

History 176: The United States to 1877

Fall 2017

Section 2: Tuesday and Thursday, 11:00-12:15 pm, 227 CCC

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

“Whatever may be the limitations which trammel inquiry elsewhere we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.” —UW Board of Regents, 1894.

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Office Hours: Monday 11:00-12:00, Tuesday 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, using evidence to answer such questions, and reading historical scholarship (other people’s answers). 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), available from Text Rental
- 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 more individual feedback if you wish. If you would like to talk about how to succeed in the course, please either visit me during office hours or contact me by email (not phone) to make an appointment. Please include “History 176” in the subject line.

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 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, and 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 the assigned readings for about 30 minutes (see course schedule for details). You may write about all of the week's readings, or just one: it's up to you. Save each entry electronically and upload it (in .doc or .docx 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."

Options include:

- Textual analysis: for one reading, respond to the critical reading questions (above). Then explain how the reading helps (or does not help) you better understand the past.
- Letter to the past: choose a person mentioned in the readings. Write a letter to that person. What do you want her or him to know about you, and what do you want to ask?
- Dear diary: imagine you are a person living amid events discussed in the readings. In that imaginary person's voice, report and reflect on her or his experiences.
- Personal reflection: write about your own experience of completing the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or other questions and concerns.

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 have to miss many classes, please see me ASAP.

Exams

The exams will include both identifications (see keywords, below) and guided document analyses, in which you will interpret sources provided with the exam. The exams will NOT require you to regurgitate information you have memorized. Everything in this course builds toward the exams, so if you stay on top of the work you will be well prepared. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take an exam as scheduled will result in an F for the course.

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.

Category of identity	Present-day terms	Outdated and offensive terms
Species	Human being(s), humanity, people, person	Man, Mankind (as gender neutral)
Political and ethnic	American, 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.
Racial (imaginary groups by which we categorize ourselves and one another)	American Indian, Native American, white, black, African American, Asian American, biracial, multiracial, métis (but note: more specific terms are almost always 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:	10%
Quizzes and in-class work:	10%
Reading journal	20%
3 unit exams:	20% each

Course Schedule: The following schedule is subject to change.

Tuesday, Sept. 5: introductions

Unit 1: Tsenacomoco/the Chesapeake

Keywords: William Byrd; “casual killing of slaves”; Chesapeake; Cockacoeske; “the condition of the mother”; “domestic insurrections”; “Don Luis”; fugitive advertisement; gentry; Jacob and Magdalen Hakaliver; indentured servitude; Anthony and Mary Johnson; “Lady Rebecca”; life expectancy; “Limerick”; “little Jenny”; matrilineality; Norton Minors; Opechancanough (or Opechankeno); paramount chiefdom; Powhatan dilemma; racial slavery; John Rolfe; John Smith; the starving time; tobacco; the War of 1622

Thursday, Sept. 7: What does Townsend want to teach us? What was life like in Tsenacomoco?

- Read the syllabus; pick up text rentals
- Read PPD preface and ch. 1

Tuesday, Sept. 12: What was “the Powhatan dilemma”? What evidence does Townsend use?

- Read PPD chs. 3-4

Thursday, Sept. 14: Why was Pocahontas kidnapped? Why did she marry Rolfe?

- Read PPD chs. 5-6
- **Reading journal due**

Tuesday, Sept. 19: What was Pocahontas’s married life like? What evidence is available?

- Read PPD chs. 7-8

Thursday, Sept. 21: 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**

Tuesday, Sept. 26: 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, Sept. 28: 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 (CP 23).
- **Reading journal due**

Tuesday, Oct. 3: review session

Thursday, Oct. 5: Unit 1 Exam

Unit 2: Empire States

Keywords: Abigail Bailey; bankruptcy; celebrity; the Continental Army; coverture; divorce; Erie Canal; establishment of religion; Sarah Kemble Knight; Loyalists/Tories; Joseph Plumb Martin; middle class; mule spinners; Sam Patch; Paterson; Pawtucket; protective tariff; ratification; "respectables"; Sally Rice; Harriet Hanson Robinson; Rochester; Sabbath breaking; Shays's Rebellion; Samuel Slater; specie; standing army; supremacy clause; "unreasonable searches and seizures"; Catherine Van Cortlandt

Tuesday, Oct. 10: What was life like in the northern colonies?

- Read "Women in Colonial North America" (Sarah Knight and Abigail Bailey), CP 32-38

Thursday, Oct. 12: What was it like to live in a revolution?

- Read the Declaration of Independence (1776), CP 30-31
- Read "A Soldier's View of the Revolutionary War" (1830), CP 39-42
- Read "Secret Correspondence of a Loyalist Wife" (1776-77), CP 43-45
- **Reading journal due**

Tuesday, Oct. 17: What system of government did the new states create?

- Read the Constitution of the Commonwealth of Pennsylvania (1776), CP 46-51
- Read the Constitution of the United States (1787), CP 52-56

Thursday, Oct. 19: Why did Americans object to the Constitution? How was it amended?

- Read the proposed amendments of the New York ratification convention (1788) and the Bill of Rights (1791), CP 57-61
- **Reading journal due**

Tuesday, Oct. 24: Who was Sam Patch? How did he get to Pawtucket?

- Read SP preface and ch. 1.

Thursday, Oct. 26: How was Paterson changing? Why did Sam jump?

- Read SP ch. 2
- Read Sally Rice letters (1839) and Harriet Hanson Robinson memoir (1898), CP 62-64
- **Reading journal due**

Tuesday, Oct. 31: Why Rochester? Who were the "respectables" and "sporting men"?

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

Thursday, Nov. 2: What did Sam's celebrity have to do with Jacksonian politics and culture?

- Read SP ch. 5
- **Reading journal due**

Tuesday, Nov. 7: review session

Thursday, Nov. 9: Unit 2 Exam

Unit 3: Big Rivers

Keywords: *Birth of a Nation* (1915); "Bloody Kansas"; John Brown; Celia; Abram Colby; Colfax; compromise of 1877; election of 1860; Emancipation Proclamation; equal protection; Garrison Frazier; freedom suits; Fugitive Slave Act; Joshua Glover; William L. Harris; John Jameson; Ku Klux Klan; Elijah Lovejoy; Missouri Compromise; the "myth of Appomattox"; Robert Newsom; "Popular Sovereignty"; Reconstruction; Republican Party; Scott vs. Sandford; secession; Treaty of Guadalupe Hidalgo; Makey Woods

Tuesday, Nov. 14: How did slavery work in antebellum Missouri?

- Read Freedom Suits (documents #18-21), CP 65-67

Thursday, Nov. 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**

Tuesday, Nov. 21: why was Celia's case such a sensitive issue in 1850s Missouri?

- Read CS chs. 4-5

Thursday, Nov. 23: Give Thanks

Tuesday, Nov. 28: According to McLaurin, what can we learn from this case about slavery?

- Read CS chs. 6-8

Thursday, Nov. 30: In the late 1850s, what did Americans have to say about slavery and race?

- Read Dred Scott decision (1857) and Lincoln speech (1858), CP 68-70
- **Reading journal due**

Tuesday, Dec. 5: Why did most southern states secede? Why did Missouri not secede?

- Read William Harris speech (1860), and Missouri Convention resolutions (1861), CP 71-75

Thursday, Dec. 7: How has the history of Reconstruction changed? Why is Appomattox dangerous?

- Read Downs, "The Dangerous Myth of Appomattox" (2015), CP 76-77
- Read "The Importance of Historical Interpretation" (2009), CP 78-79
- Read Foner, "America's Reconstruction" (1995), CP 80-83
- **Reading journal due**

Tuesday, Dec. 12: What can we learn about Reconstruction from primary sources?

- Read primary sources, CP 83-90

Thursday, Dec. 14: review session

Final exam: Thursday, Dec. 21, 10:15-12:15