

The United States and the World to 1850

Teacher's Syllabus

"The United States and the World, Part 1" provides an enlarged frame for U.S. history by considering world historical events and outcomes, linking local and global histories within the geographical boundaries of the modern U.S., including early narratives of settlement and trade in Alaska, Hawai'i, California, and the Southwest. Based upon recent research, the course integrates the history of the western U.S. into the larger narrative of the making of the U.S.A., connecting the region with the colonies along the East Coast and the Atlantic World. It connects the history of early encounters and relations among native Americans, Africans, and Europeans to the broader history of the development of independent nation-states elsewhere in the Americas. Finally, the course considers the transformation of racial, gendered, and political identities in the colonial and early national United States through a world historical lens.

The purpose of this "Teacher's Syllabus" is to provide teachers interested in globalizing the history of the United States with sufficient support so that the course can become a replicable experiment. To this end we provide selected readings aimed at assisting the preparation of each lecture, together with a list of topics to be addressed.

The syllabus presumes some prior training and/or experience teaching United States history. [See also the Student Syllabus for Parts 1 and 2 in this website, which provides assigned student readings and lecture titles.] The required readings are intended to be pulled together as a Class Reader. The use of a textbook is optional and at the discretion of the instructor. If you decide to adopt this approach, please let us know how it was received.

Week 1. Middle Earth: The Americas to 1450

Lecture I: Placing the United States in World History

□ A brief historiography of American history will be given since the end of World War II. The triumphal history of the 1940s and 50s that sought consensus, the social and multicultural historians of the 60s and 70s, the biographies of the founding fathers in the 80s and 90s, and the recent trend to transnationalism in American history that has particularly manifested itself in the idea of the Atlantic world. The progression of American history will be discussed in relation to world events happening at those times, such as World War II, the Cold War, the period of upheaval in the 1960s, the Reagan administration, and the focus on terrorism after September 11, 2001.

□ Students will be asked questions that historians are attempting to answer at this time. Is globalizing American history the creation of a theoretical space to re-examine traditional ideas or is it an increase of knowledge and methods? Is the expansion into world history just an expansion of American hegemony? What is the meaning of America?

Lecture II: The Formation of the Americas

□ According to Crosby, the history of the Americas began about 200 million years ago, "when a series of geological events began that brought these lands to their present locations." This lecture will discuss the environment and geological features of the Americas, as well as human populations and available resources. By framing the history of the Americas in the *longue durée*, students will get a

broader picture of the events which led to the modern U.S.

This lecture will look at the development of complex societies in the Americas and the Pacific Islands up through the sixteenth century. There was a wide range of social structures from hunting and gathering to agricultural villages to urban societies such as the Aztecs and Incas. The ongoing discussion on how to study areas of history noted for a lack of sources and the biases inherent in the sources available will begin in this lecture.

Specific cultures that will be examined in this lecture are the Pueblo and Navajo and their settled agricultural society in the American southwest, gender and the Five Iroquois nations in the American east, and the large society of mound-building peoples in eastern North America. Also, the Toltecs, the Mexicas (or Aztecs), and the Incas and their complex empires will be discussed. Parallels with the Australian aboriginals and the development of Pacific Island society will be made in this lecture.

Lecture III: Africa and Africans

□ John Thornton's *Africa and Africans in the Making of the Atlantic World* provides a summary of the history of African societies in the early modern period. From Thornton, we learn that Africans had a complex seafaring culture, adopted chiefly to trade along the West African coast. In this region, there are numerous interconnecting river systems and intercoastal waterways.

□ African states were political units, usually linguistically bounded, organized around lineages and kin groups. Slavery was part of African society, as it was in other Old World societies. Africans used slaves in several contexts, including agricultural and artisanal labor. Many African states became trade and religious centers and were important in cross-cultural exchanges. The Islamic religion was spread throughout sub-Saharan Africa, where some societies became centers of worship that were significant in the Islamic world. There was a consistent trade of mainly gold, ivory and slaves both overland and through the seas.

