

## History 176: The United States to 1877

Spring 2019

Section 2: Tuesday and Thursday, 11:00-12:15 pm, 101 CCC

“Each age writes the history of the past anew.” — Frederick Jackson Turner, 1891

“The past is never dead. It isn’t even past.” — William Faulkner, 1951

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Office Hours: Monday 11:00-12:00, Thursday 2:00-4:00, and by appointment.

### Course Description and Objectives

History 176 introduces you to the art of “doing history”: asking questions about the past, interpreting evidence to answer such questions, and critically reading other people’s interpretations. You will practice this art by studying lands and peoples that became the United States. After completing this course, you will be able to:

- Use primary sources as evidence to answer questions about historical change
- Describe differences among interpretations of the past
- Analyze institutional and cultural changes in American societies over time
- Describe dimensions of diversity and marginalization within the United States
- Explain how Native Americans and African Americans negotiated marginalization

### Required Texts

- Townsend, *Pocahontas and the Powhatan Dilemma* (PPD), available from Text Rental
- Johnson, *Sam Patch, the Famous Jumper* (SP), available from Text Rental
- McLaurin, *Celia, a Slave* (CS), required for purchase (\$6.99 new)
- Course packet (CP), required for purchase (details TBA)

### Contacting Me

Helping you learn is the *most important* and *most rewarding* part of my job. Due to the large size of the class, I cannot provide as much detailed feedback on students’ work as I would like, but I will be happy to give you individual feedback if you wish. To talk more about how to succeed in the course, please visit me during office hours or contact me by email (not phone) to make an appointment. Please include “History 176” in the subject line and provide times when you are available to meet.

### How to succeed in History 176

Put in regular and consistent effort. Complete assignments carefully and thoughtfully. Take notes on readings, lectures, and class discussions (see below). Attend regularly and participate actively in discussions (listening as well as speaking). Talk to me during office hours (or make an appointment). As with any three-credit course, you can expect to spend **6-9 hours each week** on homework. For History 176, homework includes reading (5-8 hours), taking notes on the reading (about half an hour), and completing the weekly reading journal assignment (about half an hour).

## **Critical thinking**

This section is part of UWSP's Critical Thinking Initiative, through which students learn to "recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw or actions to take." We will focus in particular on identifying and analyzing reasoning in our three major texts (*Pocahontas and the Powhatan Dilemma*, *Sam Patch, Famous Jumper*, and *Celia, a Slave*). In addition, we will practice constructing reasoning by critically reading and interpreting primary sources (especially the ones in the course packet). In the first week of class, your homework will include a short online introduction to critical reasoning as well as a related online quiz.

## **Reading and notetaking**

During the semester, we will work with two kinds of readings: those created at the time of the events we study (primary sources), and those written recently by historians (secondary sources). These materials are NOT textbooks or novels; reading them effectively will require different habits than you have used in other classes. As you read, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?
- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes. It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. Review your notes before class. For every hour of reading, spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (not to hand in).

## **Reading journal**

Most weeks, you will write about an assigned reading for about 30 minutes, following the prompt in the course schedule (see below). In each journal entry, you must do two things:

1. Write about what you think of the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or other questions and concerns.
2. Answer the specific question(s) in the prompt. These are directly related to concepts from the Critical Thinking Initiative (see above).

Save each entry electronically and upload it (in .doc, .docx, or .pdf format) to the D2L Dropbox before class. Each journal entry will be graded pass/fail. Writing thoughtfully for 30 minutes will guarantee a grade of "pass."

## **In-class work**

You will regularly complete in-class assignments, including written quizzes and small-group work. During in-class assignments, you may not consult any electronic devices, but you may ALWAYS consult handwritten notes. Absences from class, either physical or mental, will bring down your grade and leave you unprepared for exams. If you must miss class, please obtain notes from a

classmate. You will receive a zero on any quiz or in-class work you miss, *regardless of the reason for your absence*. To accommodate unforeseen emergencies, family obligations, etc., your two lowest scores will not count toward the final grade. If you must miss many classes, please see me ASAP.

