rod, and bifocals. He also invented the flexible urinary catheter to help his brother when he suffered with bladder stones.

Thomas Jefferson: A student of agronomy, Jefferson's estate at Monticello contains examples of his interest in optimizing crops and being a scientific farmer.

David Rittenhouse: Rittenhouse was a student of astronomy and developed telescopes that he used in conjunction with investigations of the stars and planetary bodies.

Charles Willson Peale: A truly diversified scholar, Peale was an accomplished painter as well as scientists. He was interested in chemistry, physics, and engineering, and used his knowledge and curiosity to develop a mechanical drawing device (the physiognotrace). Peale was very interested in natural history, and one of his paintings, "The Exhumation of the Mastadon", is a valuable record of early archeological excavations. It was the world's first fully articulated prehistoric skeleton. It was found near Montgomery, New York.



Charles Willson Peale. "The Exhumation of the Mastadon" (1806). (source: wikipedia)

Benjamin Rush: One of the Founding Fathers of the United States, Rush was a practicing medical doctor who was one of the first to believe that mental illness is a disease of the mind and has neurological origins. Rush wrote extensively to support a scientific approach to mental illness and to counter the belief that mental illness was caused by the "possession of demons."

Discussion Question:

"Gentleman farmers" were important innovators in the English colonies because they grew the crops (tobacco, cotton, indigo, sugar) that made lucrative commerce with the mills of England possible. In order to be able to provide the volume and quality of raw materials needed, the "gentleman farmers" often turned into quite formidable agronomists. Describe three examples of innovations and scientific investigation in the plantations and large farms in the North America.

Readings

Clarke, Adele E. 1998 *Disciplining Reproduction: Modernity, American Life Sciences, and the Problems of Sex*. U Cal Press.

Forman, Paul. "Beyond Quantum Electronics." *Historical Studies in the Physical Sciences* 1987 18: 149-229.

Galison, Peter. Image and Logic. Harvard University Press. Introduction and ch. on physics and the war.

Gilbert, Scott. Cellular Politics: Goldschmidt, Just, and the Attempt to Reconcile Embryology and Genetics. The American Development of Biology. Ed. By K. Benson, J. Maeinschein, and R. Rainger. New Brunswick: Rutgers U. Press.

Heims, Steve. 1991 Constructing a Social Science for Post-War America. Cambridge: MIT Press.

Kevles, Daniel. 1997. The Physicists. Cambridge: Harvard.

Kevles, Daniel. The Code of Codes.

Larson, Edward J. Sex, Race, and Science: Eugenics in the Deep South. Baltimore, MD. Johns Hopkins University Press. 1995.

Leslie, Stuart. The Cold War and American Science. New York: Columbia University Press.

Manning, Kenneth R. 1985. Black Apollo of science: The life of Ernest Everett Just. New York: Oxford University Press.

Merchant, Carolyn. Ecological Revolutions: Nature, Gender, and Science in New England. Chapel Hill: UNC Press, 1989.

Noble, David. America by Design. New York: Oxford, 1977.

Reingold, Nathan. Science American Style. New Brunswick: Rutgers, 1991.

Rosenberg, Charles. No Other Gods. Baltimore: Johns Hopkins, 1997. Ch. 14.

Spanier, Bonnie. Impartial Science. Bloomington, IN: Indiana U Press, 1995.

Starr, Paul. 1984 The Social Transformation of American Medicine. Basic.

Terry, Jennifer. An American Obsession: Science, Medicine, and Homosexuality in Modern Society. Chicago: U Chicago Press. 1999.

RELIGION

Dutch Colonies: Facing persecution in Catholic France, the French Huguenots, who were Protestant, emigrated to countries where they were likely to receive better treatment. Many relocated to the Dutch Republic, where they lived before relocating again to North America. The Huguenots settled in South Carolina and also in New Amsterdam (New York) along the Hudson River and in Long Island as early as the 1560s.

Spanish Colonies: The missions (Franciscan in California, Dominicans, Jesuits) were supported by the Viceroyalty of New Spain with the shared desire to convert and conquer the Southwest part of what is now the United States. They extended from what is now Mexico to as far north as San Francisco. Three orders of Spanish priests established missions, including the Jesuits, Franciscans, and Dominicans. There are missions in Arizona, California, Florida, Georgia, New Mexico, and Texas. The Franciscans were the first to arrive, and they focused on education, and conversion through meditation and contemplation, which was a slow and respectful way to convert the indigenous people. The Spanish government became impatient with them. The Jesuits were the "warrior priests" and had a very different philosophy of conversion. They established "reductions" (something like prison camps) where the

indigenous peoples were compelled to convert and to provide free labor. The Dominicans were primarily in the Caribbean and in Florida. They were champions of the rights of the native peoples and protested the “encomienda” system which enslaved indigenous peoples.

French Colonies: The French-controlled regions of North America were predominantly Catholic, with some exceptions (Acadia in Nova Scotia, for example) where Protestants fled for their lives, echoing what had happened in France itself. The French Catholicism was very different than the Catholicism of Spain and Ireland. There were no missions, for example, and the relationship with the indigenous was more commercial than compelled (as in the case of the encomiendas).

English Colonies: The English colonies were populated by a panoply of pragmatists and utopian thinkers who found themselves in the “out” group, not only for their religious thinking, but for their desire to participate more fully in the economy of England. They were a destabilizing force, particularly since they rejected the unification of church and state as represented in the Church of England fashioned by Henry VIII. The first group to emigrate en masse was the Puritans, who established not only churches, but also art, literature, and a philosophical framework for a new world. Later the free-thinkers represented by Roger Smith who was also an advocate of the dignified treatment of the American Indians. William Penn was granted a charter by Charles II in 1681 for what was to become Pennsylvania. He encouraged religious dissidents from all of Europe to settle that land, thus attracting Quakers and others from Europe as well as oppressive colonies such as the Massachusetts Bay Colony (Puritans).

Discussion/Questions

The Eastern Woodland indigenous peoples believed in a “Great Spirit” that not only created the world but also unified it, with the idea that the spirit world resides in everything and that it is the responsibility of the individual to maintain harmony. Imagine yourself in that world. How might it change the way that you perceive animals, trees, and natural phenomena such as clouds and storms?

Readings

Ahlstrom, Sydney E. *A Religious History of the American People*. New Haven: Yale University Press, 1972.

Curtis, Finbarr. *The Production of American Religious Freedom*. New York: New York University Press, 2016.

Jenkins, Philip. *Mystics and Messiahs: Cults and New Religions in American History*. New York: Oxford University Press, 2000.

Lacome, Denis. (2014). *Religion in America: A Political History*. New York: Columbia UP.

Muravchik, Stephanie. *American Protestantism in the Age of Psychology*. New York: Cambridge University Press, 2011.

Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.

Porterfield, Amanda, and John Corrigan, eds. *Religion in American History*. Malden, Mass.: Wiley-Blackwell, 2010.

Rohrer, S. Scott. *Wandering Souls: Protestant Migrations in America, 1630-1865*. Chapel Hill: University of North Carolina Press, 2010.

Waldman, Steven. *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America*. New York: Random House, 2008.

PHILOSOPHY

Puritans:

John Winthrop: The first governor of the Massachusetts Bay Colony, was a strict Puritan and thus upheld and promulgated the notion of strict adherence to the Puritan rules and regulations. His vision was both utopian and socially reactionary in that he supported individual self-expression and absolute loyalty to the Puritan precepts.

Jonathan Edwards's *Freedom of the Will* (1754) incorporates Calvinism, Newtonian Principia and Locke's Essay Concerning the Human Understanding. It was a key writing, but unfortunately not well understood and often appropriated (and bastardized) to use to justify American independence from England, and to form breakaway states.

William Bradford: As the founder of the Plymouth Colony settlement, Bradford was first and foremost a Separatist, and as such he incorporated his ideas and core philosophy with the two-volume work, "Of Plymouth Plantation." Essentially, his philosophy was that of individual freedom, freedom of will, and the absence of the notion of the "providential plan" of the Puritans. He was remembered for his "middle course" and tolerance.

Influence of the French Philosophes: In the mid 18th century, ideas from France and England were beginning to influence colonists, especially those who feared that being a colony of England meant the inability to ever achieve self-determination, and also being limited economically, first through confiscatory taxation and later through demanding ownership in prosperous businesses. The French "philosophes" and their writings provided a foundation from which to argue separation from England, self-reliance and independence. Influential works included *The Federalist Papers* by John Madison and Alexander Hamilton, Thomas Paine's *Common Sense* (1776), the writings of Benjamin Franklin, and Thomas Jefferson's *Declaration of Independence* (1776).

Discussion/Questions

The philosophies that the Puritans, the Pilgrims, and the Spanish explorers espoused were often rather self-serving and helped rationalize the particular utopian experiment / social experiment / new colony that they wanted to establish. Explain how the philosophies that seemed to promise a better life for all were in reality easily twisted so that they could rationalize punishing anyone who disagreed with the core concepts or the hierarchy and its leaders.

Readings

Blau, Joseph L. *Men and Movements in American Philosophy*. Englewood Cliffs, NJ: Prentice-Hall, 1952.

Borradori, Giovanna. *The American Philosopher*. Chicago: University of Chicago Press, 1994.

Cohen, Morris. *American Thought*. Glencoe, IL: The Free Press, 1954.

Fisch, Max H. (ed.). *Classic American Philosophers*. New York: Appleton-Century-Crofts, 1951.

Stuhr, John J. (ed.). *Pragmatism and Classical American Philosophy*, second edition. Oxford: Oxford University Press, 2000.

Waters, Anne S. *American Indian Thought*. Oxford: Blackwell, 2003.

West, Cornell. *The American Evasion of Philosophy*. Madison: University of Wisconsin Press, 1989.

White, Morton (ed.). Documents in the History of American Philosophy. New York: Oxford University Press, 1972.

ART

Colonial: Portraiture influenced by Dutch and Flemish. Example: John Singleton Copley, *Paul Revere* (c. 1768-70). Landscape and tableaux of important historical events: Benjamin West, *The Treaty of Penn with the Indians*, 1771-72.

Revolutionary War Period: War scenes and heroic portraiture. Lighting used to indicate heroic actions and the moment of sacrifice. John Trumbull, *The Death of General Montgomery in the Attack on Quebec*, 1775.

Federal Period: Nation-building portraiture, following the techniques of European artists who painted the aristocracy and heroes. Edward Savage, *The Washington Family*, 1789. Scenes of ordinary life (influenced by Dutch and Flemish painters). Gilbert Stuart, *The Skater*, 1782.

Discussion/Questions

Art in colonial America was very much influenced by European traditions. And yet, it was clear that the artists in America were eager to differentiate themselves from their European counterparts. To begin, the subject matter was often different, as were the landscapes and scenery. What were some of the ways in which art in Colonial America was different than art in Europe?

Readings

Berlo, Janet Catherine. (2014) *Native North American Art. 2nd edition*. Oxford: Oxford UP.

Craven, Wayne. (2002) *American Art: History and Culture*. Saddle River, NJ: McGraw-Hill.

Doss, Erika. (2002) *Twentieth-Century American Art*. Oxford: Oxford UP.

Groseclose, Barbara. (2000) *Nineteenth-Century American Art*. Oxford: Oxford UP.

Hughes, Robert. (1991) *The Shock of the New: The Hundred-Year History of Modern Art – Its Rise, Its Dazzling Achievement, Its Fall*. New York: Knopf.

Wright, Tricia. (2007) *Smithsonian Q&A: American Art and Artists: The Ultimate Question and Answer Book*. New York: Harper.

LITERATURE

Puritans and Pilgrims: The Puritans were perhaps the most well-represented of the religious writers in Colonial America. The Puritans wrote extensive essays, sermons, and at times poems. John Winthrop, who was the first governor of the Massachusetts Bay Colony wrote a number of sermons and essays that expounded the goals and purposes of the Great Migration to New England in the 1630s and 1640s. William Bradford's *Of Plymouth Plantation*, which was a detailed journal of the experience of the Pilgrim colonists from 1621 to 1646. While it was an autobiographical account, it also contains literary and Biblical allusions. Cotton Mather, a grandson of the Massachusetts Bay Colony founders, wrote more than 450 essays and sermons on a number of topics ranging from natural science to ethics and Biblical exegesis. Unfortunately, Cotton Mather is remembered for his leading role in the Salem witch trials. Ann Bradstreet was the first published poet who was widely acknowledged in England. Her forms were Elizabethan, and she wrote of being a mother, wife, and general observer of life in the colonies. Michael Wigglesworth was one of the first to put the philosophical concepts that informed the Puritans (the apocalyptic narrative, the "jeremiad") into verse form. His "Day of Doom" is a long poem that explores the mindset of the Puritans, the "true believers" who would be the only ones spared at the Day of Judgement

and the God's destruction of the world and the unbelievers. The first American satire, *The Sotweed Factor* was written by Ebenezer Cooke in 1708. It is a poem written in couplets that responds to the greed and "get rich quick" schemes that inspired many people to settle in America and also to strike up trade with the settlers and the Native Americans. The "Sot-weed Factor" is a tobacco merchant. In the end, his schemes and dreams come to naught as he is swindled by a lawyer.

