COURSE DESCRIPTION
This course surveys American history from pre-colonization to Reconstruction from a cultural perspective. The most important challenge of the semester is to help you understand historical development from a cultural perspective. For far too long students have learned to think of the United States as a self-contained entity with an exceptional history and culture. This course will demonstrate how important transnational exchanges, cultural encounters, and cultural transfers from one place to another are for historical development, and how the cultural fabric of the United States is made up of various strands. As a result, students will be expected to broaden their minds and look at our history from a different perspective than most traditional survey courses.

We teach history not as a record of facts that you need to memorize and regurgitate on an exam, but as an on-going, developmental process open to argumentation and debate through evidential interpretation; although facts are important, they are not the only goal of this course. Not only will you gain a firm grasp of some important concepts and events, but your cognitive and critical thinking skills will be dramatically improved at the end of this course. Learning to think, read, and write analytically about American history, then, should be your primary goals. Class discussions, readings, and examinations will provide opportunities to hone your skills in these areas.

LEARNING OBJECTIVES RELATING TO CULTURAL HISTORY
- Students will be able to define culture
- Students will be able to explain the importance of history and cultures to group identity and the construction of identities
- Students will understand the importance of ritual/material culture to identity
- Students will be able to explain why cultures are not static
- Students will be able to explain why and how culture and economic power intersect
- Students will be able to explain what it means to bridge a culture
- Students will be able to identify and explain the significance of important “cultural brokers”
- Students will understand the concepts of “assimilation” and “authenticity”
- Students will be able to explain American cultural expansionism

PRIMARY DOCUMENT ANALYSIS PAPER
For the document analysis paper, you will choose ONE of the documents listed above under “Primary Document Analysis,” and write an analysis of it between 500-750 words (1 to 3 pages, 12 point Times New Roman font). There will be no header or title to your paper, simply your name (if you do otherwise and include the date and the class section, etc., you will be docked 10 points). Your paper should answer the following questions:

- Why do you think this document was written?
- What evidence in the document helps you know why it was written? (You may quote from the document)
• List three important things the document tells you about life in North America at the time it was written.
• Does this document overturn your assumptions about anything?
• What do you believe the overall significance of this document is? In the same vein, what do you think this document tells us about the author and the time period it was written? (You can use information from class discussions/lectures, or your textbook to help answer this)
• Write a question to the author that is left unanswered by the document.

COURSE UNITS (IN ORDER OF DISCUSSION)
The following units are designed for faculty interested in teaching the U.S. history course from a cultural perspective. We have compiled a vast array of sources so that faculty with different backgrounds and interests can pull out what they like to create their own unique course.

Unit 1: Foundations
“What is History?”
“What is Culture?”
“The Atlantic World before Colonization”

Source Material:
- Thomas Bender, Introduction

Unit 2: Collisions and Exchanges
“Columbian Exchange: Plants, Animals, Diseases”
“Foodway exchanges”
“Agricultural/Husbandry”
“Religious/Spiritual Exchanges”
“Captivity Narratives/Experiences”
“Transatlantic Exchange: Colonization and the Transformation of the Americas”

Cultural Brokers: Malinche, Massassoit, King Philip, Jesuit Missionaries, Kateri Tekakwitha, Praying Town Indians (Christian Indians)

Secondary Readings:
- Camilla Townsend, *Malintzin’s Choices: An Indian Woman in the Conquest of Mexico* (University of New Mexico Press, 2006).
- Alden T. Vaughan, *Transatlantic Encounters: American Indians in Britain, 1500-1776* (Cambridge University Press, 2008), Ch. 3 “Powhatans Abroad.”
- Video: Charles C. Mann: “The Impact of Europeans on America” http://www.youtube.com/watch?v=Dcoz2tQc8-w
- Video: Charles C. Mann: “1492: Before and After” http://www.youtube.com/watch?v=bghLhJ-c8os

Primary Source Readings:
- Chrestien LeClerq, “A Micmac Responds to the French, ca. 1677” and Samson Occom, “A
- Allan Greer (ed.), The Jesuit Relations: A Brief History with Documents (Bedford St. Martin’s Press, 2000).