### Exams

The course consists of three units, each of which ends with a two-part exam. You will have 75 minutes to complete each exam. During the test, you may refer to a single sheet of handwritten notes (both sides) and a pocket dictionary. You may NOT use any electronic devices. Failure to take an exam as scheduled will result in an F for the course.

In the first part of each exam, you will identify and explain the significance of 2-4 key terms from the unit. A full-credit answer will clearly explain who or what the term refers to, describe its significance for understanding the unit's major topics, and offer specific examples to illustrate its importance. In the unit schedules, below, you will find lists of concepts, people, and events that might be on the test.

For the second part of the exam, you will analyze one or two primary source(s), which will be provided with the exam. For each document, you will answer these questions, in 2-3 sentences each:

1. What can we learn from the document about the person(s) who created it, their intended audience, and their reasons for creating it? Be specific.
2. Identify a relevant event that happened before or after the document was created. Explain how the document is related to that event.
3. What can we learn from the document about [an assigned topic]? Include specific examples from the document but use your own words: do not quote. Stick to this document, and keep in mind its limitations as a source.
4. Identify two additional questions that the document raises but does not answer.

To prepare for the exams, I recommend the following:

- Review your notes on the readings, lectures, and class discussions. Condense these notes into a single handwritten page that you can refer to during the test.
- Practice for the exam by reviewing the primary sources we have looked at during this unit and completing the guided analysis outlined above. **The more often the practice these skills, the better you will do on the exam.**
- After doing all that, meet with a classmate or two to compare notes and work on trouble spots. But do most of your studying on your own, without distractions.
- Start studying now. Bring your questions to the in-class review session. If you prefer, email me your questions ([rharp@uwsp.edu](mailto:rharp@uwsp.edu)) and I will address them in class.

Do NOT try to memorize anything. This exam will test your critical reading skills and your comprehension of course material, not your ability to cram information into your head. Everything in this course builds toward the exams, so if you stay on top of the work you will be well prepared.

### Optional Reading in the Disciplines Section

To help you succeed in this course, you may choose to enroll in an optional one-credit, pass-fail Reading in the Disciplines (RID) section run by the UWSP Tutoring-Learning Center (TLC). This section will meet once a week with a student facilitator to discuss the readings for History 176. A

facilitator will visit class early in the semester to explain the program and circulate sign-up sheets. For more information, please contact Amanda Meidl at the TLC: 715-346-4386 or [Amanda.Meidl@uwsp.edu](mailto:Amanda.Meidl@uwsp.edu).

**Use of Student Work**

Students often benefit from seeing examples of strong work completed by other students. For that reason, I may distribute exemplary student work, after removing all identifying information. If you object to my using your work in this way, please notify me.

**Students with Disabilities**

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting accommodation must meet with UWSP Disability Services staff as early in the semester as possible. No accommodation will be granted until I receive and agree to a formal plan approved by Disability Services.

**Terminology**

Many historical sources use vocabulary we no longer use today, including racial and ethnic terms that we do not, and should not, use today. Please do not use outdated or offensive language in class or in written assignments, except in quotations. Here is a quick guide.

	<b>Present-day terms</b>	<b>Outdated and offensive terms</b>
Species	Human being(s), humanity, people, person	Man, Mankind (as gender neutral)
Political and ethnic	British, Spanish, Angolan, Ojibwe, Cherokee, Virginian, Latino, Iowan, other specific national, state, and tribal terms	Using racial terms (white, black, Indian, Asian) when you could use more specific national terms. Hispanic (unless referring to the Spanish language).
Racial (imaginary groups by which we categorize ourselves and one another)	American Indian, Native American, First Nations, white, black, African American, Asian American, biracial, multiracial (but note: more specific terms are usually better).	Tribesman, redskin, brave, chief (unless an official position), negro, squaw, wench, oriental, mulatto, mixed blood, half-breed, Caucasian, "the White Man"

**Academic Integrity**

Cases of academic misconduct, including plagiarism, will be formally reported following the policies laid out in UWSP's Student Academic Disciplinary Procedures. Plagiarism consists of submitting work created by someone else as your own. To learn more about academic integrity, please ask me or consult <http://library.uwsp.edu/Guides/VRD/plagiarism.htm>. Students found to have committed academic misconduct will receive an F for the course.

**Grading**

- Attendance and participation: 5%
- Quizzes and in-class work: 10%
- Reading journal 10%
- Unit exams: 25% each

## Unit 1: New Worlds

### *Key terms and concepts*

“Casual killing of slaves”; Chesapeake colonies; “the condition of the mother”; fugitive advertisements; gentry; indentured servitude; life expectancy; matrilineality; paramount chiefdom; Powhatan dilemma; racial slavery; “the starving time”; tobacco; War of 1622

### *Cast of characters*

William Byrd; Cockacoeske; “Don Luis”; Jacob and Magdalen Hakaliver; Anthony and Mary Johnson; “Lady Rebecca”; “Limerick”; Norton Minors; Opechancanough (or Opechankeno); John Rolfe; John Smith

### *Timeline*

By 1300: People of Tsenacomoco adopt maize-based (Three Sisters) agriculture  
1524: French expedition sails up Atlantic coast near Tsenacomoco  
1561-70: Capture, journey, and escape of “Don Luis”  
1585-88: The English create, and then lose, a colony on Roanoke Island  
Late 1500s: Powhatan conquers or otherwise gains control of over 30 towns around Tsenacomoco  
About 1597: Pocahontas born  
1607: The English build a fort at a place they call Jamestown  
1609-10: “The starving time”  
1610-14: First Anglo-Powhatan War  
1610s: John Rolfe discovers how to grow and process a Spanish strain of tobacco  
1621: “Antonio” (later Anthony Johnson) arrives in Virginia and is sold  
1622-24: Second Anglo-Powhatan War  
1640: For running away, African John Punch sentenced to lifetime servitude  
1644-46: Third Anglo-Powhatan War  
1651: Anthony Johnson acquires 250 acres of farmland and five indentured servants  
1662: Virginia Law, Act XII: “the condition of the mother”  
1669: Virginia Law, Act I: “the casuall killing of slaves”  
1676: Bacon’s Rebellion  
1677: The Treaty of Middle Plantation  
1680-1700: Virginia’s black population skyrockets  
1709-12: William Byrd records his life in his diary

## Unit 1 Schedule:

Tuesday, Jan. 22: introductions

Thursday, Jan. 24: What does Townsend want to teach us? What was life like in Tsenacomoco?

- Read the syllabus; pick up text rentals
- Watch the online introduction to the Critical Thinking Initiative (about 14 minutes)  
[http://criticalthinkingresources.org/Introduction to Critical Thinking/story.html5.html](http://criticalthinkingresources.org/Introduction%20to%20Critical%20Thinking/story.html5.html)
- Complete a short online quiz on the Critical Thinking lesson (on D2L)
- Read PPD preface and ch. 1

Tuesday, Jan. 29: What was “the Powhatan dilemma”? What evidence does Townsend use?

- Read PPD chs. 3-4

Thursday, Jan. 31: Why was Pocahontas kidnapped? Why did she marry Rolfe?

- Read PPD chs. 5-6
- Reading journal due: write about PPD chs. 3-6. What major claims does Townsend make about how Powhatan, Pocahontas, and their people responded to the English? What evidence does she use to support those claims?

Tuesday, Feb. 5: What was Pocahontas’s married life like? What evidence is available?

- Read PPD chs. 7-8

Thursday, Feb. 7: How, and why, did Tsenacomoco/the Chesapeake change?

- Read PPD ch. 9
- Read “From English Servants to African Slaves,” CP 1-4
- Reading journal due: write about PPD ch. 9 and the “From English Servants” introduction. What examples of reasoning can you identify in these texts?

Tuesday, Feb. 12: What can we learn about the colonial Chesapeake from primary sources?

- Read “From English Servants to African Slaves,” CP 5-10
- Read William Byrd, diary extracts, CP 11-18

Thursday, Feb. 14: What can we learn from newspapers about the lives of servants and slaves?

- Read “Colonial America’s Most Wanted,” CP 19-29. Fill in source analysis table.
- Reading journal due: write about one or more specific ads in the “Most Wanted” reading. How can we use these documents to draw conclusions about the lives of servants and slaves?

Tuesday, Feb. 19: Review Session

Thursday, Feb. 21: Unit 1 Exam

## Unit 2: Revolutions

### *Key terms and concepts*

“All men are created equal”; bankruptcy; the Continental Army; coverture; Erie Canal; “establishment of religion”; Loyalists/Tories; middle class; mule spinners; Paterson; Pawtucket; political parties; protective tariff; ratification; “respectables”; Rochester; Sabbath breaking; Shays’s Rebellion; specie; standing army; supremacy clause; “unreasonable searches and seizures”; “We the People”

### *Cast of characters*

Martha Ballard; Alexander Hamilton; Andrew Jackson; James Madison; Joseph Plumb Martin; Sam Patch; Sally Rice; Harriet Hanson Robinson; Samuel Slater; Catherine Van Cortlandt; dissatisfied farmers

### *Timeline*

1700-80:	Population of British colonies skyrockets
1763:	Treaty of Paris #1
1775:	British colonists rebel
1776:	Declaration of Independence
1781:	Articles of Confederation
1783:	Treaty of Paris #2
1785-1812:	Martha Ballard keeps her diary
1786-87:	Shays’s Rebellion
1787:	Constitutional Convention
1787-88:	Ratification debates
1790:	In Pawtucket, Samuel Slater opens America’s first industrial spinning mill
1790-91:	Alexander Hamilton presents his economic plans
1791:	Bill of Rights (first ten amendments) ratified
Mid-1790s:	Emergence of Federalist and Democratic-Republican Parties
1807:	The Patch family arrives in Pawtucket
1816:	The United States enacts protective tariffs
1825:	Completion of the Erie Canal
1827-29:	The jumping career of Sam Patch
1828:	Andrew Jackson elected President; creation of the Democratic Party
1830:	Joseph Plumb Martin writes his memoir
1833-34:	Creation of the Whig Party
1836:	Harriet Hanson Robinson goes on strike
1838:	Sally Rice leaves home

## Unit 2 Schedule

Tuesday, Feb. 26: Why Revolution?

Thursday, Feb. 28: What was life like in revolutionary America?

- Watch *A Midwife's Tale* (1997), <http://uwsp.kanopystreaming.com/video/american-experience-midwife-s-tale> or <https://youtu.be/SwAW5MngbNo>
- Reading journal due: write about the film. What examples of reasoning can you identify? What kinds of evidence support the filmmakers' claims?

Tuesday, March 5: How did Americans experience revolution?

- Read excerpts from the memoirs of Joseph Plumb Martin, (1830), CP 30-35
- Read Bouton, "Many Farmers were Dissatisfied" (2000), CP 36-43

Thursday, March 7: Why did Americans object to the Constitution? How was it amended?

- Read the Constitution of the United States (1787), CP 44-48
- Read the proposed amendments of the New York ratification convention (1788), CP 49-52
- Read the Bill of Rights (1791), <https://www.archives.gov/founding-docs/bill-of-rights-transcript#toc-the-u-s-bill-of-rights>
- Reading journal due: write about the Constitution and the amendments. What conclusions can we draw from these documents about the origins of the United States?

Tuesday, March 12: Who was Sam Patch? How did he get to Pawtucket?

- Read SP preface and ch. 1

Thursday, March 14: How was Paterson changing? Why did Sam jump?

- Read SP ch. 2
- Read Sally Rice letters (1839) and Harriet Hanson Robinson memoir (1898), CP 53-55
- Reading journal due: write about the Rice letters and/or the Robinson memoir. What conclusions can we draw from these documents about the lives of women in the early republic?

March 16-24: Spring Break

Tuesday, March 26: Why Rochester? Who were the "respectables" and "sporting men"?

- Read SP ch. 4 (recommended: SP ch. 3)

Thursday, March 28: What did Sam's celebrity have to do with Jacksonian politics and culture?

- Read SP ch. 5
- Reading journal due: write about *Sam Patch, the Famous Jumper*. What claims does the author make? What evidence does the author cite to support those claims?

Tuesday, April 2: Review Session

Thursday, April 4: Unit 2 Exam



### Unit 3: Freedoms

#### *Key terms and concepts*

*Birth of a Nation* (1915); “Bloody Kansas”; compromise of 1877; the cotton gin; election of 1860; Emancipation Proclamation; equal protection; freedom suits; Fugitive Slave Act; Ku Klux Klan; Missouri Compromise; the “myth of Appomattox”; nullification; “Popular Sovereignty”; Reconstruction; Republican Party; Scott vs. Sandford; secession

#### *Cast of characters*

John Brown; Celia; Abram Colby; Garrison Frazier; Joshua Glover; William L. Harris; John Jameson; Abraham Lincoln; Elijah Lovejoy; Robert Newsom; Roger Taney; Makey Woods

#### *Timeline*

1794: Eli Whitney patents the cotton gin  
1803: Louisiana Purchase  
1820-21: Missouri Crisis and Compromise  
1830: Indian Removal Act  
1831: William Lloyd Garrison founds *The Liberator*  
1832-33: Nullification Crisis  
1836-44: Congress enforces gag rule to block antislavery petitions  
1837: United States economy collapses; Elijah Lovejoy killed  
1845: Missouri requires all litigants to pay court costs, ending right to sue *in forma pauperis*  
1848: Treaty of Guadalupe Hidalgo  
1850: Fugitive Slave Act; Robert Newsom purchases Celia, age 14  
1854: Kansas-Nebraska Act; creation of Republican Party; escape of Joshua Glover  
1854-61: “Bloody Kansas”  
1855: State of Missouri vs. Celia, a Slave  
1857: Scott vs. Sandford decision  
1859: John Brown captures Harpers Ferry arsenal; he gets convicted of treason and hanged  
1860: Election of Abraham Lincoln  
1860-61: Secession of eleven southern states (SC, MS, FL, AL, GA, LA, TX, VA, AR, NC, TN)  
1861-65: Civil War  
1865: Thirteenth Amendment  
1865-77: Reconstruction  
1868: Fourteenth Amendment  
1870: Fifteenth Amendment  
1873: Colfax Massacre  
1877: Compromise  
1915: *Birth of a Nation*  
1920: Duluth lynchings

### Unit 3 Schedule

Tuesday, April 9: Why did slavery expand?

Thursday, April 11: What was different about Missouri?

- Read freedom suits (on D2L)

Tuesday, April 16: Who was Robert Newsom? Celia? According to McLaurin, what happened?

- Read CS introduction and chs. 1-2. Be advised: this reading describes a man sexually assaulting a teenage girl. If you are uncomfortable reading this material, contact me.
- Reading journal due: write about your responses to *Celia, a Slave*

Thursday, April 18: why was Celia's case such a sensitive issue in 1850s Missouri?

- Read CS chs. 4-5

Tuesday, April 23: According to McLaurin, what can we learn from this case about slavery?

- Read CS chs. 6-8

Thursday, April 25: In the late 1850s, what did Americans have to say about slavery and race?

- Watch *John Brown's Holy War* (2000), <https://wm1-download.uwsp.edu/secure/LRC-EReserve/HIST176-Harper/IBHWar-012018.html> or <https://youtu.be/9mbe-y-rBW4>
- Reading journal due: write about John Brown. What claims do the filmmakers make about Brown's life? Do they support those claims with persuasive evidence?

Tuesday, April 30: Why did most southern states secede? Why did Missouri not secede?

- Read Dred Scott decision (1857) and Lincoln speech (1858), CP 56-58
- Read William Harris speech (1860), and Missouri Convention resolutions (1861), CP 59-63

Thursday, May 2: How has the history of Reconstruction changed? Why is Appomattox dangerous?

- Read Downs, "The Dangerous Myth of Appomattox" (2015), CP 64-65
- Read "The Importance of Historical Interpretation" (2009), CP 66-67
- Read Foner, "America's Reconstruction" (1995), CP 68-71
- Reading journal due: write about any of the readings due May 2. What claims do the authors make? Do you find those claims persuasive?

Tuesday, May 7: What can we learn about Reconstruction from primary sources?

- Read primary sources, CP 71-78

Thursday, May 9: review session

Final exam: Wednesday, May 15, 8:00 am, 101 CCC