Slave Narrative: Phillis Wheatley wrote a remarkable and very valuable narrative of her experiences as woman born in West Africa, then sold to a slave trader who transported her to Boston. She took her name from the slave ship in which she traveled, *The Phillis*. The Wheatley family purchased her to be a servant, and she was taught to read and write by Mary Wheatley, the daughter of the family. By the age of 12, Phillis was reading Greek and Latin classics and by 14 she wrote her first poem. Wheatley's poetry reflected classical themes, but it also incorporated West African philosophies into poems that honor events, people, and Christianity. In particular, she incorporates a veneration of the solar gods and West African sun worship.

Personal narratives: Benjamin Franklin was a very influential presence in pre-Revolutionary and post-Revolutionary America. His Poor Richard's Almanack and many other personal writings were aphoristic, salutatory, and positive. Thomas Paine authored influential pamphlets, "Common Sense" and "The American Crisis," which were instrumental in uniting people in a common cause and inspiring a breakaway from Britain.

Discussion/Questions

The literature of Puritans, Pilgrims and other settlers was highly normative, which is to say that it concerned itself with the "correct" values and beliefs. As such, there were definitely examples of what might happen if one deviated from the values. Examples include sermons and poems that incorporate the "jeremiad" (repent now, or all will be condemned and punished!). Identify examples of normative texts and explain how they illustrative the values and beliefs, as well as potential rewards and punishment.

Readings

Blaisdell, Bob. (2014). *The Dover Anthology of American Literature*. NY: Dover.

Bloom, Harold (1994). *The Western Canon*.

Drolet, Michael, ed. *The Postmodernism Reader: Foundational Texts*. New York, NY and London, UK: Routledge, 2003.

Foster, Hal. *The Anti-Aesthetic: Essays on Postmodern Culture*. New York: New Press, 2002.

Foster, Hal, Rosalind Krauss, Yves-Alain Bois, and Benjamin H. D. Buchloh. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. New York: Thames & Hudson, 2004.

Franklin, Wayne, and Philip F. Gura, Jerome Klinkowitz, Arnold Krupat, Mary Loeffelholz. (2011) *Norton Anthology of American Literature*, 8th edition. NY: Norton.

Lentricchia, Frank (1994) *The Edge of Night*. NY: Random House.

Nelson, Dana D., Joseph Csicsila, Shelley Fisher Fishkin, James S. Leonard, David Bradley, George McMichael (2010). *Anthology of American Literature*. Longman Publishers

Rorty, Richard (1999) *Philosophy and Social Hope*. London: Penguin.

Fiedler, Leslie. (1960) *Love and Death in the American Novel*.

Gates Jr., Henry Louis. (1987) *The Signifying Monkey: A Theory of African American Literary Criticism*. Oxford: Oxford UP.

Trilling, Lionel (1950) *The Liberal Imagination*. London: Secker and Warburg.

19TH CENTURY

Bracketed by industrial revolutions which made possible massive strides in communication, transportation, and production, North America dramatically changed during the 19th century. In addition to trade and economic changes, there were significant social changes that were related to immigration, expanding gender roles, conflict between the United States and Canada (the British Empire), and Mexico (after independence), the end of slavery, and the brutal suppression of Native Americans.

POLITICAL HISTORY

GOVERNMENT

The United States of America: The early United States of America started with 13 states, but quickly grew as it added states. Unifying the States was often a messy affair due to the vastly different forms of economy and also the core values possessed by the framers of each individual State's constitution. For example, the state of Virginia established itself as the Commonwealth of Virginia, and its legal framework is quite different than that of its neighbor, Maryland. Later, as some of the states prospered with new technologies allowing plantations to thrive, and other states started to become industrial, differences in the idea of labor, labor rights, the abolition of slavery, and competition for manufactured goods became very serious. The states eventually divided into the Union and the Confederacy.

The Union: The Union consisted of states above the Mason-Dixon line, and united by the idea of opposing slavery. In addition, Union core values tended to favor entrepreneurship, industrialization, employment for immigrants, and upward mobility.

The Confederacy: The southern states seceded from the Union in protest over what they considered to be an abrogation of states' rights, which is to say that the states wished to maintain the ability to follow their own policies and laws over such items as taxation and slavery.

Communism and Socialism / Utopian Settlements: Independent communities have often set up their own governments within that of states and the United States as a whole. They have sought to establish their own mores, norms, and even laws. However, many have come in conflict with state and federal laws, usually in the rights of individuals (failure to protect minors, practicing polygamy).

Indian Nations: After a series of wars and then treaties, many Indian nations were removed to Indian Territory (now Oklahoma), where they were divided into separate nations and given sovereignty. The nations such as the Cherokee went as far as to develop their own constitution written in their native language. Later, as the United States government seized lands or polluted waterways, the nations sued the government for broken treaties and tortious damages to tribal property. Lawsuits stemming from injustices and damages inflicted in the 19th century have been the foundation of some tribes' prosperity.

Discussion/Questions

In the 19th century, conflicts over the right that the federal government had to exercise control over a state, community, or group of people led to profound differences and conflicts. The conflicts included those between the North and South states, conflicts with utopian communities, and also with Indian nations. Please select four examples of conflicts and describe the reason for the differences of philosophy, and what the ultimate outcomes were.

Readings

Bastiat, Frederic. (2013) The Law. Creative Commons.

Fineman, Howard. (2009) The Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country. New York: Random House.

Friedman, Milton. (2002) Capitalism and Freedom. Chicago: University of Chicago Press.

MILITARY

War of 1812: The War of 1812 was between England and the United States, and represented unfinished business with respect to territorial disputes along the border between the U.S. and Canada. It is important because it was a proving ground for the new U.S. Navy, and represented control over the Mississippi River in the Battle of New Orleans. However, most textbooks do not mention that both this war and the Revolutionary War were marked by atrocities committed by both the U.S. and the British troops. They included sexual assault, the burning of civilian property, and theft of civilian property.

Mexican-American War: General Santa Anna was considered one of the leaders who most failed the newly independent nation of Mexico. He made critical military mistakes which resulted in strategic defeats with the Texas Revolution (triggered by Santa Anna's repeal of the Mexican Constitution, and increasing taxes on the area now known as Texas, which was part of the nation of Mexico), and then later in battles with the U.S. military (navy and army) from 1846-48. Santa Anna's leadership meant Mexico lost one third of its territory to the U.S. Santa Anna had to flee Mexico after 1848 and live in exile in Cuba.

Forts and the American West: The U.S. Army expanded throughout the American West by means of a series of forts that were designed to protect settlers from attacks by Indians. The fort system was innovative because it allowed local solutions for local problems. The forts became important for protection and also as locations for future bases for training and housing of regular troops.

Civil War (1861-1865): The American Civil War was a long time in the making, and it had to do with a conflict between those States that accepted federal control, versus states that wanted more autonomy. At the heart of the issue was a moral and economic one: slavery. The industrial North was against slavery, not only on moral grounds, but because of fears of labor price competition. The war was remarkable for its brutality, thanks to the use of new technology such as the Gatling Gun (early machine gun) and new types of mortars and bombs. Further, a new "scorched earth" policy of the North resulted in a wide swath of plantations, homes, and cities burned to the ground. When the South finally surrendered, 640,000 soldiers died. There were many civilian deaths, and several million refugees, who moved to Texas and the American West.

Spanish-American War (1898): This war, fought between the United States and Spain for control of far-flung island nations (Cuba, Philippines, Puerto Rico, among others) was unique in that it was the first one to be instigated and fomented by "yellow journalism" – inflammatory, incendiary journalism by a newspaper magnate who had a vested interest in the war. The war had vicious battles in conditions where malaria, yellow fever, dengue and other tropical diseases took their toll. The United States prevailed, which was a very important step in making the United States an empire.

Discussion/Questions

1. In the 19th century, the leaders of countries like Paraguay believed that isolating their populace from the outside world would strengthen it and make it less likely to be corrupted by outside influences. Import restrictions stimulated the production of import substitutions, such as the hand-tatted "spiderweb lace" (called "ñanduti" in native Guaraní) and other artisan items. However, there were several disadvantages to isolationism. Please describe a few of them.

2. The American Civil War is often described as a war over slavery. But, that's just part of the explanation. Explain how the economic realities of immigration, industrialization, plantation economies, and vertical integration (ownership of the raw materials, the factories, and the distribution) made conflict

almost inevitable.

Readings

National Interest. (2017) The Five Biggest Disasters in American Military History.
<http://nationalinterest.org/feature/the-five-biggest-disasters-american-military-history-11536>

National Archives (2017) American Military History
<https://www.archives.gov/research/alic/reference/military/american-military-history.html>

Office of the Historian. U.S. Diplomacy and Yellow Journalism, 1895 – 1898.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Schulman, Marc. (2015) Economics and the American Civil War. History Central.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

U.S. Army. (1989) Center of Military History. American Military History.
<https://history.army.mil/books/AMH/amh-toc.htm>

SOCIAL HISTORY

SOCIAL STRUCTURE

Aristocrats: In theory, America was founded to correct the ills of monarchies and aristocracies. In reality, the wealthy planters, bankers, businessmen, and industrialists were America's aristocracy and they dominated both commerce and the governance.

Whites of Northern European Descent: People of European descent occupied the highest class. Within the whites, the social differentiation usually had to do with wealth. Women did not have the right to vote, and they had limited self-determination and financial authority.

African-American: There was no question that African Americans were relegated to the class and were essentially disenfranchised for most of the 19th century, even after slavery was abolished. To open up opportunities and to combat racism and disenfranchisement, African American leaders established businesses, churches, and universities.

Creole: The descendants from the original French settlers who lived in the French-settled territories were in the upper classes. They lived in Louisiana, Alabama, Mississippi and the Mississippi Valley.

Indians: Indians were attacked, persecuted, targeted for extermination, feared and forcibly removed to unwanted territories. They occupied a pariah class.

Immigrants: Southern European immigrants settled in New York and along the East Coast. They were subjected to a great deal of prejudice, as were the Irish, principally because they were Catholic and they often arrived in an impoverished financial state.

Central and Eastern Europeans: The immigrants who came from Central and Eastern Europe were usually either Jewish or they were farmers seeking refuge from the endless wars. The farmers settled in the Great Plains where they established wheat farms and ranches. They became important entrepreneurs and industrialists with the advent of the railroads.

Chinese (labor force for railroad construction): Workers from China came voluntarily or were kidnapped to work in the construction of the railroads in the western states. They were treated quite badly, often because of the vast cultural differences between a European-based culture, as well as challenging language differences. They occupied a level of society that was, at least at first, very low. Later, Chinese became successful entrepreneurs and educators.

Women: During the nineteenth century, women were nominally revered and placed on pedestals as mothers and symbols of virtue. However, they had very little political or economic self-determination.

Discussion/Questions

In the nineteenth century, expansion of the American frontier, the push toward the Pacific, and also the development of technology contributed to opportunities for upward social mobility. Describe the groups that might have benefited most from technology and westward expansion. Identify the groups and classes that might lose standing during that time and explain why.

Readings

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (1984, Harvard University Press)

Bowles, Samuel, et al (Editors). *Unequal Chances: Family Background and Economic Success* (2005, Princeton University Press)

Frank, Robert; Cook, Phillip J. *The Winner-Take-All Society: Why the Few at the Top Get So Much More Than the Rest of Us* (1996, Penguin)

Fussell, Paul. *Class: A Guide Through the American Status System* (1983, Touchstone Books)

Kingston, Paul W. *The Classless Society* (2000, Stanford University Press)

Lareau, Annette *Unequal Childhoods: Class, Race, and Family Life* (2003, University of California Press)

Neckerman, Kathryn M. (Editor) *Social Inequality* (2004, Russell Sage Foundation)

Shipler, David K. *The Working Poor: Invisible in America*. (2004, Knopf).