Unit 3: The Atlantic World
“African Civilizations”
“The Slave Trade”
“Creating an Atlantic and Global Economy”
“Migration to the New World” (English, German, Irish) - only 1 in 5 New Worlders in 18th century were British
“North American Frontiers: South Carolina, Louisiana”
“The Fur Trade”
“Maroons”

Cultural Brokers: African Kings, Kwasimukamba of Tjedu, Olaudah Equiano, sailors, métis peoples, Cudjoe (aka - Captain Cudjoe), Richard Ligon, Briton Hammon

Secondary Readings:


Primary Source Readings:


- Alexander Falconbridge's account of the slave trade:
  [http://www.pbs.org/wgbh/aia/part1/1h281t.html](http://www.pbs.org/wgbh/aia/part1/1h281t.html)

- Slave Sale: [http://www.loc.gov/exhibits/odyssey/archive/01/0102001r.jpg](http://www.loc.gov/exhibits/odyssey/archive/01/0102001r.jpg)


- Video: Clip from movie Amistad

**Unit 4: The Americas during the Age of Atlantic Revolutions**

“Pontiac’s Rebellion”

“Atlantic Revolutionary Sentiment & Information Flows”

“Christian Indian Patriots”

“Borderlands”

“African American slave experience”

“Aftermath/Fallout”
**Cosmopolitan Atlantic Creoles**

**Cultural Brokers:** Joseph Brant, Molly Brant, William Johnson, Stockbridge Indians, Oneida Indians, Boston King, David George, Black Loyalists, David Walker

Secondary Readings:
- Jane Landers, *Atlantic Creoles in the Age of Revolutions* (Harvard University Press, 2010).

Primary Source Readings:
- T.H. Gallaudet, “A Statement with Regard to the Moorish Prince, Abduhl Rahhahman:”
http://docsouth.unc.edu/neh/gallaudet/gallaudet.html
- “From the Declaration of Independence of the United States of America (1776);” in Ward and Gainty, Sources, 140-141
- “The Declaration of the Rights of Man (1789);” in Ibid., pp. 142-144.
- Maximilien Robespierre, “Revolutionary Speech (Feb. 5, 1794);” in Ibid., pp. 149-151.

**Unit 5: Pushing the Frontier and Establishing Legitimacy**
“Failures in Bridging Cultures: From Little Turtle to Tecumseh”
“Irish Immigration in the wake of the failed 1798 Uprising”
“British Influence on Early American Art & Literature”
“Roman Influence on Early American Architecture”
“Louisiana’s Cultural Evolution”

**Cultural Brokers:** Hendrick Aupaumut, Little Turtle, Blue Jacket, Tecumseh, Sacagawea,

Secondary Sources

Primary Sources:
- Hendrick Aupaumut, “A Narrative of an Embassy to the Western Indians”
- Song: “Hunter’s of Kentucky”: [http://www.youtube.com/watch?v=-BSa4Uw4tuk](http://www.youtube.com/watch?v=-BSa4Uw4tuk)

**Unit 6: The Early National Period**
“Racial Integration of Northeastern Praying Towns and the Southeastern Borderlands”
“Images of Native Americans: Noble Savages and Republican Indians”
“African-American Reactions to the American Colonization Society”
“Transnational Dimension of Nationalism in America: How Skirmishes with the French and the
British helped determine American national character”
“The Haitian Revolution and its Impact on American Nationalism”

**Cultural Brokers:** Alexis DeTocqueville, Karl Bodmer, John Brown Russwurm, Paul Cuffe, Saint Domingue Refugees in Philadelphia, Steven Gerrard and his slave, Crispin

Secondary Sources:
- David J. Silverman, *Faith and Boundaries: Colonists, Christianity, and Community Among the Wompanoag Indians of Martha’s Vineyard, 1600-1871* (Cambridge University Press, 2007), Ch. 7.

Primary Sources:

**Unit 7: The Transformation of American Identities**
“Continuing Anglophobia”
“Indian Removal & Paternalism”
“Black Hawk War, Seminole Wars”
“Focus on shift from class to race and gender (voting example)”
“Anti-intellectualism”
“Cult of Domesticity”
“The Ocean Frontier”
“Travel, Imagination, and Culture”

**Cultural Brokers:** John Ross, Black Hawk, William Apess, George Ticknor, Alexis De Tocqueville

Secondary Sources:
- Ian Tyrell, *Transnational Nation*, Ch. 3, “The Beacon of Improvement: Political and Social Reform,” Also, Ch. 6, “Race and Ethnic Frontiers.”
- Film: The Native Americans: The Tribes of the Southeast

Primary Sources:
- Black Hawk, *Life of Black Hawk* (1833)
  http://books.google.com/books?id=VSgRAAAAYAAJ&printsec=frontcover&source=gb_s_ge_summary_r&cad=0#v=onepage&q&f=false
- Andrew Jackson Speech: https://www.mtholyoke.edu/acad/intrel/andrew.htm
- Andrew Jackson, Farewell Address, March 4, 1837; in Johnson, Readings, 207-211.

**Unit 8: Market Revolution & Social Reform**
“Immigration (Salad Bowl)”
“Crystallization of Capitalist System: Alienation of Workers (Marx), Growth of Wage Labor”
“Temperance Movement”
“Prison Reform/Insane Asylum”
“Medicine in Transatlantic Perspective”
“Literary Responses to the Market Revolution”
“Women’s Rights Movement”
“Foundations of Abolitionism”
Cultural Brokers: Elizabeth Cady Stanton, Dorothea Dix, David Walker, Frederick Douglass

Secondary Sources:
- Julie Holcomb, “‘There is Death in the Pot’: Women, Consumption, and Free Produce in the Transatlantic World, 1791-1848,” (Ph.D. Diss., University of Texas at Arlington, 2010).

Primary Sources:
- Henry David Thoreau, Walden: Or Life in the Woods (1854) http://www.gutenberg.org/ebooks/205
- David Walker, “A Free Black’s Incendiary Call for the Destruction of Slavery” *in Atlantic Lives*, 244-250.
- Class Still important: Astor Place Riots: http://www.wayneturney.20m.com/astorplaceriot.htm
- Etiquette Manuals: http://www1.assumption.edu/users/lknoles/wharton/etiquettemanuals.html

Unit 9: Old South & Slavery

“Paternalism”
“Slavery from a Necessary Evil to a Positive Good”
“Women in the South - Victims or Accomplices?”
“Slave Culture/Religion”
“Slave Personalities”
“Resistance & Agency”
“Southern food”
“Comparing Slavery: Colonial versus 19th century”

Secondary Sources:
- The Trickster in African American Culture:
  http://nationalhumanitiescenter.org/tserve/freedom/1865-1917/essays/trickster.htm

Primary Sources:
- Frederick Douglass, Narrative of the life of Frederick Douglass
  http://www.gutenberg.org/ebooks/23
- John C. Calhoun on Slavery as a Positive Good:
- George Fitzhugh Advocates Slavery:
  http://www.pbs.org/wgbh/aia/part4/4h3141t.html
- William Byrd’s Diary: http://www.pbs.org/wgbh/aia/part1/1h283t.html

**Unit 10: Western Expansion & The U.S.-Mexican War**
“Tejanos (Native Texans)”
“Battle of the Alamo: A Lesson on Historical Memory”
“American Imperialism”
“The Ioway on the Frontier”
“The Comanche Empire and Native Resistance”
“The Global Gold Rush in 1849”

**Cultural Brokers:** Juan Seguin, Sam Houston, White Cloud

Secondary Sources:
- Daniel Herman, *Hunting and the American Imagination* (Smithsonian Institution Press, 2001), Chs. 8-10.
- Jesus De La Teja, “Juan N. Seguin,” Handbook of Texas Online: http://www.tshaonline.org/handbook/online/articles/fse08
- Susan Lee Johnson, “Bulls, Bears, and Dancing Boys: Race, Gender, and Leisure in the California Gold Rush,” in Matthew Basso, Laura McCall, and Dee Garceau (eds.), *Across the Great Divide: Cultures of Manhood in the American West*, (Routledge, 2001).

Primary Sources:
- Ralph Waldo Emerson, “The Young American” (1844); in *Pushing West*, 81-82.
- Congress Annexes Texas: http://avalon.law.yale.edu/19th_century/texan01.asp
- James Polk’s Inaugural Address: http://avalon.law.yale.edu/19th_century/polk.asp
- (Painting) Emanuel Leutze, Westward the Course of Empire (1861)

**Unit 11: Transatlantic Culture and the Rise of Global Liberalism**

“American sectionalism and Lincoln’s evolution in a global context”
“How Christmas comes to America”
“Kindergarten and Margarethe Schurz”
“Emanuel Leutze and Washington Crossing the Delaware: A Case Study in National Identity”
“American Travelers to Europe & the Middle East”
“In Search of Culture”
"Travel as Ritual"

**Cultural Brokers:** Emanuel Leutze, Anna Ticknor, George Ticknor, Mark Twain

Secondary Sources:
- Thomas Bender, *Nation Among Nations*, Ch. 3.
- Timothy M. Roberts, *Distant Revolutions: 1848 and the Challenge to American Exceptionalism* (University of Virginia Press, 2009).
- Barbara S. Groseclose, Emanuel Leutze, *1816-1868: Freedom is the Only King* (Smithsonian Institution Press, 1975).

Primary Sources:
  http://books.google.com/books?id=9YOq2FrUuSMC&pg=PA1&dq=inauthor:Lajo+s+inauthor:Kossuth&as_brr=1#v=onepage&q&f=false
- George Ticknor diary entry on Christmas
- Mark Twain, *The Innocents Abroad, or The New Pilgrims' Progress* (1869)
  http://www.gutenberg.org/ebooks/3176

**Unit 12: The Road to Disunion**

“‘African-American Humor’”
“Literature of Abolitionism”
“Art of Abolitionism”
“Slavery in Art”
“Slave Narratives”
“Religious Revival”

**Cultural Brokers:** Solomon Northup, Frederick Douglass, Margaret Garner, Harriet Beecher Stowe

Secondary Sources:
- Toni Morrison, Beloved (Everyman’s Library, 2006).

**Primary Sources:**
- Harriet Beecher Stowe, *Uncle Tom’s Cabin*
- (Painting) Caning of Charles Sumner: http://blueandgraytrail.com/photo/50
- Charles Sumner’s Speech: http://www.sewanee.edu/faculty/Willis/Civil_War/documents/Crime.html
- Uncle Tom’s Cabin & American Culture: A Multimedia Archive

**Unit 13: The Civil War and its Global Implications**

“An Immigrant Union Army”
“African American Experience in the War”
“Native American Experience in the War”
“Effect of the War on Russia”

**Cultural Brokers:** Ely Parker, Stand Waite

**Secondary Sources:**
- Thomas Bender, *A Nation Among Nations*, Ch 5.
-Civil War on Youtube: https://www.youtube.com/watch?v=RaQ5X_aQOkM

**Primary Sources:**
Unit 14: Reconstruction and Transatlantic Cultural Exchange
“African American-White Relations”
“Plains Indian Wars”
“Transatlantic Marriages”

Cultural Brokers: Black Kettle, Hiram Revels

Secondary Sources:
- Reconstruction on You Tube: https://www.youtube.com/watch?v=oIC8ifQlDVY

Primary Sources: