HIST 350, American Radicalism
Fall 2018
Class Hours: MWF 12:00-12:50

Professor: Jeff Ostler
346-1265
jostler@uoregon.edu
385 McKenzie
Office Hours:
Mon., Wed., Thurs. 2:00-3:00
and by appointment

Graduate Employee: Annie Reiva
anner@uoregon.edu
340Q McKenzie
Office Hours: Tues, 10:00-11:30
Fri., 1:00-2:30
and by appointment

About the Course:

What is radicalism? What is American radicalism? This course explores these questions by exploring various forms of radicalism in American history from 1776 to 1896. After looking at the American revolution (was it radical, and if so, how radical?), we will consider several movements: abolitionism, women’s rights, Native American radicalism, the labor movement (including its relationship to socialism and anarchism), and populism. Throughout, we will look at problems these movements faced, including internal divisions, repression, conservative reaction, and perhaps a generally inhospitable political culture.

Required Readings:

Tom Paine, Common Sense
(available for purchase at Duck Store)

James Brewer Stewart, Holy Warriors: The Abolitionists and American Slavery
(available for purchase at Duck Store)

James Green, Death in the Haymarket: A Story of Chicago, The First Labor Movement and the Bombing That Divided Gilded Age America
(available for purchase at Duck Store)

Articles, book chapters, and primary sources (posted under “pages” on Canvas)

Requirements:

1. Midterm exam (Friday, October 26). 25%
   Format is greenbook: IDs and essay (questions given in advance).
2. Comprehensive final exam (Tues., Dec. 4, 10:15-2:15). 35%
   Format is greenbook: IDs since midterm; two essays, one covering material since midterm, one comprehensive (questions given in advance).
   Please note: No early or makeup exams will be given without a documented medical or university reason.
3. 5-6 page research paper (Due at the time of the final exam). 25%
   You will identify an issue from the readings for the course and write a research paper based on secondary sources. The paper should use at least one book and two other sources (articles, good websites, etc.). Detailed instructions will be given after the mid-term.
   Please note: No late papers will be accepted unless previous arrangements have been made. If you run into trouble, please contact me.
4. Pop quizzes on the assigned readings. 15%
   I will give several pop quizzes on the readings. These will generally require short answers to specific questions. I’ll try to ask questions that are you should be able to answer if you’ve done the reading. Unexcused pop quizzes can’t be made up.
5. Enrollment in this course is expected to be between 70 and 80, so I am not creating a formal participation requirement. Nonetheless, I hope to find ways to encourage discussion without the incentive of a requirement.
6. Students must complete assignments 1-3 and pass at least half of the quizzes in order to pass the course.

Rules and Policies:

1. Laptops and phones may be used only to take notes and to go online to find information relevant to lectures and discussions.
2. If you run into trouble meeting a deadline, attending class, etc., please notify me.

Learning Objectives:

1. Develop a feel for these keywords and movements: radicalism, abolitionism, women’s rights, radical republicanism, trade unionism, industrial unionism, various forms of socialism, anarchism, populism.
2. Improve ability to analyze the historical contexts in which social movements arise and operate.
3. Develop a greater appreciation for the fact that Native Americans are a part of U.S. history.
4. Improve ability to engage scholarly books about history.
5. Improve skills of writing.
Grading Criteria:

The following criteria, formulated by the History Department, will be employed for all written work:

A: Work that distinguishes itself by the excellence of its grasp of the material and the precision and insight of its argument, in addition to being well executed and reasonably free of errors.

B: Work that satisfies main criteria of the assignment, and demonstrates command of the material, but does not achieve the level of excellence that characterizes work of A quality.

C: Work that demonstrates a rudimentary grasp of the material and satisfies at least some of the assigned criteria reasonably well.

D: Work that demonstrates a poor grasp of the material and/or is executed with little regard for college standards, but which exhibits some engagement with the material.

F: Work that is weak in every aspect, demonstrating a basic misunderstanding of the material and/or disregard for the assigned question.

Statement about Plagiarism:

Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts. A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever (1) One quotes another person's actual words or replicates all or part of another's product; (2) One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words; (3) One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge. Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct.aspx
Schedule:

Week 1:
9/24: Introduction: What is American radicalism?
   Read: Daniel Pope, “The Nature and Significance of Radicalism in American History” (Canvas)
9/26: Radical action and the coming of the American Revolution
9/28: How radical was the American Revolution?
   Read: Declaration of Independence (Canvas)

Week 2:
10/1: Discuss Tom Paine, Common Sense
10/3: The anti-radicalism of the U.S. Constitution
   Read: James Madison, Federalist Papers # 10 (Canvas)
10/5: Early phases of the abolitionist movement
   Read: excerpts from David Walker, David Walker’s Appeal (Canvas)

Week 3:
10/8: Discuss Stewart, Holy Warriors, pp. 3-96
10/10: Slave revolts
10/12: Women’s radicalism
   Read: Seneca Falls Convention, Declaration of Sentiments and Resolutions, 1848 (Canvas)

Week 4:
10/15: Opposition to Indian Removal
   Read: three petitions by Cherokee women; Catharine Beecher, “Circular Addressed to Benevolent Ladies of the U. States” (Canvas)
10/17: Watch: PBS, “The Abolitionists,” part 1
10/19: Discussion of “The Abolitionists”
   Read: Jay Driskell, “How PBS Whitewashed the Abolitionist Movement,” Salon, March 27, 2014 (link on Canvas)
   Writing: one-page reflection on “The Abolitionists” (note: write the reflection before reading Driskell; counts as a pop quiz).

Week 5:
10/22: Later phases of the abolitionist movement
   Read: Frederick Douglass, “What to the Slave is the Fourth of July”
   John Quinney, “Celebration of the Fourth of July”
10/24: Discuss Stewart, Holy Warriors, pp. 97-206
10/26: Mid-term exam
Week 6:
10/29: Divisions about 15th amendment
   Read: blog post at “Black Perspectives,” March 2, 2015
   (link on Canvas)
10/31: How radical were the Radical Republicans?
   Read: speech of George W. Julian (Canvas)
11/2: Eight-hour day movement and labor movement terminology

Week 7:
11/5: Discuss Green, *Death in the Haymarket*, pp. 1-84
11/7: Indigenous radicalism (part 1)
11/9: Indigenous radicalism (part 2)

Week 8:
11/12: Discuss Green, *Death in the Haymarket*, pp. 85-173
11/14: What was it like to be a farmer in the late nineteenth century?
11/16: What was Populism in the 1890s? What does the term mean now?
   Read: People’s party platform 1892; Mary Elizabeth Lease speech
   (Canvas)

Week 9:
11/19: Discuss Green, *Death in the Haymarket*, pp. 174-273
11/21: No class
11/23: No class

Week 10:
11/26: Discuss Green, *Death in the Haymarket*, pp. 274-320
11/28: Opposition to Populism and the election of 1896
   Read: William Allen White, “What’s the Matter with Kansas?”
11/30: Legacies of radicalism in the “Progressive Era”

Final exam: Tuesday, 12/4, 10:15-12:15

Paper Due at time of final exam.