Readings:

*Bender, Thomas. *Rethinking American History in a Global Age*. (University of California Press, 2002).

*Crosby Jr., Alfred W. 1986. *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*.

Cambridge and New York: Cambridge University Press.

*Thornton, John. *Africa and Africans in the Making of the Atlantic World, 1400-1680*, 2nd ed., Cambridge and New York: Cambridge University Press, 1998.

*Judith Carney, *Black Rice*

Week 2. The New World Forged, 1450-1700

Throughout this week, students will discuss the simultaneous transformations going on primarily in western Europe that facilitates its global expansion. These transformations took place on mainly four fronts: religion and the Protestant Reformation, the political transformation due to new resources and institutions, economics and the ever-increasing prominence of capitalism, and new technologies and new scientific discoveries fueled an intellectual transformation as well.

Lecture I: The South Atlantic - Silver and Spain's Global Perimeter

□ This lecture reveals how Spain's silver mines in Mexico and Bolivia facilitated their attempts to settle Florida and the greater southeast. While Spain attempted to establish a defensive perimeter around the region, France and England threatened to also create military and missionary outposts on the southeastern coast. The readings by Milanich explores the impacts of the encounter between all of these groups in sixteenth century Florida, Georgia, and South Carolina.

□ Equally as important, these powers (particularly Spain) ran up against indigenous "statelets" who failed to recognize the authority and legitimacy of their plans for control over the region. Cabeza de

Vaca's account importantly reveals the incredibly complex inter-regional exchange networks existing at the time of the forging of the "New World."

□ At the same time, though, Europeans introduced diseases that dramatically shifted the pre-contact political-economic dynamic of these powerful chiefdoms.

Lecture II: The North Atlantic and Beyond

□ Lecture two attempts to dislodge the entrenched notion of the "city on a hill" in Puritan New England. While this discussion will no doubt explore the ideological tenets of European expansion into the Greater North, it will trace this back to earlier migrations of cod fisherman from both the Basque country and England.

□ Equally as important, students will explore the global implications of the fur trade—one of the most effective instruments forging the "New World" that involved French, Dutch, English, Russian, and indigenous participants.

□ Throughout the lecture, students will also learn of the crucial role that indigenous groups played in facilitating the fur trade. Richter's reading addresses the Iroquois role, while Salisbury and Taylor explore the global and indigenous dimension to the encounter in New England.

Lecture III: Impacts of Contact - The Columbian Exchange

□ Finally, this lecture takes a step back and embraces a more comprehensive view of the forging of the "New World." Primarily relying on Crosby's reading (as well as parts of Richter's), students will be able to identify and understand the multi-layered implications of the Columbian Exchange and its role during this period.

By looking at the global diffusion of plants, animals, human populations, food crops, and disease pathogens after Columbus's voyages, students will discuss which side of the Atlantic fared better in the cross-cultural exchange. The 80 percent to 90 percent mortality within the first generation in the Americas and the Pacific Islands, the exchange of crops and animals, the forced migration of enslaved Africans that was the largest migrant group, and the considerable migration of Europeans will be the main criteria for this evaluation.

This lecture will also discuss how the biological exchanges between the Old and New Worlds permanently altered the earth's environment. It will also examine the role the Columbian Exchange had in the world population explosion that began around this time.

Readings:

*Alfred Crosby, *The Columbian Exchange: Biological and Cultural Consequences of 1492*.

*Alan Taylor, *American Colonies*, Chapter 8 "New England"

*Daniel Richter, *Facing East from Indian Country*

Week 3. Sugar, Slavery, and Society in the South, 1600-1700

Throughout out this week there will be discussions about the slave trade. Direct and continuous European contact, beginning with Portuguese mariners in the fifteenth century on the west coast of Africa, brought major and rapid change to sub-Saharan societies. This lecture will look at the foundations and the brutality of the slave trade. This lecture will also discuss the political turmoil, the European conquest and settlements, intertribal warfare to increase slaves, social disruption and corruption of indigenous economies were all consequences of the slave trade in Africa.

