

**History 176: America to 1877**  
Fall 2015  
Section 3: TR 11:00-12:15, 213 CCC

“Each age writes the history of the past anew.” —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

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Office Hours: Monday 3:00-4:00, Tuesday 2:00-4:00, and by appointment.

**Course description and learning outcomes**

History 176 introduces you to the art of “doing history”: asking questions about the past, using evidence to answer those questions, and evaluating historical scholarship (other people’s answers to similar questions). 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.

**Texts required for purchase**

- Townsend, *Pocahontas and the Powhatan Dilemma* (PPD)
- Johnson, *Sam Patch, the Famous Jumper* (SP)
- McLaurin, *Celia, a Slave* (CS)
- History 176.3 Manual
- Recommended: a pocket dictionary

**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 written feedback on students’ work as I would like. To talk about your progress 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.

### **How to succeed in History 176**

Put in regular and consistent effort. Complete all assignments carefully and thoughtfully. Take notes on readings, lectures, and class discussions. Attend regularly and participate actively in discussions (listening as well as speaking). Talk to me during office hours (or make an appointment). Enroll in the optional Reading in the Disciplines section (see below).

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 handwritten notes on the reading (about half an hour), and completing the weekly reading journal assignment (about half an hour).

### **Critical reading**

During the semester, we will work with two kinds of readings: those written in early America (primary sources), and those written recently by historians (secondary sources). None of these are textbooks; none of them are works of fiction (novels or short stories). Reading different kinds of material requires different habits of reading. As you read, get in the habit of asking 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?

### **Notetaking**

For each assignment, take handwritten notes (during in-class work, you may refer to handwritten notes, not electronic ones). 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. If possible, review and/or condense your notes before class. For every hour you spend reading, you should spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (you won't hand them in).

### **Reading journal**

Once a week, you will write about that week's assigned readings for about 30 minutes. Use the critical reading questions as a starting point, or write about whatever you find most interesting. You may write about all of the week's readings, or just one: it's up to you. You should save each entry electronically and upload it (in .doc, .docx, or .pdf format) to the D2L Dropbox before class each Thursday.

### **In-class work**

You will regularly complete in-class assignments, including written quizzes and small-group work. I will collect and grade some of these; others will be for your eyes only. Absence from class, either physical or mental, will bring down your 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. When we do group work, there may be a seating chart that assigns you to one section of the classroom, enabling you to work with different classmates over the course of the semester.

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 to discuss your options.

### **Exams**

A midterm and final exam will test your progress toward the course learning outcomes, using a combination of short-answer questions about course content and guided document analyses, in which you will interpret one or two primary 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. In addition, by practicing the art of “doing history,” you will remember much more, and for much longer, than you could by rote memorization. The class period before each exam will be devoted to review. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take either exam as scheduled will result in an F for the course.

### **Reading in the Disciplines**

To help you succeed in this course, you may choose to enroll in a 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](mailto:ameidlgr@uwsp.edu)>.

### **Students with disabilities**

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

### **Desire2Learn (D2L)**

All handouts, grades, and other information will be posted on D2L, at <<http://www.uwsp.edu/d2l>>. If you need a copy of any course material, look there first.

## Grading

Attendance:	10%
Reading journal:	20%
Quizzes and in-class work:	20%
Midterm exam:	25%
Final exam:	25%

## Course schedule

Everything below is subject to revision. Changes will be announced in class and on D2L. All course readings other than the three books are in the course packet.

**Tuesday, Sept. 6:** Introductions.

**Thursday, Sept. 8:** What happened to Silas Deane? What is “the art of historical detection”?

- Read the syllabus; pick up books and course packet; log into D2L
- Read “The Strange Death of Silas Deane.”
- Bring PPD to class.

## Unit 1: Tsenacomoco/the Chesapeake

**Tuesday, Sept. 13:** What does Townsend want to teach us? What was life like in Tsenacomoco?

- Read PPD preface and ch. 1
- Optional: PPD ch. 2

**Thursday, Sept. 15:** What was “the Powhatan dilemma”? What evidence does Townsend use?

- Read PPD chs. 3-4

**Tuesday, Sept. 20:** Why was Pocahontas kidnapped? Why did she marry Rolfe?

- Read PPD chs. 5-6
- Recommended: “Written in Bone: Forensic Files of the 17th-Century Chesapeake,” National Museum of Natural History, <http://anthropology.si.edu/writteninbone/index.html>

**Thursday, Sept. 22:** How, and why, did Tsenacomoco/the Chesapeake change?

- Read PPD ch. 9
- Read “From English Servants to African Slaves,” pp. 51-57

**Tuesday, Sept. 27:** What can we learn about the colonial Chesapeake from primary sources?

- Read “From English Servants to African Slaves,” pp. 58-67, 68-69
- Read “1705, Chap. XLIX” and “Southern Planter William Byrd” (in between the other pages)
- Recommended: The Trans-Atlantic Slave Trade Database, <http://www.slavevoyages.org/>

**Thursday, Sept. 29:** What can we learn from newspaper ads about the lives of servants and slaves?

- Read "From English Servants to African Slaves," pp. 75-78
- Read "Colonial America's Most Wanted," pp. 45-64. Fill in the source analysis table (pp. 52-53).

## **Unit 2: Empire States**

**Tuesday, Oct. 4:** Why did the (British) empire fall apart?

- Read Cadwallader Colden letter (1765), Stamp Act Congress declarations (1765)
- Read Declaration of Independence (1776)

**Thursday, Oct. 6:** What was it like to live in a revolution?

- Read "A Soldier's View of the Revolutionary War" (1830), pp. 110-16
- Read "Secret Correspondence of a Loyalist Wife" (1776-77), pp. 122-26

**Tuesday, