

History 176: America to 1877
Spring 2015
Section 2: TR 2:00-3:15, 227 CCC

“Each age writes the history of the past anew with reference to the conditions uppermost in its own time.” —Frederick Jackson Turner, Portage, Wisconsin, 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.

Prof. Rob Harper

469 CCC

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Office Hours: Monday 3:00-4:00, Wednesday 3:00-5:00, and by appointment.

Course Description and Learning Outcomes

History 176 will introduce you to the art of “doing history”: asking questions about the past, seeking out evidence in a variety of sources, and using that evidence to find authoritative answers to your questions. You will practice this art by studying the lands and peoples that became the United States of America.

After completing this course, you will be able to:

1. Ask thought-provoking questions about America's past.
2. Explain key aspects of America's past, such as the development of colonial societies, the creation of the United States, and the relationship between slavery, expansion, and the Civil War.
3. Identify several kinds of historical evidence & describe their uses and limitations.
4. Critically read and analyze historical evidence by asking pertinent questions, identifying source information, drawing connections with other evidence, summarizing key ideas, and assessing usefulness and reliability.

Required Texts

- Boyer, et al, *The Enduring Vision* (EV), available through text rental
- Hollitz, *Thinking Through the Past* (TTTP), available through text rental
- A pocket dictionary (don't leave home without it!)

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. If you are concerned about your performance in the course please either visit me during office hours or contact me by email at <rharper@uwsp.edu> to make an appointment. I receive and reply to email more quickly than phone messages. Please include “History 176” in the subject line.

Critical Reading

As indicated in Learning Outcome #4, this course will help you learn the habit of reading critically: an essential part of any college education. Specifically, you will cultivate five core skills:

- Questioning: posing guiding questions to help navigate and comprehend historical texts.
- Sourcing: identifying a text's authorship, intended audience, purpose, and genre.
- Connecting: explaining relationships between a text and its historical context.
- Analyzing: identifying interesting pieces of information within a text.
- Evaluating: assessing texts' usefulness for answering different questions about the past.

Assignments and Workload

Success in this class requires regular attendance, completion of all assigned reading, and notetaking on readings, lectures, and class discussions. As with any three-credit course, you should expect to spend **6-9 hours each week** on coursework outside of class. If you are worried about your progress, please contact me ASAP to discuss how to improve.

You will regularly complete in-class assignments, including written quizzes and small-group work. I will collect and grade many of these; others will be "for your eyes only." As with the worksheets, a good faith effort will enable you to receive good grades and develop the skills necessary to succeed on exams. Absence from class, either physical or mental, will bring down your in-class work grade and leave you unprepared for exams. During in-class assignments, you may not consult any electronic devices, but you may ALWAYS consult handwritten notes.

Learning to work productively with others is essential for success in all walks of life, so History 176 involves a lot of in-class small-group work. When we do group work, there will be a seating chart that assigns you to one portion of the classroom, enabling you to meet and work with many different classmates over the course of the semester.

Exams

Three unit exams will test your progress toward the course learning outcomes, including the five critical reading skills. The learning outcomes and the course units are cumulative—each new skill we practice will build on earlier ones—so the exams are cumulative as well. However, the exams will NOT require you to regurgitate information you have memorized.

Everything in this course builds toward the exam questions, so if you stay on top of the work you will be very well prepared for the exams. In addition, by practicing the art of "doing history," you will end up remembering much more, and for much longer, than you could by rote memorization. A review guide will be distributed about a week before each exam. In addition, part of the class period before each exam will be devoted to exam review. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take any exam as scheduled will result in an F for the course.

How to Succeed in History 176

Put in regular and consistent effort. Complete all assignments carefully and thoughtfully. Attend regularly and participate actively in discussions (listening as well as speaking). Talk to me during office hours. Enroll in the optional Reading-in-the-Disciplines section (see below).

Falling behind in this class is a bad idea. Without consistent thought and effort, you will not develop the skills that you will need to succeed on exams. Catching up at the last minute will not serve you well.

Attendance

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 lowest quiz score and lowest small-group score will not count toward the final grade. If you have to miss many classes, please see me ASAP to discuss your options.

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-Grundman at the TLC: 715-346-4386 or <ameidlgr@uwsp.edu>.

Desire2Learn (D2L)

All handouts, grades, and other information will be posted on D2L, available at <<http://www.uwsp.edu/d2l>>. If you need a copy of any material from the course, look there first. All supplemental readings will be posted on D2L. Please print these out and bring the hard copy to class.

Grading

Attendance:	10%
Quizzes and group work:	20%
Unit 1 exam:	20%
Unit 2 exam:	25%
Final exam:	25%

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting such accommodation must first meet with UWSP Disability Services staff. That meeting should take place 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.

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. For more information on academic integrity, please ask me or consult the resources at <<http://library.uwsp.edu/Guides/VRD/plagiarism.htm>>. Students found to have committed academic misconduct will receive an F for the course.

Course Outline

Everything in the schedule is subject to revision. Changes will be announced in class and on D2L.

Unit 1:

Tuesday, Jan. 26: Introductions.

Thursday, Jan. 28: What happened to Silas Deane? How should I read the textbook?

- Read the syllabus; pick up text rentals & pocket dictionary; log into D2L
- Read "The Strange Death of Silas Deane"
- Bring EV to class

Tuesday, Feb. 2: What was America like before Columbus?

- Read EV ch. 1

Thursday, Feb. 4: What is "the truth about textbooks"?

- Read TTTP p. 8. According to the authors, why do textbooks hinder understanding the past?
- Read TTTP pp. 10-20 and EV pp. 28-30, 34-36.

Tuesday, Feb. 9: How has new evidence changed the story of Jamestown?

- Watch "Jamestown: America's Birthplace," 2007, <http://youtu.be/ohfAx4a-Ijo>
- Browse "Written in Bone: Forensic Files of the 17th-Century Chesapeake," National Museum of Natural History, <http://anthropology.si.edu/writteninbone/index.html>

Thursday, Feb. 11: Unit 1 exam

Unit 2

Tuesday, Feb. 16: Why did English people start colonies in North America?

- Read EV pp. 17-24 and 36-61. Focus on pp. 22-24, 36-37, and 46-55.

Thursday, Feb. 18: What was it like to grow up in colonial New England?

- Read TTTP pp. 22-24 and documents 3-5, 8.
- Read "Colonial Society" documents on D2L.

Tuesday, Feb. 23: Why did (most) British colonies come to depend on unfree labor?

- Read EV pp. 25-26, 45-46, 55-61, and 67-80. Focus on pp. 67-80.

Thursday, Feb. 25: How can we recover the life stories of servants and slaves?

- Read "Colonial America's Most Wanted," pp. 45-51 and ads TBA
- Fill in the source analysis table (pp. 52-53) as you read the ads

Tuesday, March 1: What was going on in Wisconsin?

- Read EV pp. 30-34, 61-65, 80-84

Thursday, March 3: What can primary sources tell us about native peoples?

- Marquette excerpts (on D2L)

Tuesday, March 8: Why did things fall apart?

- Read EV ch. 5; focus on pp. 91-102 and 110-116.

Thursday, March 10: What did British colonists think of independence?

- Read the Declaration of Independence (EV appendix)
- Read TTP pp. 71-72, 76-77, and 79-80, and Joseph Brant speech (on D2L).

Tuesday, March 15: What problems faced the newly independent states?

- Read EV pp. 129-45
- Read the US Constitution (EV appendix, pp. A3-A8)

Thursday, March 17: Why did so many people oppose the Constitution?

- Read Brutus #1 and proposed amendments (on D2L)
- Read the Bill of Rights (Amendments I-X, EV appendix, p. A9)

March 19-27: Spring Break!

Tuesday, March 29: Unit 2 review session

Thursday, March 31: Unit 2 exam

Tuesday, April 5: Why couldn't the framers get along?

- Read EV pp. 150-55, 159-65, 181-91

Thursday, April 7: How did the North become the North?

- Read EV 204-18

Tuesday, April 12: How did the South become the South?

- Read EV 265-86, 278-84

Thursday, April 14: What kind of communities could enslaved people create?

- Read TTTP 225-35

Tuesday, April 19: How did American politics change in the Jacksonian era?

- Read EV pp. 220-32 and 199-204, in that order

Thursday, April 21:

- Read Cherokee women documents (on D2L)
- Watch *We Shall Remain* episode 3, "Trail of Tears," available at the reserve desk and online: <http://digital.films.com.ezproxy.uwsp.edu/PortalPlaylists.aspx?aid=7768&xtid=44691>

Tuesday, April 26: Why did the Mexican-American War fuel sectional conflict?

- Read EV pp. 304-09, 313-32

Thursday, April 28: Why did Milwaukeeans defy federal law?

- Read Joshua Glover documents (on D2L)

Tuesday, May 3: Why did the southern states secede?

- Read EV pp. 332-35

Thursday, May 5: The Civil War: a second American Revolution?

- EV 337-43, 352-66
- Read TTTP 292-95

Tuesday, May 10: Who won Reconstruction?

- Read EV, pp. 369-70, 378-94
- Read TTTP 318-328

Thursday, May 12: How will you prepare for the final exam?

Final Exam: Thursday, May 19, 8:00-10:00 am.