Lecture I: The Growth of Sugar Plantations: Production and Consumption

□ This week will focus on the establishment of sugar plantations in the Caribbean Islands and the coastal plains of the South. Students will learn the geography of the islands, as well as the settlements

which later become part of the United States, and the “frontier” zones in Louisiana, Tennessee, and Florida.

□ Lectures will discuss sugar production in British colonies (Antigua, Barbados, Jamaica), Spanish and Portuguese colonies (Cuba, Brasil), French colonies (Saint Domingue, Martinique), Dutch colonies (Suriname), and the Danish settlement in Saint Croix.

□ Sidney Mintz’s *Sweetness and Power* will be a central text during this week. Lectures will explain the various processes that enabled sugar production and consumption, as well as the environmental impacts of plantation agriculture. Lectures will briefly describe other plantation crops produced in this region, including coffee, cacao, cotton, indigo, rice, and tobacco.

Lecture II: Slavery in the South

□ This week’s lectures will discuss the social impacts of plantation agriculture, focusing on the West African Slave Trade, African and American Resistance, and African labor in the Islands and the South.

□ The variations in demography in the islands and in the mainland colonies will be discussed, in relation to the variations of the different ecological zones: coastal plains, piedmont and mountains. The lectures will compare the social and economic structures in these regions, as well as the racial and gendered categories.

□ Peter Wood’s text will provide students with an example of early resistance movements and demographic information regarding rice production in South Carolina and the Stono Rebellion. Lectures will also discuss slavery in the South Carolina, North Carolina, Virginia, and Georgia v. Slavery in Florida.

Lecture III: Freedom in the South

□ This lecture will focus on the liminal area of Florida, demonstrating the various meanings of freedom in this region. By studying the activity of Free Africans, Creoles, Creeks, and Seminoles in Spanish Florida, the lecture will provide an alternative view of how culture developed in this area before the Jacksonian period.

□ Additionally, the lectures will discuss Colonial Contact with South Carolina and Georgia, and free farming in the piedmont and Appalachia, as well as Afro-Anglo-Celtic cultural hybridity in Georgia and the Carolinas. Students will view slides of Vernacular Architecture in the South, which will later be contrasted with industrial development in the cities.

Readings:

*Jane Landers, *Black Society in Spanish Florida* (University of Illinois Press, 1999).

*Sidney Mintz, *Sweetness and Power* (Penguin Books, 1985).

*John Thornton, *Africa and Africans in the Making of the Atlantic World, 1400-1800* (Cambridge University Press, 1998).

*Peter H. Wood, *Black Majority: Negroes in Colonial South Carolina from 1670 through the Stono Rebellion*. (W.W. Norton and Company, 1974): 13-326.

*John F. Richards, “Landscapes of Sugar in the Antilles,” in *The Unending Frontier: An Environmental History of the Early Modern World*. (University of California Press, 2003): 412-460.

Week 4. From Rivers to Oceans: Trade on the Frontier, 1700-1800

Lecture I: Furs

□ This lecture will introduce other narratives besides the traditional “westward expansion” narrative. Indeed, looked at from a world-historical perspective, Western America was penetrated from the West Coast, Northern Interior, and Southern Deserts and Plains equally as much as the

East. A discussion of the Russian and English competition over western furs—as well as Chinese consumption demands—reveals these other European movements.

□ Equally as important, the lecture will situate the powerful indigenous fur traders and chiefdoms at the heart of this story. Lightfoot's reading will importantly situate students within the complex global network among the Russians, Chinese, English, Kwakiutls, Haidas, and Spanish participants.

Lecture II: Horses

□ Focusing on the adoption, spread, and ultimately explosive proliferation of horses and horse cultures throughout the Plains, Deserts, Great Basin, and Colorado Plateau, this lecture will show how the Columbian Exchange of horses created a new, hybrid cultural understanding of the "West." Importantly, the lecture will also point to the dramatic environmental and political-economic changes that horses ushered into what became known as "The West."

□ As Taylor's reading will show, the evolution of borderlands and frontier slavery became intricately linked with the expansion of horse raiding cultures adopted by both indigenous and European groups. Brooks' reading on the creation of this world provides a fascinating account of this dynamic and its relationship with the expanding world economy.

Lecture III: The Middle Ground

□ Continuing with the theme of disruption introduced in lecture #1, this lecture looks at the frontier exchange economy shared by French and Spanish Settlers, indigenous villages, and slave communities living along the Mississippi. In many ways, this lecture most importantly reveals that the "South" was indeed once the "West."

□ Students will get a sense of the shifting nature of boundaries and their relationship with the expanding world economy. As Usner's reading will demonstrate, the frontier exchange economy thrived until the late eighteenth century and helped facilitate settlement that would foreshadow the Mississippi's pivotal role in shaping the American westward expansion and its place in the global economy. Thus, the lecture will conclude—rather than begin—with Lewis and Clark's seminal journey to "map" the West.

Readings:

*Brooks, James. *Captives and Cousins; Slavery, Kinship, and Community in the Southwest Borderlands*. Chapel Hill: University of North Carolina Press, 2002.

*Usner, Daniel. *Indians, Settlers, and Slaves in a Frontier Exchange Economy*. University of North Carolina Press, 1992

*Rich, E.E. "Russia and the Colonial Fur Trade" *The Economic History Review*.

Week 5. Atlantic Economy Through its Cities, 1750-1763

Lecture I: The North Atlantic - Quebec, Boston, and Philadelphia

□ This week examines the cities in the colonial American world and will consider the cultural, social, and economic interactions between cities in North and South America, Europe, the Caribbean, and West Africa. Topics explored include migration (voluntary and involuntary), trade, empire building, military conquest, colonization, expansion, disease and epidemics, and trading networks. This week we explore the cities that became prominent through this period, considering the unique problems and opportunities that cities experienced during this time.

□ This lecture focuses primarily on the northern cities in the Atlantic world. Boston, Philadelphia, and Quebec will be examined in depth. These cities' backgrounds, society, and involvement in the Atlantic world, particularly its economics, will be discussed. Particular attention will be paid to the poverty in Boston, the riots in Philadelphia and the mixing of British and French colonials in Quebec.

- The idea of colonial port cities central to the Atlantic world will also be introduced in this first lecture of this week. A brief overall look at the Atlantic world's cities is also provided in this first lecture.
- The interactions between the French and English empires, as well as all settlers' interactions with the indigenous Americans, will be studied, particularly in terms of the French and Indian War. The fall of Quebec in 1758 and the Treaty of Paris of 1763 and what the change of territories meant. The different religious natures of these northern ports will also be part of this first lecture, particularly the involvement of the British colony in the Great Awakening.

Lecture II: The Mid-Atlantic - New York and Charleston

- This lecture focuses primarily on the "middle" cities in the Atlantic world. New York and Charleston will be examined in depth. These cities' backgrounds, society, and involvement in the Atlantic world, particularly its economics, will be discussed.
- Particular attention will be paid to these cities involvement in the slavery. New York's extensive involvement in the slave trade and Charleston's involvement in not only the slave trade, but also the selling of slaves to plantations and other slave owners. Much of both these cities' livelihood depended on slavery and students will be introduced to what this meant to these cities.
- Other topics for this week include the cities', and the area as a whole, reaction to British legislation such as the Sugar Act, the Molasses Act and the Currency Act.

Lecture III: The South Atlantic - New Orleans, Tenochtitlan, Havana, and Paramaribo

- This lecture focuses primarily on the southern cities in the Atlantic world. The cities of the Caribbean, Mexico City, and Havana will be examined in depth. These cities' backgrounds, society, and involvement in the Atlantic world, particularly its economics, will be discussed.
- Particular attention will be paid to cities involvement in the slavery. This lecture's exploration of cities involved in slavery will be compared to the "middle" cities examined in the previous lecture. The connections between these cities through slavery will also be studied.
- Interactions between the British and Spanish empires, particularly in the form of the War of the Spanish Succession, will be looked at. One focus will be on the differences in Spanish colonial urban development to the British, and the different purposes the city had to each empire.

Readings:

*Nash, Gary. *Urban Crucible: The Northern Seaports and the Origins of the American Revolution*

*Knight, Franklin W., Peggy K. Liss, *Atlantic Port Cities: Economy, Culture, and Society in the Atlantic World, 1650-1850*

*Chudacoff, Howard P. and Judith E. Smith, *Evolution of American Urban Society*

Week 6: Atlantic Polity

Lecture I: The American Revolution (1750-1787)

- This lecture will explore the significant global influence that the Enlightenment had and how the ideals of the Enlightenment affected the evolution of democratic thought, resistance, and revolution. This lecture will discuss enlightened and revolutionary ideas such as popular sovereignty, freedom, and equality and how they inspired demands for freedom of worship, expression, and political and legal equality. The ideas of Jean-Jacques Rousseau and John Locke will also be discussed.
- This lecture will also focus on the American Revolution and the tensions between the British, the North American colonies, and the French that led to the Declaration of Independence. The legacy, such as British debt and the North American tax burden, of the Seven Years' War and the protests over British goods, taxes, trade policies, and Parliamentary rule will also be discussed. Other topics explored include the advantages that the British and the Americans had in the revolution, the end of

the conflict and the Constitutional Convention.

Lecture II: The Haitian Revolution (1797-1804)

□ This week will explore how the French colony of Saint Domingue produced the largest and most successful slave rebellion in the Americas. The three phases of the revolution will be covered: Metropolitan France and the revolution against the ancien regime, free coloreds in Saint Domingue fighting for equality with whites, and opportunity for slave uprisings in the environment of revolution.

□ Students will also look at the French Revolution and discuss the maneuverings of the Estates and the formation of the National Assembly and their values. The new constitution of 1791, the Directory, and the changes in religion, dress, and women's rights will also be discussed.

Lecture III: The Impact of the Revolution in the Atlantic World (1804-1813)

□ This week will focus on how the revolution in Saint Domingue affected slave resistance and slavery in the newly formed United States and the Atlantic Caribbean. Independence movements inspired by these revolutions in Latin America and the emergence of conservatism and liberalism ideologies will be studied.

□ This week will also focus on how the limits of these revolutionary ideals were tested. Specifically in the realms of slavery and women's rights. The push for the abolishment of slavery and the participation of women in these new societies will be discussed.

Readings:

*Geggus, David Patrick. *The Impact of the Haitian Revolution in the Atlantic World*, Colombia, SC.: University of South Carolina Press, 2001.

* Bailyn, Bernard. *The Ideological Origins of the American Revolution*, Cambridge, MA. Belknap Harvard University Press, 1992.

Week 7. Defining the Nation Against the Atlantic World, 1812-1829

Lecture 1: Industry in the Atlantic World

This lecture will discuss the immense social and economic changes of industrialization spread throughout the world. New sources of energy, new technologies, and the affects that were had on the cities will be looked at.

- The British monopolization on industry in the beginning, the changes Napoleon made to industry in Western Europe, and why industrialization in America was slow to start.
- This lecture will also look at the emergence of a working-class consciousness throughout the industrialized parts of the Atlantic World.

Lecture 2: Religion in the Atlantic World

This lecture will focus on religion and the effects that the Revolutionary era had on religion. The focus will be on what is called the Second Great Awakening. Students will question if it is in fact a second awakening or if it is a continuation of the first. That this is going on in Canada and in Europe will also be discussed.

The ties religion had to American identity and cultural independence at this time will be examined in this lecture. Students will look at the role of the frontier in religion and at the rise of religious freedom. The emerging dominance of evangelical religion will be discussed as well as the increasing idea that to be American is to be Christian.

The rise of evangelical religion at this time contributed to women's rights in that they were leaders in the new religiously-inspired institutions to purify society. African-Americans and slaves also found a place in evangelical religion and religion was used to justify both slavery and abolitionism. Other religions in the Atlantic World will also be discussed, such as the dominance of Catholicism in Latin America, the rise of Transcendentalism, the rise of Zionism in response to widespread anti-Semitism, and the syncretic practices of African-American religions.

Lecture 3: Wars in the Atlantic World

The War of 1812 effected banking, shipping, industry, transportation and farming throughout the Atlantic World. This lecture will look at these outcomes.

- This lecture examines the repercussions of the Napoleonic Wars in the Americas. For example, the United States and the War of 1812, and later, the Monroe Doctrine, the relatively peaceful transition from colony to nation for Brazil, and Simon Bolivar and the independence movements in Spanish America.
- Particular attention will be paid to class and racial transformations during these changes, like the expansion of slavery after independence in Brazil, the class revolution and race warfare in Mexico, the renegotiation of what it means to be of mixed race in the Atlantic World, and the contradictory legacy of the Spanish America revolutions.

Readings:

*Audrey Smedley, *Race in North America: Origin and Evolution of a World View* (Boulder, Colorado: Westview Press, 1993). Pg. 201-245

*William Weeks, *Building the Continental Empire: American Expansion from the Revolution to the Civil War* (Chicago, Illinois: Ivan R. Dee, 1996). Pp 30-58

*Susan Juster, *Disorderly Women*, Ch. 5, "The Disorder of Women: The Feminization of Sin, 1780-1830" pg 145-179 (34 pgs) (This should be the readings for the student syllabus)

*John Butler, *Awash in a Sea of Faith*, (Harvard University Press, 1992), pp 129-288

*Marilyn Westerkamp, *Women and Religion in Early America, 1600-1850 : The Puritan and Evangelical Traditions*, (Routledge, 1999), pp 104-182

Week 8: Defining Citizenship, 1829-1837

Lecture I: People and Property

- Students will be asked how citizenship is transformed from relationship to property ownership to race. Comparisons will be made to Great Britain and Latin American countries.
- This lecture focuses on the effects western expansion/migrations had on the people already there. All over the Americas, indigenous peoples were coming into conflict with settlers that were expanding and migrating. The United States, Canada, Argentina, and Chile all had conflicts with Native Americans which did not end well for the natives, who were generally forced onto undesirable lands. One of the more infamous removals was the Cherokee "Trail of Tears".
- Canada and Latin American countries also had questions concerning citizenship and race. This lecture will look at the concerns Canada had over the citizenship of British and French Canadians and the problems faced in Latin America over the large inequalities between the majority of landless peasants and the creole elite.

Lecture II: Industry and Agriculture

This lecture will explore the relationship between industry and agriculture. It will look at how

transportation connected these, compare the lives of the workers, and look at the incorporation of the West.

This lecture will also look at the further economic developments in North America. The United States was experiencing a great economic expansion due to railroads, foreign capital, abundant cheap labor, free enterprise and a stable government. Canada's economic expansion was slower, but expanding nonetheless.

The economic colonialism in Latin America will also be discussed. The majority of Latin American economies continued to export raw materials to industrial powers and did not develop. Only the wealthy prospered in these countries.

Lecture III: Slavery or Freedom?

- After 1800 and increasingly after the abolition of slavery in Great Britain in 1833, the United States were divided more and more over issues of slavery.
- In this lecture, the stories of David Walker and his invocation of the American Revolution in his attack on slavery, William Lloyd Garrison and the publishing of *The Liberator*, the American Colonization Society, the New York riot, and the cooperation of white and black women in the Antislavery Convention of American Women will all be told.
- Also in this lecture, the rebellions in the Caribbean, particularly Jamaica, and in the South, particularly the Turner Rebellion in Virginia, will be examined. Also, the Virginia debate in the legislature over emancipation—the last feasible abolition movement from within a southern state until the Civil War—and the enactment of Great Britain's abolition in the British West Indies will be discussed.

Readings:

*Dale Tomich, "Small Islands, Huge Comparisons: Caribbean Plantations, Historical Unevenness, & Capitalist Modernity," in *Social Science History* 18, 3 (Fall, 1994), 339-358.

Sydney Ahlstrom, *A Religious History of the American People* (New Haven, 1972)

*David R. Roediger, *The Wages of Whiteness* (Verso, 1991): 43-92.

*Charles Sellers, *The Market Revolution* (Oxford University Press, 1991)

*Christopher Schmidt-Nowara, *Empire and Antislavery: Spain, Cuba, and Puerto Rico, 1833-1974* (Pittsburgh, 1999)

Week 9. Migrations, 1830-1848

Lecture I: Immigration across the Atlantic

- Ethnicity and Immigration on the East Coast
- Growth of radical thought and inter-ethnic immigrant tensions
- Ethnic Diversity and Nativism

Millions of Europeans migrated to the United States during this time, and afterwards the number increased. These immigrants contributed to U.S. industrial expansion primarily because their labor came at a low cost.

The majority of European immigrants went to the United States, but others went to Canada, Argentina, Australia, South Africa, and New Zealand. Most became herders, cultivators, or skilled labor.

This lecture will also discuss the migrants to Latin America. There immigrants usually worked on agricultural plantations. In Cuba and the Caribbean, Asians migrated to work in the sugar fields, while Italians migrated to Argentina and Brazil.

Lecture II: Westward Expansion

- The Oregon Trail
- Mormon Settlements
- The California Gold Rush

Continual immigration and an ever-increasing population incited American and Canadian settlers to move west.

Lecture III: Immigration across the Pacific

- Global Impacts of Gold Rush
 - Large-scale immigration from across the Pacific Rim (Asia, South America, Australia) as well as overland and from Europe
 - Continuing Encounters in the Southwest: Texas Independence and the Mexican-American War
- Indentured labor migration was more typical from Asia, the Pacific islands, and Africa. These migrants usually worked on tropical and subtropical plantations, such as Indian laborers on Caribbean islands and Japanese laborers on Hawaiian sugar plantations.

This lecture will discuss the migration of Chinese laborers who typically worked in mines or on railroads.

Students will explore how these large-scale migrations are a sign of the affect imperialism had on the world.

Readings:

*Hasia Diner, *Erin's Daughters in America: Irish Immigrant Women in the Nineteenth Century* (Johns Hopkins University Press, 1983).

*John Mack Faragher, *Women and Men on the Overland Trail* (Yale University Press, 1979).

*Tyler Anbinder, *Five Points: The 19th Century New York Neighborhood that Invented Tap Dance, Stole Elections, and Became the World's Most Notorious Slum* (Plume, 2002).

* Lillian Schlissel, Vicki L. Ruiz and Janice Monk eds., *Western Women: Their land, their lives* (University of New Mexico Press, 1988).

*Susan Johnson, "On the Eve of Emigration," and "Mining Gold and Making War," in *Roaring Camp: The Social World of the California Gold Rush* (W.W. Norton & Company, 2000), p. 57-98; p. 185-236.

*Kevin Starr and Richard Orsi eds., *Rooted in Barbarous Soil: People, Culture, and Community in Gold Rush California* (University of California Press, 2000).