Walls, Jeannette. *The Glass Castle*. (New York: Virago, 2005).
<https://www.theguardian.com/books/2005/apr/03/biography.features>

GENDER

Utopian Communities: Free love / open marriages. Nashoba, founded by Frances Wright in 1825 in Tennessee was an abolitionist, free-love community. Oneida, by John Noyes, was established in Oneida, New York, in 1848. The Free Lovers ad Davis House, was established by Francis Barry in 1854 in Ohio.

Westward Expansion: Men as explorers and artists – solitary travelers. Women supported in towns; Native women were often cultural bridges = Sacajawea (guide for Lewis and Clark). Roles were ambiguous, and accomplishments were admired, especially as they related to survival in the tough frontier, and it made little difference if one were a man or a woman.

Women in the Frontier: Teachers, farmers, small business owners The freedom afforded women in the frontier was clear in situations where survival was a key concern, and in situations where women had both financial and physical freedom to participate and contribute as equals. In some situations, the American West was the most gender-equitable place on Planet Earth as individuals had to team together to survive, regardless of their sex. However, when circumstances were not so dire, and there was more discretionary income and potential, then typical gender relations prevailed and men dominated women.

Women Entrepreneurs: Necessity is the mother of equality. Where there is a shortage of men, women can thrive. In the nineteenth century, it was possible for women to enter industries, especially when they

could serve other women. Dressmakers, milliners, general store owners, even mill and dairy owners thrived, often after husband died (or disappeared after long travel).

Women Activists: The temperance movement was led Carrie Nations, who led a movement to strength families and support for women and children. At the same time, the Women's suffrage movement was organized by women who believed in self-determination and more rights and freedom for women, who, even in the 19th century, could not hold political office, and often could not even independently manage their assets if married.

Cowboy Characters: Super macho; European and Mexican influences in the culture the equipment, and practices. Roundups, cattle drives, ranching.

Manufactured Male Identities: Showman, Spectacle, Con Artist: There were a number of traveling shows / spectacles that featured the "exotic" and captivated small towns. They traveled along the new railroads, and the towns that had train stations were the primary markets. Buffalo Bill Wild West Show; Pawnee Bill Wild West Show; also Barnum & Bailey Circus. Women were often acrobats and sharpshooters; many different nationalities represented. There were also notorious grifter types, many described by Mark Twain (Huckleberry Finn and also Life on the Mississippi), and also by Herman Melville - The Confidence Man.

Discussion/Questions

In the 19th century, the roles for women and men expanded dramatically, and there were many opportunities for identity self-invention. Describe a few of the possible gendered identities available for both men and women, and discus their relationship with social mobility (upward mobility).

Readings

Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, 20th Anniversary Edition. New York and London: Continuum, 2010.

Agrawal, Arun and Clark C. Gibson, eds. *Communities and the Environment: Ethnicity, Gender, and the State in Community-Based Conservation*. Rutgers University Press, 2001.

Alaimo, Stacy. *Bodily Natures: Science, Environment, and the Material Self*. Bloomington, IN: Indiana University Press, 2010.

Bridenthal, Renate, Claudia Koonz, Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflon, 1987.

Connecting Spheres: Women in the Western World 1500 to the Present. (New York: Oxford University Press, 1987).

Dubois, Ellen Carol, and Vicki Ruiz, eds., *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*. Routledge, 1990.

Fraser, Nancy, *Unruly Practices*. 1989.

Grosz, Elizabeth, *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Hewitt, Nancy. "Beyond the Search for Sisterhood: American Women's History in the 1980's," *Social History* 10 (Oct 1985): 299-322.

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs* (Winter, 1992): 251-74

Hirsch, Marianne and Evelyn Fox Keller, ed Conflicts in Feminism. (1990).

Hooks, Bell. Feminist Theory from Margin to Center. (1984) or selections from Cherrie Moraga, This Bridge Come Back: Writings by Radical Women of Color. (1981)

Nicholson, Linda. Feminism / Postmodernism. New York: Routledge, 1990. (Especially the introduction by Nicholson.)

Smith-Rosenberg, Carroll. Disorderly Conduct. New York: A.A. Knopf, 1985.

ECONOMIC HISTORY

INNOVATION

Raw Materials (Plantation, Mining, Fur, etc.): Economic progress was made possible in the plantation-dominated South, the gold and mining dominated West, and the factory-dominated Northeast thanks to steam-powered farm equipment (tractors, threshers); steam-powered combustion engines, mining (mills, amalgamation chemical processes for gold, coal mining

Industrial Revolution / Manufacturing: The new American nation went through two episodes of Industrial Revolution. The first included canal systems and steam engines. Tom Thumb was the first to develop steam-powered locomotive. Benjamin Wright designed canals including the Erie Canal which connected the Hudson River (at Albany, NY) with the Great Lakes. The first wave also included steel processes (Bessemer) that allowed the production of steel for railroads. The second Industrial Revolution set the stage for improved communications, illumination (longer work days), factories of all kinds, and transportation. American inventions (or significant innovations on existing inventions) included the electromagnet, telegraph, electric light, Bessemer process for steel, sewing machine, typewriter, internal combustion engine, photograph, moving pictures, steam turbine, machine gun, AC motor and transformer, and the automobile.

Innovative Social Arrangements/ Utopian Settlements: Innovative social arrangements flourished in the United States, particularly in the western, more unsettled parts of the country. Early Utopian communities included the celibate Shakers who developed new herbal medicines and a distinctive type of furniture, the Mormons who established a complex society in Utah where they focused on agriculture and trade. The Oneida Community, established by John Humphrey Noyes in Putney, Vermont, practiced a complex (and scandalous) kind of open marriage. The expanded and found economic success by developing high-quality silverware and embroidered silks. The overall economic system was socialistic. They eventually fell apart as a community (but lived on as a silverware business) due to sexual jealousy.

Inventions in Wars (1812, 1848, Indian Wars, Civil War, More Indian Wars, 1898): There were numerous inventions that accompany the various wars. The Ironside ship and submarine were developed and improved during the wars of 1812 and the Civil War. The Gatling Gun was developed and implemented with savage efficacy in the Civil War. Navigation and communication innovations took place in the war with Mexico in 1848 and also in the fort system in the Indian wars.

Medicinal Innovations: American medical innovations were in tandem with European innovations. They included improving immunizations, and beginning to recognize the need to sterilize equipment and to wear clean (rather than blood-encrusted) clothing. Clara Barton adopted Florence Nightingale's nursing practices and established the American Red Cross and a system of standardized nursing practices. Medicines, especially those containing opium, flourished.

Discussion/Questions

The 19th Century was a time of westward expansion and also industrial revolution, with the rapid development of canals, railroads, and methods of communication. List the different innovations that contributed to the Westward Expansion and describe to costs and benefits of each.

Readings

Bey, Lee. (2016). Lost cities #8: mystery of Cahokia – why did North America’s largest city vanish? The Guardian. August 17, 2016. <https://www.theguardian.com/cities/2016/aug/17/lost-cities-8-mystery-ahokia-illinois-mississippians-native-americans-vanish>

Hughes, Thomas P. (2004) American Genesis: A Century of Invention and Technological Enthusiasms, 1870 – 1970. 2nd Ed. Chicago: University of Chicago Press.

Pacey, Arnold. (1991) Technology in World Civilization: A Thousand-Year History. Boston: MIT Press.

Seppa, Nathan. (1997). “Metropolitan Life on the Mississippi” Ancient Cahokia. The Washington Post. March 12, 1997. <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

Stearns, Peter. (2012) The Industrial Revolution in World History. 4th ed. London: Taylor & Francis.

Taylor, Mitch. (2011) Ford Model T – How to Start & How to Drive: <https://youtu.be/QxfHMTgg2d8>

Wisconsin Historical Society. Mississippian Culture and Aztlan. <https://www.wisconsinhistory.org/turningpoints/tp-003/> Great site with original documents and primary sources.

TRADE

Raw Materials (Plantation, Mining, Fur, etc.): The plantation system expanded dramatically with the advent of the Industrial Revolution in England and the development of massive factory towns that produced textiles, leather goods, and industrial equipment. Trading the plantation raw materials expanded to New England as well, as factories specializing in textiles, leatherworks, and paper expanded dramatically.

Industrial Revolution / Trade in Manufacturing: The invention of the steam engine, the cotton gin, the spinning jenny, and other items enabled factories to thrive, especially those located on rivers that could use hydropower to generate energy for the engines and could dump waste products as effluents into the streams. The materials that were produced were traded along trade routes that included riverways, canals, trails, and railway systems.

Utopian Settlements: Many of the utopian experiments of the 19th century in North America depended heavily on trade based on their unique products such as furniture, herbal medicines, and useful household items (the Shakers) and the agricultural products produced on Amish, Mennonite, and even Mormon farms. The Oneida free thinking community became well known for its silverware. Trade tended to be focused between either local communities or with other branches of the same religion or group.

Wars (1812, 1848, Indian Wars, Civil War, Post Civil War Indian Wars, 1898): Wars in the 19th century stimulated trade between nations for the inputs needed for the war efforts, and thus blockades and supply chain disruptions were deeply felt in the war effort(s). The regional wars of 1848 and the Indian Wars dramatically increased the demand for guns, provisions, and horses, which were generally obtained from either the manufacturers in the Northeast, who shipped by train, or brought across the border from Mexico.

Discussion/Questions

In the 19th century, the Industrial Revolution changed the scale and scope of trade primarily because of the enormous demand for raw materials. Describe how the hunger for raw materials in the mills and factories of northern England and in the northeast United States changed the nature, size, and type of crop production in the South.

Readings

Dolin, Eric Jay. (2011) *Fur, Fortune, and Empire: The Epic History of the Fur Trade in America*. NY: W. W. Norton.

Lind, Michael (2013) *Land of Promise: An Economic History of the United States*. New York: Harper.

San Jose State University Department of Economics. (ND) *The Economic History of the United States*. <http://www.sjsu.edu/faculty/watkins/econhist.htm>

CULTURAL HISTORY

SCIENCE

First Industrial Revolution: If we look objectively at the dramatic changes that occurred in North America, we can see that many had as their foundation a few breakthroughs in the understanding of materials, thermodynamics, and electricity, which made it possible to invent the components that went into some of the main mechanical breakthroughs. They were the steam engine, electrical generation, the Bessemer process (steel) and the use of hydropower. With those scientific breakthroughs, the following transformative innovations were possible in the first part of the 19th century.

Oliver Evans (automatic flour mill): Automated the mill process by incorporating bucket elevators, screw conveyors, and a hopper to spread, cools, and dry the ground grain meal.

Robert Fulton: The steamboat made transportation of people and products along the large river systems of the U.S., primarily the Mississippi, Missouri, and Ohio rivers.

Samuel Morse: Using electricity, the telegraph (incorporating Morse code), made it possible to communicate rapidly and thus foster new levels of commercial and social engagement.

Eli Whitney (cotton gin): Without the cotton gin, the plantation system of the South would not have been profitable because cotton seeds were notoriously difficult to separate from the cotton boll. Whitney's invention, together with steam-powered farm equipment transformed the American South.

Tabitha Babbitt (circular saw): First developed for use in a saw mill, Tabitha Babbitt envisioned a round sawblade that would rotate in one place, effectively sawing logs or boards. It made it possible for anyone to saw wood, no matter what their physical characteristic.

Cyrus McCormick: One of the steam-powered agricultural equipment inventions, the reaper made it possible to harvest fields without armies of individuals. It made it possible develop a farming economy that did not rely on massive amounts of labor.

Hiram Moore: This combine harvester was even more effective because it combined functions in harvesting grains, corn, sorghum, and other crops.

Elias Moore: Complementing the cotton gin and the cloth-making textile mills (powered by hydropower), Moore's sewing machine helped create a garment industry in the Northeast and also the South of the United States.

Second Industrial Revolution: Characterized by breakthroughs in transportation, communication, medicine, and public health, the Second Industrial Revolution was based on new scientific understanding

in the areas of electricity, chemistry, physics, material science, botany, and medicine. The new technology in the area of transportation (the automobile, the bicycle, the airplane, motorcycle, etc.) allowed more mobility than ever. More profoundly, it changed the texture of American life, as infrastructure was designed and constructed, and which actually became the focal point not only of commerce, but also culture.

Thomas Alva Edison: Credited for inventing the lightbulb, phonograph, and much more, it is perhaps not fair to give Edison the credit for all the inventions since he actually hired scientists and inventors to work for him, in what was, in essence, a patent farm. He was a brilliant marketer as well as an astute judge of quality.