Week 10: The United States and the Great Divergence

Lecture I: Manifest Destiny

□ Manifest Destiny doctrine of the 1840s was a continuation of Euro-American territorial acquisition. Mexico was undergoing its own period of nation-building, identity creation, and political instability, with centripetal and centrifugal forces at work (i.e., Texan federalists versus centralists). Britain's role as imperial presence in North America was also in flux, which can be seen in the peaceful compromise over the fate of Oregon Territory, as well as in the push to make Texas part of the United States rather than an independent republic under the protection of Britain.

□ The Enlightenment-inspired concept of universal humanism that (inconsistently) informed Revolutionary-era sense of "Americanness" was increasingly replaced by an exclusive sense of nationhood informed by Anglo-Saxon (or "Caucasian") racist ideology, then gaining "scientific" credence in Britain, France, Germany. It was European Americans' close contact with "the other"—Native Americans to be displaced and African Americans to be enslaved or confined—that fed into creating a pan-Atlantic racism that informed later European and American colonialist ventures in

Africa and Asia.

- This racialized concept of nationhood was a deep undercurrent in the Mexican-American War and the subsequent debates over territorial acquisition and nationhood. Sectional rifts continued to grow, as anti-expansionists and some Northern antislavery advocates used racism to promote an exclusive “white-only” America (i.e. Liberian colonization project), while expansionists and Southern slaveholders in the South used it to justify the indefinite continuation of racialized slavery and imperialism (i.e. Cuba and Nicaragua plots).
- Atlantic-to-Pacific United States is realized at this time.

Lecture II: The “Great Divergence” in the U.S. – Two Responses

- Britain is the first to experience the “steam-and-coal” revolution, which allowed it to transcend the limits of the biological old regime; Northeastern U.S. and some European enclaves soon follow suit. One of the first industries was cotton textiles, but then iron, steel, chemicals, etc. became important in the 1830s with proliferation of railroads, steam engines, and other machines. Politico-military power, imperialism, and rationalization for white racism became tied to these new technologies—steam ships, railroads, metallurgy, communications, and machine parts.
- Demand from English and Northeastern textile mills for cotton reinvigorated and expanded slave-based staple production; cotton became central to the economy of the South and the biggest export from the U.S. The South was turning into a “colonial” agro-economy within the United States, while the North and Northwest (Midwest) increasingly industrialized and developed internally.
- With industrialization, new concepts of citizenship were required that were rooted more in the promise of social mobility, free labor, and voting rights rather than in the older “republican” concept based on the ownership of land. Although the United States demographically and politically remained strongly tied to agricultural concept of citizenship, the system of slavery was inimical to political changes that were concomitant to steam-and coal industrialization (strong government, infrastructure development, protectionism, etc.).

Lecture III: Political Crisis in the 1850s – Two Nationalisms, One State

- What was the future path of the U.S.? Was it to be a raw materials satellite for a European industrial core based on *herrenvolk* democracy and slavery, or a self-sufficient industrialized nation-state based on “free” wage labor? Other regions faced similar situations/threats in the nineteenth century: Germany, Italy, Russia, Japan, China, Mexico, the Ottoman Empire, Argentina, Brazil, Egypt, Ethiopia, Madagascar, etc.
- Territorial expansion of 1840s and 1850s, in the context of the transformation going on in the North and the retrenchment of older patterns in the South, threatened to break the *modus vivendi* between slave and free states: Compromise (Armistice) of 1850.
- Southern and Northern “national” identities emerged in dialectical conflict with one another, and the traditional Whig/Democrat party system began to break down. Republican Party manages to unify Northern (exclusionary) antislavery and abolition forces, and Free Soil and industrial interests. The Southern slave states, outnumbered on the federal level, polarize toward secessionism.

Readings:

*Grant, Susan-Mary. *North Over South: Northern Nationalism and American Identity in the Antebellum Era*. Lawrence: University of Kansas Press, 2000.

*Holt, Michael F. *The Political Crisis of the 1850s*. New York: Wiley, 1978.

*Levine, Bruce. *Half Slave and Half Free: The Roots of the Civil War*. New York: Hill and Wang, 1992.

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