Charles Edgar Duryea: Responsible for the very first combustion engine to be used in a car, Duryea's automobile was an immediate point of fascination and anxiety about the future. His car, which used the internal combustion engine, was very popular, but not mass-produced.

Nikola Tesla: Tesla, an immigrant, invented the alternating current (AC), induction motor, polyphase systems for generating electrical power.

Discussion Question:

There were two distinct Industrial Revolutions in the 19th century. The first one took place in the first part of the century and encompassed a bit of the late 18th century. The second took place toward the end of the 19th century and spilled into the 20th century. Please describe each, and then compare and contrast them. How did the scientific discoveries, applied science, and technological innovations transform the country?

Readings

Clarke, Adele E. 1998 *Disciplining Reproduction: Modernity, American Life Sciences, and the Problems of Sex*. U Cal Press.

Forman, Paul. "Beyond Quantum Electronics." *Historical Studies in the Physical Sciences* 1987 18: 149-229.

Galison, Peter. *Image and Logic*. Harvard University Press. Introduction and ch. on physics and the war.

Gilbert, Scott. *Cellular Politics: Goldschmidt, Just, and the Attempt to Reconcile Embryology and Genetics*. The American Development of Biology. Ed. By K. Benson, J. Maeinschein, and R. Rainger. New Brunswick: Rutgers U. Press.

Heims, Steve. 1991 *Constructing a Social Science for Post-War America*. Cambridge: MIT Press.

Kevles, Daniel. 1997. *The Physicists*. Cambridge: Harvard.

Kevles, Daniel. *The Code of Codes*.

Larson, Edward J. *Sex, Race, and Science: Eugenics in the Deep South*. Baltimore, MD. Johns Hopkins University Press. 1995.

Leslie, Stuart. *The Cold War and American Science*. New York: Columbia University Press.

Manning, Kenneth R. 1985. *Black Apollo of science: The life of Ernest Everett Just*. New York: Oxford University Press.

Merchant, Carolyn. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill: UNC Press, 1989.

Noble, David. *America by Design*. New York: Oxford, 1977.

Reingold, Nathan. *Science American Style*. New Brunswick: Rutgers, 1991.

Rosenberg, Charles. *No Other Gods*. Baltimore: Johns Hopkins, 1997. Ch. 14.

Spanier, Bonnie. *Impartial Science*. Bloomington, IN: Indiana U Press, 1995.

Starr, Paul. 1984 *The Social Transformation of American Medicine*. Basic.

Terry, Jennifer. *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. Chicago: U Chicago Press. 1999.

RELIGION

Protestantism: Protestantism continued its rapid growth in the new United States, where it was often the cultural and social glue that held communities together. New types of Protestantism flourished, because it was possible to start a new religious domination very easily, usually by means of a charismatic preacher who would travel a circuit where he would organize tent revivals, which would inspire converts who would then set up their local congregations. It was in that way that the Baptists, Southern Baptists, Methodists, Pentacostals, and many other church denominations flowered and flourished. They were especially important in the frontier areas where the church was often the only social safety net, and also gave people a chance to connect and form a community with shared values, vision, and social goals. In the case of immigrants from Germany, Scandinavia, Greece, Russia and other locations, the church served as a way to preserve cultural identity.

Catholicism: All Roman Catholic churches had in common a unifying relationship with the overall structure, which was a clear and rigidly maintained hierarchy, with the Pope at the head of the church, and resources administered through Rome and later through regions, reflecting in many ways the structure of the Roman Empire. Depending on the origins of the community, the local Catholic church would emphasize certain saints over others. For example, in the Desert Southwest, the Virgin of Guadalupe was important, while in the areas predominantly Irish, Saint Patrick figured prominently.

Utopian Religious Movements: Despite their insistence that all they really wanted was to be able to interpret the Bible in their own way, sing the songs they wanted to sing, and to live in harmony with each other, what really united most of the utopian religious experiments of the 19th century was sexual freedom. It is not the kind of "free love" one might expect from a century later (the 1960s), but it sought a way to break away from the rigid behavioral constraints of the Puritans and Protestant groups that soaked up the idea of sexual relations as something to be hidden and punished. The Shakers were nominally celibate, which allowed men and women to freely interact and go into what seem to have been orgiastic sublimations of sexual energy, called "dancing." Humphrey Noyes's Oneida Community tried to implement a system of free love called "complex marriage" where everyone was married to everyone else, and one could have relationships with everyone else, no jealousy allowed. No complaining by women was allowed, either. The patriarchs of the cult got to "teach" or "introduce" young women to sex, and the patriarchs decided which men could have which women. The population of women went into a precipitous decline (women ran away), until Humphrey fled to Canada after being charged with statutory rape and his son, Theodore, an agnostic and unwilling leader, assumed the chief role. The community rejected "complex marriage" and reformed as a joint-stock company and entered into traditional marriage with their true loves. The joint stock company was extremely successful and well known for its Oneida flatware, knives, and other housewares.

Mormons: The Church of Jesus Christ of the Latter Day Saints was one of the most colorful of the utopian experiments and cults of the 19th century. They were immediately very compelling for settlers feeling somehow disenfranchised and without opportunity. The Mormons (as they came to be known, as devotees of the Angel Moroni) were extremely well organized as well as entrepreneurial, resulting in the fact that they generally were rather well-heeled and able to afford to move west and to set up agricultural settlements. Because they believed in polygamy and had other “outree” beliefs, traditional communities saw them as destabilizing. Eventually the Mormons made a mass exodus and established communities in what is now Utah. They were also very prominent in Hawaii, where they established an early community in the east side of Oahu.

Discussion/Questions

In the 19th century, the United States exploded with utopian experiments, many with religion as their foundation. It was a time of “do it yourself” religion and a tremendous opportunity to express oneself by means of creating a perfect world. Religion was also used to create the social glue to knit together nascent settlements. How were some of those worlds constructed? What made them succeed? Or, what made them collapse?

Readings

Ahlstrom, Sydney E. *A Religious History of the American People*. New Haven: Yale University Press, 1972.

Curtis, Finbarr. *The Production of American Religious Freedom*. New York: New York University Press, 2016.

Jenkins, Philip. *Mystics and Messiahs: Cults and New Religions in American History*. New York: Oxford University Press, 2000.

Lacome, Denis. (2014). *Religion in America: A Political History*. New York: Columbia UP.

Muravchik, Stephanie. *American Protestantism in the Age of Psychology*. New York: Cambridge University Press, 2011.

Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.

Porterfield, Amanda, and John Corrigan, eds. *Religion in American History*. Malden, Mass.: Wiley-Blackwell, 2010.

Rohrer, S. Scott. *Wandering Souls: Protestant Migrations in America, 1630-1865*. Chapel Hill: University of North Carolina Press, 2010.

Waldman, Steven. *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America*. New York: Random House, 2008.

PHILOSOPHY

Ralph Waldo Emerson: One of the founders of American Transcendentalism, Emerson's essays, which included “Self-Reliance,” “Circles,” “The Over-Soul,” and “Nature,” were a blend of German Romanticism, Asian mysticism, and American pragmatism. They resulted in a passionate stance toward freedom of expression and human dignity which connected with the abolitionist movement and also the founding of universities.

Margaret Fuller: An amazing woman who was a bona fide reporter for a newspaper, Fuller's **Woman in the 19th Century** broke ground in calling for better treatment of women on ethical grounds. She advocated education, the right to own property, and the right to vote.

Henry David Thoreau: An advocate of free-thinking and simple living, Thoreau was opposed to slavery and he believed in "civil disobedience" to bring about positive change. He was extremely influential as an apologist for preserving nature and establishing a government that upholds human dignity and allows for social justice and equality.

William James: With writings that explored both mysticism and psychology, James's writings explored the inner anxieties and preoccupations of the late 19th century. His philosophy focused on the relationship between humanity and God as it related to a development of identity and self, and as "varieties of religious experience" are explorations into beingness, ontology, and a notion of what it means to be human.

Discussion/Questions

In the 19th century, Industrial Revolution, Westward Expansion, Civil War, and dramatic leaps in literacy and communication resulted in a country hungry for a philosophy that assured the potential transformation of the human being, and the potential to achieve one's dreams. Explain how Transcendentalist philosophies encouraged the development of the American Dream.

Readings

Blau, Joseph L. *Men and Movements in American Philosophy*. Englewood Cliffs, NJ: Prentice-Hall, 1952.

Borradori, Giovanna. *The American Philosopher*. Chicago: University of Chicago Press, 1994.

Cohen, Morris. *American Thought*. Glencoe, IL: The Free Press, 1954.

Fisch, Max H. (ed.). *Classic American Philosophers*. New York: Appleton-Century-Crofts, 1951.

Stuhr, John J. (ed.). *Pragmatism and Classical American Philosophy*, second edition. Oxford: Oxford University Press, 2000.

Waters, Anne S. *American Indian Thought*. Oxford: Blackwell, 2003.

West, Cornell. *The American Evasion of Philosophy*. Madison: University of Wisconsin Press, 1989.

White, Morton (ed.). *Documents in the History of American Philosophy*. New York: Oxford University Press, 1972.

ART

Early Republic: Portraiture and scenes of early life. Rembrandt Peale, *Rubens Peale with a Geranium*, 1801. Myth-making and heroic visual narratives. Thomas Sully, *Passage of the Delaware*, 1819.

Antebellum Era: Exploration of American ways of life. George Caleb Bingham, *Fur Traders Descending the Missouri*, 1845. George Catlin, *An Indian Ball-Play*, 1846 – 1850. Colors are vivid and there is a focus on ethnographic authenticity.

Hudson River School: Albert Bierstadt, *The Rocky Mountains, Lander's Peak*, 1863. Thomas Cole, *Gelyna (View near Ticonderoga)*, 1826-1828. Frederic Edwin Church, Thomas Doughty, an Edenic vision of nature, with dramatic use of light and color, with a sense of divine illumination.

American Barbizon School: Most of the painters in this school were trained in Europe and influenced by the French Barbizon School artists such as Jean-Francois Millet, and then later by the impressionists. Mary Cassatt was influenced by European Impressionists while Childe Hassam's landscapes and depictions of wildflowers create a sense of motion and sunlight. Examples include Childe Hassam's *Celia Thaxter's Garden* (1890) and Horatio Walker's *Watching the Turkeys*. Other artists include Winslow Homer, William Morris Hunt, George Inness.

Photography: In the last half of the nineteenth century, technical improvements made it possible to take photographs of historical situations, landscapes, and portraits. Mathew B. Brady documented the Civil War and is known as the father of photojournalism. Ansel Easton Adams photographed the American West, and George Grantham Bain was known for his photography of the Mexican Revolution, celebrities, parades, and more.

Portraits: James McNeill Whistler – portraiture; John Singer Sargent – contrasts of colors, light and shadow, brush strokes and texture demonstrate Impressionist influence, and informal poses capture a sense of spontaneity. Some of the painters were untrained such as Ammi Phillips, while others trained in the European tradition, which include Thomas Sully, G. P. A. Healy. The work of Thomas Eakins evokes images from everyday life, and an emphasis on texture. Henry Ossawa Tanner was the first African-American acclaimed portrait painter.

Realism: Raphael Peale was well-known for his realistic still-life and trompe-l'oeil. Examples include *Cheese with three crackers* (1813), *Melons and Morning Glories* (1813), and *Venus Rising from the Sea – A Deception* (1822).

Discussion/Questions

In the 19th century, American artists truly embraced the notion of American identity, American exceptionalism, and utopian visions. They did so not only with their landscapes but also with portraiture and still life. Please describe 5 or more works that exemplify how artists sought to use painting to depict America as a unique place with its own identity.

Readings

Berlo, Janet Catherine. (2014) *Native North American Art. 2nd edition*. Oxford: Oxford UP.

Craven, Wayne. (2002) *American Art: History and Culture*. Saddle River, NJ: McGraw-Hill.

Doss, Erika. (2002) *Twentieth-Century American Art*. Oxford: Oxford UP.

Groseclose, Barbara. (2000) *Nineteenth-Century American Art*. Oxford: Oxford UP.

Hughes, Robert. (1991) *The Shock of the New: The Hundred-Year History of Modern Art – Its Rise, Its Dazzling Achievement, Its Fall*. New York: Knopf.

Wright, Tricia. (2007) *Smithsonian Q&A: American Art and Artists: The Ultimate Question and Answer Book*. New York: Harper.

LITERATURE

Transcendentalism: The essays of Ralph Waldo Emerson united the “common sense” heritage of Thomas Paine with Asian notions from Buddhism and Hinduism, with German Romanticism. The result encouraged free thinking and creative self-expression, as well as an emphasis on self-determination and action. Henry David Thoreau's *Walden* championed the idea of simplicity, connections to nature, and the

abolition of slavery. Walt Whitman's poetry shocked people with its directness and formal innovations, in which he brought together a kind of Zoroastrian energy of fire and electricity, united with the flesh and blood of humanity. All the authors emphasized the capacity of humanity to transcend and build a new kind of person and a new kind of community.

Diaries / Non-Fiction: Alexis De Tocqueville, *Democracy in America* explored the potential of America in very positive ways. However, Jean de Crevecoeur's *What Is an American?* Reflected a deep disenchantment. Frederick Douglass was born a slave, and had the blessed fortune to be taught to read and write, despite the extreme risk of such an endeavor. His personal narrative describes how he learned to write and it contains an exploration of the culture of the time and the mindset that allowed the cruel institution of slavery to exist and thrive. Mary Rowlandson's narrative of being captured by Indians was written much earlier, in 1682, but was popularized in the 19th century.

Romanticism: German Romanticism manifested itself in many ways in American literature, but in the fertile literary imaginations of the Americans, it took a very different direction. Washington Irving incorporated Dutch history and ghost stories in his *Tales of Sleepy Hollow* and *Rip Van Winkle*. Nathaniel Hawthorne incorporated haunted houses in *The House of the Seven Gables*, and Puritan dark tragic romance in *The Scarlet Letter*. Edgar Allan Poe's essays explore the idea that there should always be undercurrents that potentially contradict the notions on the surface. His own work clearly reflects that, as the dark explorations of extremes of obsession and twisted psyches manifest themselves in his *Tales*. He was credited as writing the first detective novel in America, and his poetry, although verging on doggerel, is also an exploration into obsession and death.

West / Frontier: Samuel Clemens (Mark Twain) wrote fiction and essays about the Frontier, starting with the Mississippi River (*Life on the Mississippi*) and going toward the Nevada and California gold fields (*Roughing It*). He even wrote about Hawaii and other areas. His *Tom Sawyer* and *The Adventures of Huckleberry Finn*, although politically incorrect today, accurately reflect the social milieu at the time.

Social Novels and Pioneers: Henry James wrote novels including *The Golden Bowl* having to do with the class structure and the cultural values of the elite. Similarly, Edith Wharton critiqued the life of the American aristocracy (which she experience first-hand) in novels such as *The House of Mirth* and *The Age of Innocence*. Authors who wrote novels having to do with pioneers included Willa Cather's *My Antonia* and William Fenimore Cooper's *The Deerslayer*.

Discussion/Questions

In the 19th century, Romanticism and Transcendentalism took human potential in very different directions. One suggested infinite potential and opportunities for self-actualization and transformation. The other suggested the impossibility of self-transformation or achievement of the American Dream, not only due to economic and class barriers, but also due to dark forces of greed, lust, and secret inability to adhere to strict norms. Discuss some of the works that seem to illustrate such diametrical oppositions and discuss what they suggest about the American experience in the 19th century.

Readings

Blaisdell, Bob. (2014). *The Dover Anthology of American Literature*. NY: Dover.

Bloom, Harold (1994). *The Western Canon*.

Drolet, Michael, ed. *The Postmodernism Reader: Foundational Texts*. New York, NY and London, UK: Routledge, 2003.

Foster, Hal. *The Anti-Aesthetic: Essays on Postmodern Culture*. New York: New Press, 2002.

Foster, Hal, Rosalind Krauss, Yves-Alain Bois, and Benjamin H. D. Buchloh. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. New York: Thames & Hudson, 2004.

Franklin, Wayne, and Philip F. Gura, Jerome Klinkowitz, Arnold Krupat, Mary Loeffelholz. (2011) Norton Anthology of American Literature, 8th edition. NY: Norton.

Lentricchia, Frank (1994) The Edge of Night. NY: Random House.

Nelson, Dana D., Joseph Csicsila, Shelley Fisher Fishkin, James S. Leonard, David Bradley, George McMichael (2010). Anthology of American Literature. Longman Publishers

Rorty, Richard (1999) Philosophy and Social Hope. London: Penguin.

Fiedler, Leslie. (1960) Love and Death in the American Novel.

Gates Jr., Henry Louis. (1987) The Signifying Monkey: A Theory of African American Literary Criticism. Oxford: Oxford UP.

Trilling, Lionel (1950) The Liberal Imagination. London: Secker and Warburg.

20TH CENTURY

The history of North America was shaped by rapid technological and social change, along with wars which catalyzed the development of an American identity characterized by the notion of economic growth, global reach, and the American Dream. The American concept of itself was not shared by all of the world, and in fact, much of the century was consumed in a clash of ideologies, after the Bolshevik revolution in Russia created the platform from which the competing systems, capitalism and communism, could easily differentiate themselves. In the meantime, women and previously excluded groups gained new access and a clear voice and place in society.

POLITICAL HISTORY

GOVERNMENT

Federal Government: The federal government expanded its influence in three important pulses in the 20th century. First, the anti-monopoly legislation and the breakup of the trusts into government-controlled smaller companies, in conjunction with the establishment of the Federal Reserve System streamlined and connected businesses in ways that had not been connected before. Second, the New Deal of the 1930s which was designed to combat the Great Depression resulted in social safety nets, such as Social Security. In the 1960s, the War on Poverty and the Civil Rights movement resulted in the creation of new agencies, which administered federal funds to states and communities, thereby further influencing communities.

State Governments: Each state has its own constitution, and also its own three-part government, with an executive branch, a legislative branch, and a judicial branch. There is a great deal of difference between the states. For example, the Louisiana judicial system is modeled after the French and is quite different than any other in the nation.

Tribal Nations: Indian nations are sovereign and have their own tribal governments, with an executive branch, a judicial branch, and a legislative branch. They are not subject to all the taxation or trade restrictions of the U.S. federal government, and so are able to sell tax-free cigarettes, establish casinos, and have other types of business. Individuals in the nations are often paid headrights.

City Governments: City and municipal governments are smaller units of government, tasked with providing infrastructure, protection, education, and the other services that a community wishes to fund through tax dollars, which could include hospitals, clinics, recreation centers, family welfare centers, and

more. City governments have many different structures. Most have either a mayor as the chief executive officer or a city manager.

Judicial Branch: The judicial system is a system of courts designed to administer the law and to provide both punishment and protection under the law. The judicial branch is a part of checks and balances, designed to keep one group from dominating the others.

Legislative Branch: This is the law-making side of the government. In it, lawmakers pass laws. In the federal government, the bicameral system means that there is a House of Representatives and a Senate. In many states, there is only a single group of legislators, called, in some states, "assemblymen." In other states, there are two houses: the House of Representatives and the Senate.

Executive Branch: In the early years of the United States, the Executive Branch was smaller than the other branches, and the President had limited power. However, in the 20th century, the Executive Branch has expanded to the point that it intrudes into the other branches of government because it is able, through its cabinets, agencies, and Executive Orders, to pass regulations (which are forms of legislation) and to enforce the regulations with fines, injunctions, and even prison sentences. The power and disproportionate size of the 21st century Executive Branch has set the stage for a dictator or autocrat to run the country, with only fragile and dysfunctional judicial and legislative branches to resist them.

Discussion/Questions

In the 20th century, populist and grassroots movements have had profound effects on the structure and rights of the government. Take a look at the following movements: Anti-Trust, the New Deal, Civil Rights Movement and the War on Poverty. Describe the impact that each had on the structure of the government, and the way it interacts with its people..

Readings

Bastiat, Frederic. (2013) The Law. Creative Commons.

Fineman, Howard. (2009) The Thirteen American Arguments: Enduring Debates that Define and Inspire Our Country. New York: Random House.

Friedman, Milton. (2002) Capitalism and Freedom. Chicago: University of Chicago Press.

MILITARY

War in Central America / Mexico: The Mexican Civil War included many skirmishes on the border of Mexico. Large corporations and oligopolies took advantage of the state of chaos in Mexico and invaded the Gulf of Mexico port of Veracruz with the aim of gaining control of oil and gas resources. For the most part, the efforts of the Americans was rebuffed. The Mexican attacks were led by Pancho Villa, who combined the tactics of vigilante avengers with those of a militia.

World War I: The American participation in World War I resulted in a number of military innovations, including improved submarines, airplanes, and different types of chemical warfare. Not all innovations were destructive; in World War I, more effective gas masks were developed, and for the first time, motorized vehicles were used to transport equipment, troops, and supplies.

FBI / Al Capone -- Prohibition - organized crime wars: Federal Bureau of Investigation came into prominence starting with Prohibition (making alcohol illegal) during the 1920s. The FBI was unique in that it was essentially a Federal law enforcement agency, with jurisdiction for the entire country, making coordination much more efficient.

World War II: Rocketry, radar, aircraft carriers, and nuclear weaponry are generally viewed as groundbreaking technologies in World War II. In addition, new fabrics were developed such as rayon,

which could be used for parachutes and other pieces of equipment used during the war.

Korean War: The U.S. involvement in the Korean War was a time of technological advancement. During the 3-year war, the U.S. dramatically increased its use of helicopters, particularly in medical evacuations and to deliver key supplies to isolated pockets of military personnel. Battlefield medicine was revolutionized by the use of the Mobile Army Surgical Hospital (MASH) unit, combined with the aeromedical evacuation. In the Korean War, the fatality rate for seriously wounded soldiers was cut to a new low: 2.5 percent.

Cold War: The Cold War, which was both an arms / influence race and a complex spy game, saw breakthroughs in the use of satellite technologies, various types of surveillance technologies. The production of propaganda was an important area of contention, with both the U.S. and the U.S.S.R. participating in both open and sub rosa operations. For example, student rebellions were often subsidized by communist coffers.

Vietnam War: The justification for United States involvement in the Vietnam War was the “domino theory” – the U.S. needed to help countries resist communist infiltration and domination. In many ways, the Vietnam War was an unethical “proxy war” and one of the first of its kind. In it, the main entities in conflict (Communist China, the Soviet Union vs. the United States) fought their conflict in a smaller country (Vietnam). The cruelty of this approach was not lost on anyone, and it was a war which provoked a great deal of protest. However unethical the proxy war might be, however, no one seemed to prefer direct nuclear conflict with the two main belligerents.

Desert Storm: A war fought over directional drilling (supposedly Iraq was using new directional drilling techniques to burrow under Kuwait and tap into their vast oil reservoirs), it there were questions from the beginning why the U.S. should be involved. So, this war was one of the first where the U.S. was supposedly the prominent global police force. It was also one that was remote-controlled, with rockets and other weapons launched via computer from remote control centers. There were other firsts as well: this was a war that was broadcast live on CNN, What was broadcast was a fireworks display of primarily rocket attacks, which gave it a rather sterile, bloodless character.

War on Drugs: Accompanied by publicity “Just Say “NO” and the spectacle of Nancy Reagan, the so-called “War on Drugs” was spectacularly unsuccessful if the real goal was to reduce the level of drug addiction as well as the activity of narcotraffickers in the U.S. What made this law enforcement effort, dubbed a “war” unique was the way in which satellite imagery based on hyperspectral, multispectral, and infrared sensors, was used to detect marijuana and poppy cultivation, as well as the location of rural methamphetamine labs.

Discussion/Questions

1. In certain parts of Colombia during the height of the cartels, the underground “informal” economy was much larger than the formal economy. What this meant in functional terms was that while there was some circulation of the money used in trafficking (money spent in food, fiestas, rent, clothing, transportation, etc.), the flows were not official, and it was impossible to properly apply an income tax or to assure that the business contributed to the general good. Explain why it is problematic for a country to have informal trade networks (cartels, etc.) and discuss how they can have a devastating impact on legitimate trade.

2. Describe the role of technology in WWI and WWII. How did technology apply to surveillance. How did the U.S. contribute to technological changes in warfare? Describe the role of surveillance in the Cold War and also in subsequent wars or police actions.

Readings

National Interest. (2017) The Five Biggest Disasters in American Military History.
<http://nationalinterest.org/feature/the-five-biggest-disasters-american-military-history-11536>

National Archives (2017) American Military History
<https://www.archives.gov/research/alic/reference/military/american-military-history.html>

Office of the Historian. U.S. Diplomacy and Yellow Journalism, 1895 – 1898.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

Schulman, Marc. (2015) Economics and the American Civil War. History Central.
<http://www.historycentral.com/CivilWar/AMERICA/Economics.html>

U.S. Army. (1989) Center of Military History. American Military History.
<https://history.army.mil/books/AMH/amh-toc.htm>

SOCIAL HISTORY

SOCIAL STRUCTURE

Robber Baron: Often monopolists, the robber barons manipulated the laws and the banking structures to acquire controlling interests in major industries and in natural resources. They later often donated money to philanthropic causes.

Professional class: Occupying a high rung in society, the college-educated professionals (doctors, lawyers, educators, accountants) often owned businesses as well. They were considered aspirational with an ability to move up in social scale.

Middle class: For many years, the middle class was the most upwardly mobile class, and it was possible to achieve that standing by means of education, thrift (savings and investment), and entrepreneurship.

Factory worker / union: The working classes gained a boost with the formation of unions, and the protections afforded the union workers. They were able to have better health, work shorter hours, and have better wages. Toward the end of the century, the unions were under attack for corruption and for contributing to costs that made the end products unable to successfully compete in the world marketplace.

Entrepreneurs: Successful entrepreneurs are able to catapult themselves into the highest rungs of society, particularly when their business acumen is coupled with technological breakthroughs such as the telephone, television, computer, airplanes, automobiles, etc.

Women: Women's standing in society dramatically changed in the 20th century as rights and privileges that were accorded men such as the right to vote, work outside the home, own property, and more, were installed.

Civil Rights Movement: African Americans, who had lost the right to vote, were re-enfranchised in 1964. Since that time, great improvements have been made, but still there are problems and racism exists in American society.

Poor / underclass: Despite the successes of people who have achieved the American Dream, and the possibility of upward mobility, poverty still exists in America. Persistent pockets of poverty exist in rural America, in mountainous coal-mining Appalachia, in old industrial centers (Detroit), in locations isolated from commerce and industry. There are also the poor in urban areas who are homeless or almost homeless, living a precarious existence in the shadows of society in homeless shelters, abandoned buildings, low-cost motels. Many of the poor are unwed mothers, their children, drug addicts, and formerly incarcerated males. Others are the working poor, who find they cannot subsist on the scanty hours and minimum wage of restaurants, etc.

Discussion/Questions

In the twentieth-century, social mobility became more fluid with the advent of unions, the Civil Rights movement, the GI Bill and subsidized college educations, and the availability of entrepreneurial capital and investment. Describe the groups that had the most dramatic positive change in the 20th century.

Readings

Bourdieu, Pierre. *Distinction: A Social Critique of the Judgement of Taste* (1984, Harvard University Press)

Bowles, Samuel, et al (Editors). *Unequal Chances: Family Background and Economic Success* (2005, Princeton University Press)

Frank, Robert; Cook, Phillip J. *The Winner-Take-All Society: Why the Few at the Top Get So Much More Than the Rest of Us* (1996, Penguin)

Fussell, Paul. *Class: A Guide Through the American Status System* (1983, Touchstone Books)

Kingston, Paul W. *The Classless Society* (2000, Stanford University Press)

Lareau, Annette *Unequal Childhoods: Class, Race, and Family Life* (2003, University of California Press)

Neckerman, Kathryn M. (Editor) *Social Inequality* (2004, Russell Sage Foundation)

Shipler, David K. *The Working Poor: Invisible in America*. (2004, Knopf).

Walls, Jeannette. *The Glass Castle*. (New York: Virago, 2005).
<https://www.theguardian.com/books/2005/apr/03/biography.features>

GENDER

Traditional Nuclear Family Roles: For the middle class, traditional patriarchal model, with the male as breadwinner and working outside the home, and the mother staying at home to tend to children and the house. For working class, many women worked in other women's homes during the day, or in factories and offices (especially after WWII), with a resulting rise in demand for daycare and longer school hours. At the beginning of the century, women's skirts were long, hairstyles required elaborate preparation, and women generally did not operate machinery or drive. They also did not smoke or drink alcohol (although tipping opiate drinks with laudanum was common and acceptable for women in the beginning of the twentieth century).

Women in WWI: Women entered health care (nurses) and education (teachers), and also in different types of factories during WWI, due to labor shortages and the demands of the war effort.

Flappers: Women's roles changed a great deal after WWI, and the "flappers" of the 1920s were the "new woman," with bobbed hair, short skirts, who listened to jazz, drove cars, smoked cigarettes, and embarked on careers in previously male-dominated fields. The flappers were a bit scandalizing and not every woman embraced "Flapper" values.

Working Women / WWII: Rosie the Riveter was the emblem; propaganda campaign; 5 million women entered the workplace, and of those, 350,000 women working in factories, also WASPs (Women's Airforce Service Pilots) and minority women.

Women in the Universities: All-women colleges: Bryn Mawr, Smith, Barnard, Mount Holyoke, Wellesley are just a few. Many became co-ed in the 1970s, but before that time, were an important place for women "bluestockings" to

Women's Suffrage: Women lost the right to vote in 1787 and did not regain it on a national basis until the 19th Amendment, passed in 1920. Women activists such as Susan B. Anthony and Elizabeth Cady Stanton worked state by state.

Macho: A hyper-masculine stance often depicted in films, literature, comics, and graphic novels, specifically for Westerns and action-adventure genres.

Gender Ambiguity: Characterized many roles in the 20th century, especially in the 1960s when longer hair was in vogue for men, and a cross-over / sharing of roles began.

Marriage Arrangements: During the 20th century, political pressure to allow marriage between divorced men and women, and then later, between homosexual couples. The question for the future is whether or not there will be marriage between humans and non-humans (animals or robots), and while the question seems highly offensive and dehumanizing to a traditional philosophical vantage point, futurists believe that the human-machine / human-alter-biological boundaries are problematic. Marriage arrangements in this situation are about preservation of patrimony (inheritance) and not about sexual desire.

Discussion/Questions

The 20th century witnessed reversals of gender roles, as well as various seemingly retrograde movements as traditional gender roles were reinforced in very conservative groups. At the same time, new technology and new products made it possible for men and women to interact in new ways. Describe some of the changes in women's roles that corresponded to the advent of new technology and also socio-political events such as wars. How were men's roles impacted as well?

Readings

Adams, Carol J. *The Sexual Politics of Meat: A Feminist-Vegetarian Critical Theory*, 20th Anniversary Edition. New York and London: Continuum, 2010.

Agrawal, Arun and Clark C. Gibson, eds. *Communities and the Environment: Ethnicity, Gender, and the State in Community-Based Conservation*. Rutgers University Press, 2001.

Alaimo, Stacy. *Bodily Natures: Science, Environment, and the Material Self*. Bloomington, IN: Indiana University Press, 2010.

Bridenthal, Renate, Claudia Koonz, Susan Stuard, eds. *Becoming Visible: Women in European History*. 2nd ed. Boston: Houghton Mifflin, 1987.

Connecting Spheres: Women in the Western World 1500 to the Present. (New York: Oxford University Press, 1987).

Dubois, Ellen Carol, and Vicki Ruiz, eds., *Unequal Sisters: A Multi-Cultural Reader in U.S. Women's History*. Routledge, 1990.

Fraser, Nancy, *Unruly Practices*. 1989.

Grosz, Elizabeth, *Volatile Bodies: Toward a Corporeal Feminism*. Bloomington: Indiana University Press, 1994.

Hewitt, Nancy. "Beyond the Search for Sisterhood: American Women's History in the 1980's," *Social History* 10 (Oct 1985): 299-322.

Higginbotham, Evelyn Brooks. "African-American Women's History and the Metalanguage of Race," *Signs* (Winter, 1992): 251-74

Hirsch, Marianne and Evelyn Fox Keller, ed Conflicts in Feminism. (1990).

Hooks, Bell. Feminist Theory from Margin to Center. (1984) or selections from Cherrie Moraga, This Bridge Come Back: Writings by Radical Women of Color. (1981)

Nicholson, Linda. Feminism / Postmodernism. New York: Routledge, 1990. (Especially the introduction by Nicholson.)

Smith-Rosenberg, Carroll. Disorderly Conduct. New York: A.A. Knopf, 1985.

ECONOMIC HISTORY

INNOVATION

Second Industrial Revolution: The Second Industrial Revolution started at the turn of the century, and resulted in dramatic breakthroughs in communication, transportation, and public works. The inventions included forged steel, automobiles, telegraph, telephone, waterworks, public sewer systems, trams, gas and electricity in homes.

Third Industrial Revolution: The Third Industrial Revolution had to do with computers, petrochemicals (plastics, nylon, etc.), airplanes, and space-age innovations. It started in the 1950s, with dramatic breakthroughs in plastics, in computing, and also in the development of materials and processes that allowed additional automation, television and radio broadcasting, space travel, air travel, satellite communication, and more.

Fourth Industrial Revolution: In the 1980s and 1990s, the development of the World Wide Web and the Internet led to dramatic change in what way people communicate, obtain information, and also monitor people and processes. It was accompanied by the development of computing power, which allowed the development of artificial intelligence and “smart” systems. The change in communication led to the dramatic transformation and automation of many professions and jobs, such as journalist, middle manager, secretaries, typists, clerks, commercial artists, and more.

World War I Technologies: The American inventions that were used in World War I were quite diverse. They ranged from the use of airplanes and a system of air traffic control, to on-the-ground innovations. The more mundane included the development of cotton cellulose, which was used for medical purposes (wadding). Cotton cellulose was later developed into sanitary napkins for women, and later, paper tissues. Paper tea bags were developed by an American.

Factory Technologies and Management: The early 20th century saw the Americans develop a new kind of “scientific” management for making factories both efficient and keeping employees optimally happy (an implementation of Jeremy Bentham’s “felicific calculus”). It was called “industrial hygiene” and was adopted with great success in all kinds of factories and workplaces. The focus was on mass production, elimination of waste, and equitable treatment of workers. It was first used by Ford in the assembly-line manufacture of the Model T. Frederick Taylor was effectively articulated the concepts, and it was used as a foundation for later engineering endeavors, including industrial engineering and management.

Rise of Labor Unions and Trade: Due in large part to the exploitive, dangerous, and inefficient use of labor in mines, factories, ships, docks, and other areas, and the need for specialization, labor unions formed in order to fight the oligopolies that wished to minimize labor costs. The trade unions arose as a political choice in the early part of the century, when countries resolved the problem by not allowing private ownership at all, and elected socialism or communism. The U.S. upheld private ownership (either by individuals or corporations), and at the same time implemented protections through the use of labor laws and unions (who had strength through labor laws). The unions truly transformed American labor and resulted in a high standard of living for union members. However, with the advent of labor-saving technology, and the pressure of unions to continue to add benefits, many unions found themselves to be

unsustainable. The trend in the late 20th century was to rely on governmental protections of labor and not collective bargaining.

Cultural Innovations: This article has focused on industrial innovations, but it is worth mentioning that in the 20th century there was significant crossover, and the cultural innovations sparked new developments and demand for better communication, computing, and production techniques. Some of the examples are in the entertainment industry: music (jazz, rock, hip-hop, classical music); film industry (the “talkies” of the 20s, and then those with extreme special effects, starting with color, and ending with animation and 3D images); travel and tourism (the theme parks, such as Walt Disney World, and festivals such as Woodstock, Altamont (a negative impact), and Coachella (electronic music)).

Discussion/Questions

The 20th century has seen numerous generations of innovation, some so profound that they are called revolutions. Explain the kinds of innovations that occurred during the Second, Third, and Fourth Industrial Revolutions, and provide a few examples of the way they changed everyday life for the average American, and how they opened opportunities for those seeking a better life (or a more interesting one) from countries experiencing crisis or ongoing instability.

Readings

Bey, Lee. (2016). Lost cities #8: mystery of Cahokia – why did North America’s largest city vanish? The Guardian. August 17, 2016. <https://www.theguardian.com/cities/2016/aug/17/lost-cities-8-mystery-ahokia-illinois-mississippians-native-americans-vanish>

Hughes, Thomas P. (2004) American Genesis: A Century of Invention and Technological Enthusiasm, 1870 – 1970. 2nd Ed. Chicago: University of Chicago Press.

Pacey, Arnold. (1991) Technology in World Civilization: A Thousand-Year History. Boston: MIT Press.

Seppa, Nathan. (1997). “Metropolitan Life on the Mississippi” Ancient Cahokia. The Washington Post. March 12, 1997. <http://www.washingtonpost.com/wp-srv/national/daily/march/12/cahokia.htm>

Stearns, Peter. (2012) The Industrial Revolution in World History. 4th ed. London: Taylor & Francis.

Taylor, Mitch. (2011) Ford Model T – How to Start & How to Drive: <https://youtu.be/QxfHMTgg2d8>

Wisconsin Historical Society. Mississippian Culture and Aztlan. <https://www.wisconsinhistory.org/turningpoints/tp-003/> Great site with original documents and primary sources.

TRADE

Oligopolistic Trade of the early 20th Century: The early 20th century was marked by monopolistic and oligopolistic control not only of the inputs for manufactured goods, but also the means of manufacture and transportation. The railroads were owned by oligopolies, as were the oil, steel, and coal producers. As a result, the costs for some goods were artificially high, and the companies with oligopolistic control tended to be able to influence politicians, not only in the U.S. but also in other countries such as Cuba, Mexico, and Central America.

Anti-Monopolistic Legislation: President Theodore Roosevelt’s war on monopolies and oligopolies was not without its challenges. There were armed uprisings as labor unions, anarchists, and other organized groups fought the monopolies. The final result was legislation that led to the breakup of the monopolies into smaller companies that could compete with each other.

Protectionism: Trade was restricted throughout the first part of the twentieth century in the United States because of a wall of tariffs, which created, in essence, a barrier to trade. Many economists have blamed the Great Depression of the 1930s to high tariffs, import quotas, and foreign exchange controls that resulted in pernicious protectionism.

Rise of Labor Unions and Trade: Labor unions were protectionist in their orientation since they wanted to protect the jobs of their union members. However, in order to have jobs as longshoremen, Merchant Marines, steelworkers, etc., it was necessary to have markets and an industry. So, labor unions were often in the paradoxical position of both supporting free trade and imposing restrictions and limits on what could be done in junction with the movement of goods.

Interstate Commerce Compacts: With the rise for the Interstate Highway System (freeways), was the realization that every state had regulations governing what could be sold within the borders. There were often controls imposed on agricultural products in order to avoid disease and parasites. In order to make sure that regulations were uniform, and that truck drivers and shippers knew the rules before heading on their journey, the Interstate Compact Commission was formed, and agreements were forged and signed between the different states of the Union. The regulations governing the transport of goods applied to vehicles as well as pipelines.

Cartels (Drug Trafficking, Human Trafficking): Illegal activities did not cease just because they were illegal. If anything, in some cases, the trafficking increased spurred on by higher profits which could be gotten by not paying taxes (since bribes are usually lower than taxes) for the activities that were putatively legal. Illicit trade of drugs, human beings, etc., was controlled by gangs and sometimes foreign national-controlled cartels. The impact on society has been negative.

NAFTA (North American Free Trade Agreement): With the assumption that trade between neighbors would expand markets, aid in competition, and result in better business conditions for all, the North American Free Trade Agreement was signed. While it has resulted in better relationships between Mexico and Canada, there are also downsides in that it has led to a dramatic need for decreased costs of production, resulting in downward pressure on wages.

Intellectual Property and Technology Trade in Digital World: Trade in intellectual property used in communications technology, computing, high-tech manufacturing, pharmaceuticals, the health industry, and more, have had a significant impact on on the development of products and services in the United States. Every activity and transaction is, in essence, trade, which means that what is often commonly through of as "services" is, in another sense, trade.

Discussion/Questions

In the first part of the 20th century, different phenomena occurred which created deep imbalances in trade, and which had deleterious effects on the economy. The first was the control of markets by monopolies. The second was protectionism in the form of tariffs, import quotas, and foreign exchange restrictions. Describe what was done to combat the imbalances and the impact that the changes had.

Readings

Dolin, Eric Jay. (2011) *Fur, Fortune, and Empire: The Epic History of the Fur Trade in America*. NY: W. W. Norton.

Lind, Michael (2013) *Land of Promise: An Economic History of the United States*. New York: Harper.

San Jose State University Department of Economics. (ND) *The Economic History of the United States*. <http://www.sjsu.edu/faculty/watkins/econhist.htm>

SCIENCE

Overview: The enabling sciences for the explosion of technological breakthroughs included a better understanding of physics, chemistry, materials science, and mathematics. New abilities to process complex mathematics and to fabricate new materials made inventions possible that totally transformed every aspect of life. Ironically, the same breakthroughs that could have enormous positive impact also had deadly ones, such as in the case of nuclear physics, and the development of the nuclear bomb, but also nuclear power.

Vladimir Zworykin: Known for perfecting x-rays and the cathode ray tube, Zworykin has been credited for developing the early television. Originally from Russia, Zworykin, like many others, moved to the U.S. to escape political oppression.

Niels Bohr: With other early 20th-century physicists, Bohr made contributions to the understanding of the atom, of subatomic particles, and nuclear physics.

Medicine: Understanding in the area of microbiology, anatomy, and also in the ability to see (microscopes) and to image (xray, ultrasound, scanning electron images) made it possible to evaluate medical conditions in a new way, and to devise new, ethical experiments and treatment protocols. Great advances were also made in pharmacology, with breakthrough developments in pain management and anesthesia, enabling better surgical procedures. Other breakthroughs in the use of genetics to develop more effective antibiotics and immunizations had dramatically positive effects on the population.

Edward Teller: Known as the “father of the hydrogen bomb,” Edward Teller advanced theoretical physics to the point that his group at Los Alamos Lab in New Mexico was able to harness nuclear fission and create the atomic bomb.

Wilbur and Orville Wright: Often in competition with Curtiss (in upstate New York), the Wright brothers perfected the first flying machine in the U.S., which had its first flight at Kitty Hawk, North Carolina.

John Bardeen: Miniaturization and solid-state electronics were key elements in the development of fast, economical super-computing. John Bardeen invented the transistor, which was the first step to miniaturization.

Space travel: The scientists at NASA were funded by a U.S. government eager to show dominance in the Cold War. While the U.S. space program achieved remarkable results and fascinated the public, there were also many breakthroughs that benefited the world in unexpected ways. Space travel was accompanied by breakthroughs in plastics, new lightweight materials, electronics, optics, computing, new fabrics, and medicine.

Medicine: NIH (National Institutes of Health) led research in molecular genetics, genomics, biochemistry to identify, prevent, diagnose, and treat disease and disability. Combined with a private and well-funded health industry, dramatic breakthroughs occurred in the area of medical imaging (x-rays, acoustic, nuclear/ radiography, magnetic, etc.) laser technologies (surgery, etc.), immunology, public health (vaccinations, women’s health), DNA / human genome mapping, improved pharmaceuticals, and more.

Telecommunications: Telegraph, telephones, radio and television broadcasts, satellite transmissions are just some of the ways in which a deeper understanding of physics combined with mathematics and computing power have transformed the United States.

Discussion Question:

The twentieth century presents a dizzying array of truly society-changing inventions and scientific breakthroughs. And yet, the foundational building blocks upon which these are constructed are few. They include the development of a better understanding of the structure of matter (the atom, etc.), the ability to

process vast arrays of numbers (supercomputing), and an understanding of electricity. Select a few examples of the most society-transforming inventions and discuss a) the role of physics, computing, and energy. Then, select one scientific breakthrough of the 20th century and discuss its impact for now and the future.

Readings

Clarke, Adele E. 1998 *Disciplining Reproduction: Modernity, American Life Sciences, and the Problems of Sex*. U Cal Press.

Forman, Paul. "Beyond Quantum Electronics." *Historical Studies in the Physical Sciences* 1987 18: 149-229.

Galison, Peter. *Image and Logic*. Harvard University Press. Introduction and ch. on physics and the war.

Gilbert, Scott. *Cellular Politics: Goldschmidt, Just, and the Attempt to Reconcile Embryology and Genetics. The American Development of Biology*. Ed. By K. Benson, J. Maeinschein, and R. Rainger. New Brunswick: Rutgers U. Press.

Heims, Steve. 1991 *Constructing a Social Science for Post-War America*. Cambridge: MIT Press.

Kevles, Daniel. 1997. *The Physicists*. Cambridge: Harvard.

Kevles, Daniel. *The Code of Codes*.

Larson, Edward J. *Sex, Race, and Science: Eugenics in the Deep South*. Baltimore, MD. Johns Hopkins University Press. 1995.

Leslie, Stuart. *The Cold War and American Science*. New York: Columbia University Press.

Manning, Kenneth R. 1985. *Black Apollo of science: The life of Ernest Everett Just*. New York: Oxford University Press.

Merchant, Carolyn. *Ecological Revolutions: Nature, Gender, and Science in New England*. Chapel Hill: UNC Press, 1989.

Noble, David. *America by Design*. New York: Oxford, 1977.

Reingold, Nathan. *Science American Style*. New Brunswick: Rutgers, 1991.

Rosenberg, Charles. *No Other Gods*. Baltimore: Johns Hopkins, 1997. Ch. 14.

Spanier, Bonnie. *Impartial Science*. Bloomington, IN: Indiana U Press, 1995.

Starr, Paul. 1984 *The Social Transformation of American Medicine*. Basic.

Terry, Jennifer. *An American Obsession: Science, Medicine, and Homosexuality in Modern Society*. Chicago: U Chicago Press. 1999.

RELIGION

Protestantism: During the twentieth century, many of the denominations that were launched in the 19th century organized themselves and became more formal. They began to develop networks of churches as well as seminaries, bible colleges, and universities. With the increasingly rigid structure and social control of the formal churches, there arose a desire for religions that promised healing, physical prosperity, and immediate happiness. Using radio, television, and later the Internet, megachurches and televangelists appealed to millions of Americans. The result was the creation of a block of like-minded citizens, as well as a politicization of religion (more overt than in the past) Jerry Falwell / Liberty University, etc.

African American churches and the Civil Rights Movement: African Methodist / African Baptist churches flourished in African American communities and were important as a social support system. They helped organize and support grassroots movements that championed the right to vote, right for equal treatment and abolishing Jim Crow / Plessy vs. Ferguson (separate but equal) towns and facilities.

Catholicism and Activism: The Roman Catholic Church was very politically active in the twentieth century, and sometimes gave support for socially conservative movements, even backing authoritarian dictators. Much changed in the 1960s with activism and something that came to be known as Liberation Theology that was involved in the Civil Rights movement and the anti-war movement. Later, when the charismatic activist Pope died, the Catholic Church became very conservative again, marked by scandals relating to abuse and coverups.

Apocalyptic doomsday cults: Behind every utopian cult lies the possibility of a dystopian counterpart. In the 20th century, a number of cults that focused on the idea of end times emerged. The apocalyptic narrative of the book of Revelations in the New Testament of the Bible was often invoked, with the idea that the destruction of the earth was imminent, thanks to the wickedness of humanity, and that only “true believers” would survive. Pushed into a corner by perceived outside threats, they committed mass suicide. Groups included Jim Jones, David Koresh, Um Hari (Japanese nerve gas), Heaven’s Gate (the Halley-Bop Comet believers).

Buddhist: Japanese and other Asian communities established Buddhist temples. Buddhism became even more prominent in the 1970s after the exodus of South Vietnamese to the United States.

Hindu: Primarily from India, Hindu traditions have been maintained especially in the form of wedding traditions and holidays. Home altars feature Ganesh (the elephant-headed household deity) and holidays such as Diwali (Festival of Lights) are celebrated.

Muslim: The Muslim faith has many different manifestations in the United States. There are a number of mosques in communities and they have traditionally focused on education and social support.

Judaism: The Jewish faith is very important in many communities in North America, where there are temples for Orthodox Jews as well as more moderate or mainstream. In all cases, there is an emphasis on learning the sacred texts and traditions, which is a strong force in creating an ongoing cultural identity.

Discussion/Questions

In the 20th century, the advent of mass media profoundly changed the way that we obtain information and how we decide the best way to practice our religious beliefs. Describe how mass communications transformed religious groups from intimate networks of social co-dependency to something else, that looked like self-determination, but could be argued was mass indoctrination.

Readings

Ahlstrom, Sydney E. A Religious History of the American People. New Haven: Yale University Press, 1972.

Curtis, Finbarr. The Production of American Religious Freedom. New York: New York University Press, 2016.

Jenkins, Philip. *Mystics and Messiahs: Cults and New Religions in American History*. New York: Oxford University Press, 2000.

Lacome, Denis. (2014). *Religion in America: A Political History*. New York: Columbia UP.

Muravchik, Stephanie. *American Protestantism in the Age of Psychology*. New York: Cambridge University Press, 2011.

Miller, Steven P. *The Age of Evangelicalism: America's Born-Again Years*. New York: Oxford University Press, 2014.

Porterfield, Amanda, and John Corrigan, eds. *Religion in American History*. Malden, Mass.: Wiley-Blackwell, 2010.

Rohrer, S. Scott. *Wandering Souls: Protestant Migrations in America, 1630-1865*. Chapel Hill: University of North Carolina Press, 2010.

Waldman, Steven. *Founding Faith: Providence, Politics, and the Birth of Religious Freedom in America*. New York: Random House, 2008.

PHILOSOPHY

Charles Sanders Peirce: One of the “greats” of American philosophy, Charles Sanders Peirce was renowned as a logician. In addition, he made contributions to the philosophy of language and explored how and why language has meaning. With an underpinning in mathematics, probability and statistics, Peirce proposed that language has semiotic meaning and functions as a “sign” – that idea alone allowed the breakthrough notions of signs, with their different categories, to flow into deconstructivism and the notion that the meaning of language is influenced by who / how / why a sign is assigned a meaning.

George Santayana: Originally from Spain, Jorge (or “George”) Santayana was raised in the U.S. He was a pragmatist and was an early advocate of bridging mathematics and logic, as well as looking at the essential work of language in the creation of meaning and a concept of reality.

Charlotte Gilman Perkins: An ardent advocate of individual self-expression and the relationship between aesthetics and ethics, Perkins wrote about women’s worlds and roles, and the essential powerlessness of women. Perkins was an advocate of women’s rights to vote and to own property individually and independently. She wrote a utopian novel, *Herland*, which details a world where women are in command. Despite that, Perkins is less a feminist and more a humanist who advocates for social equality for all.

John Dewey: As a pragmatist who focused on the consequences of free will and the implications of human agency, Dewey believed that the most important change agent was the individual who was willing to build educational and philanthropic institutions. Dewey is best known for his writings on democracy and education.

Richard Rorty: A controversial neo-pragmatist, Rorty offended many feminists because they accuse him of creating a philosophical framework that reinforces privilege and excludes ideas that are considered in the realm of the “Other.” Rorty suggests that human rights arguments are often tainted by sentimentalism, a stance which alienated him from feminists.

Cornel West: One of the most outspoken and influential philosophers of race, race relations, and social hierarchies, West has written influential texts that have provided a foundation for social equality and justice.

Discussion/Questions

In the 20th century, a kind of philosophy emerged that suggested that words had no meaning except those that had been assigned to them by the dominant class, and that all kinds of non-textual signs transmitted messages and stories just as well as words. The result was that the study of semiotics (signs that have meaning) merged with the study of language and literature. What resulted was the notion that every text has many possible meanings and interpretations, and because of that, there is always a level of indeterminacy, flux and non-meaning in all forms of communication, but especially in language. What were some of the destabilizing consequences of such a belief or mindset?

Readings

Blau, Joseph L. *Men and Movements in American Philosophy*. Englewood Cliffs, NJ: Prentice-Hall, 1952.

Borradori, Giovanna. *The American Philosopher*. Chicago: University of Chicago Press, 1994.

Cohen, Morris. *American Thought*. Glencoe, IL: The Free Press, 1954.

Fisch, Max H. (ed.). *Classic American Philosophers*. New York: Appleton-Century-Crofts, 1951.

Stuhr, John J. (ed.). *Pragmatism and Classical American Philosophy*, second edition. Oxford: Oxford University Press, 2000.

Waters, Anne S. *American Indian Thought*. Oxford: Blackwell, 2003.

West, Cornell. *The American Evasion of Philosophy*. Madison: University of Wisconsin Press, 1989.

White, Morton (ed.). *Documents in the History of American Philosophy*. New York: Oxford University Press, 1972.

ART

American Impressionism: Beginning in the 19th century, and continuing into the 20th century, American Impressionists were known for their bright palettes and energetic brush strokes. Artists include Childe Hassam and Mary Cassatt.

Ashcan School: Realism returned with the "Ashcan School" which focused on social change through art and literature by painting scenes of everyday life in middle and working class settings. Examples include George Bellows, Everett Shinn, and George Benjamin Luks.

Harlem Renaissance: The 1920s and 30s Harlem Renaissance was a literary and artistic movement which brought together music, poetry, prose, and painting. The techniques were influenced by music, and known for their bright colors and cultural elements. Examples include Romare Bearden, Palmer Hayden, and Jacob Lawrence.

Socialist Realism / New Deal art: Thomas Hart Benton is perhaps the best-known of the artists commissioned by the Federal Art Project of the Works Progress Administration (WPA) established during the Great Depression. Influenced by the Mexican muralists such as Diego Rivera, the artists brought together myth and populist movements. Examples include Grant Wood, Reginald Marsh, and Thomas Hart Benton.

Abstract Expressionism: After World War II, artists in New York took the minimalism and modernist painting many steps further than the famous New York Armory Show of 1911, where Cubism and other abstract works were shown. Abstract Expressionism was characterized by experimental paint application

and dramatic brush strokes. Examples include Jackson Pollock, Willem de Kooning, Mark Rothko, Arshile Gorky, Robert Motherwell, and Alexander Calder.

Color Field: Color Field painting focused on large canvases with paint applied in unique ways, including dripped from a stick or poured directly from the can. Adolph Gottlieb and Mark Rothko were the first, and in the 1960s, color field painting continued with Morris Louis, Kenneth Noland and Helen Frankenthaler.

Mixed Media Pop Art: Robert Rauschenberg, Jasper Johns, Andy Warhol and Roy Lichtenstein incorporated everyday objects of popular culture and also blended photos, newsprint, comic strips and discarded objects. Their goal was often satiric commentary on American life, and in particular, consumerism.

Discussion/Questions

The 20th century began with a break from the values, hierarchies, and techniques of the past, and in regular succession, sought to break with its immediate forebears, even if they were only a decade or so in use. Describe the early 20th century artworks in America and explain how they represented a break from the past and a commentary on America. Then, follow up and create a timeline in the 20th century that links art movement with an underlying philosophical or aesthetic idea or ideal.

Readings

Berlo, Janet Catherine. (2014) *Native North American Art. 2nd edition*. Oxford: Oxford UP.

Craven, Wayne. (2002) *American Art: History and Culture*. Saddle River, NJ: McGraw-Hill.

Doss, Erika. (2002) *Twentieth-Century American Art*. Oxford: Oxford UP.

Groseclose, Barbara. (2000) *Nineteenth-Century American Art*. Oxford: Oxford UP.

Hughes, Robert. (1991) *The Shock of the New: The Hundred-Year History of Modern Art – Its Rise, Its Dazzling Achievement, Its Fall*. New York: Knopf.

Wright, Tricia. (2007) *Smithsonian Q&A: American Art and Artists: The Ultimate Question and Answer Book*. New York: Harper.

LITERATURE

Imagism: An early version of Modernism, Imagism flowed from the experiments of French (Apollinaire, Rimbaud, Baudilaire) and reacted against ornate Romanticism and Victorian poetry. Ezra Pound wrote that imagism attempted, with great simplicity, to capture an intellectual and emotional complex at a particular moment in time. Pound's poem, "In a Station in the Metro" is considered the quintessential example.

Modernism:

American modernists included T. S. Eliot, whose poetry of the "Lost Generation" included *The Wasteland*, and *Four Quartets*. It was allusory, fragmentary, and incorporated tenets of imagism as well as minimalism. Gertrude Stein's prose was ground-breaking in its exploration of emotional landscapes but using minimalist forms in such works as *The Making of Americans*. Hemingway was deeply influenced by Stein and his prose, *The Snows of Mount Kilimanjaro*, *For Whom the Bell Tolls*, *The Sun Also Rises*, *A Farewell to Arms*, and *Death in the Afternoon* influenced a generation of writers.

Minimalism: William Carlos Williams was one of the first of the poets whose work reflected the Armory Show of 1913 in which the modernist art of Europe exploded upon the New York arts scene and the consciousness of a nation and a world in flux. Key elements were meaning through juxtaposition and informal, spoken-word syntax. His collection *Spring and All* was tremendously influential. The

experimental Black Mountain School further explored minimalism. The poetry included that of Robert Creeley and Mina Loy's *Lunar Baedeker*, which is a travel guide to magical, nether world.

Surrealism: Exploring the impact of unlikely juxtapositions and the sense of hype-reality, poets were inspired by artists such as Salvador Dali, Rene Magritte, Marc Chagall and Frida Kahlo. They include John Ashbery, whose *Self-Portrait in a Convex Mirror* was very influential.

Social Realism: John Dos Passos wrote a trilogy, *U.S.A. Trilogy*, which include *The 42nd Parallel* (1930), *1919* (1932), and *The Big Money* (1936). It explores the experience of immigrants. Upton Sinclair's *The Jungle* was an expose of food processing practices. Nathanael West's *The Day of the Locust* and *Miss Lonelyhearts* explore the dark side of the American Dream with its attendant loneliness and nihilism.

Postmodernism: Postmodernist writing counters the ideas and values that realism and positivism promotes. For Postmodernist writers, reality is a construct, teleology is suspect, time is fragmented into a series of perpetual presents, and a profound rejection of "master narratives" for history and culture. Examples include Thomas Pynchon's *The Crying of Lot 49*, William Gass's *In the Heart of the Heart of the Country* and *On Being Blue*, Don DeLillo's *White Noise*, and David Foster Wallace's *Infinite Jest*.

Beat Poets: Influenced by Walt Whitman and Imagistic notions of freedom of expression, as well as a pulling together of Buddhist philosophy, the Beat poets wrote to counter the status quo in the 1950s. They included Alan Ginsberg and *Howl* and Lawrence Ferlinghetti's *A Coney Island of the Mind*.

New York School: Influenced by Abstract Expressionism and a painterly, imagistic approach to descriptions and prosody, the New York School included Kenneth Koch, Wallace Stevens, Barbara Guest, and Frank O'Hara.

Confessional Poets: The Confessional School of poetry built on the flow and emotional expressionism of the Beat Poets, but focused more on exploring the notions of psychology and the idea that truth can be found by delving deeply into repressed ideas, emotions, memories and dreams. Examples include Sylvia Plath, Robert Lowell, Anne Sexton, and W. D. Snodgrass. It is hard to find a confessional poet who did not eventually commit suicide.

Magical Realism: The structures and themes are deeply influenced by the Boom writers in Latin America who combine history with visions, time travel, magic, and human behavior / emotions. Examples include Louise Erdrich's *Love Medicine*, John Updike's *The Witches of Eastwick*, and *Ceremony* by Leslie Marmon Silko.

Discussion/Questions

The twentieth century was a time of rapid technological, social, and communication change, all of which is explored in the literature of the century. Describe the types of writing that seem to be most extreme (social realism as opposed to minimalism, for example) and discuss how they could, despite their different modes of expression, be exploring the same basic questions about the human condition.

Readings

Blaisdell, Bob. (2014). *The Dover Anthology of American Literature*. NY: Dover.

Bloom, Harold (1994). *The Western Canon*.

Drolet, Michael, ed. *The Postmodernism Reader: Foundational Texts*. New York, NY and London, UK: Routledge, 2003.

Foster, Hal. *The Anti-Aesthetic: Essays on Postmodern Culture*. New York: New Press, 2002.

Foster, Hal, Rosalind Krauss, Yves-Alain Bois, and Benjamin H. D. Buchloh. *Art Since 1900: Modernism, Antimodernism, Postmodernism*. New York: Thames & Hudson, 2004.

Franklin, Wayne, and Philip F. Gura, Jerome Klinkowitz, Arnold Krupat, Mary Loeffelholz. (2011) *Norton Anthology of American Literature*, 8th edition. NY: Norton.

Lentricchia, Frank (1994) *The Edge of Night*. NY: Random House.

Nelson, Dana D., Joseph Csicsila, Shelley Fisher Fishkin, James S. Leonard, David Bradley, George McMichael (2010). *Anthology of American Literature*. Longman Publishers

Rorty, Richard (1999) *Philosophy and Social Hope*. London: Penguin.

Fiedler, Leslie. (1960) *Love and Death in the American Novel*.

Gates Jr., Henry Louis. (1987) *The Signifying Monkey: A Theory of African American Literary Criticism*. Oxford: Oxford UP.

Trilling, Lionel (1950) *The Liberal Imagination*. London: Secker and Warburg.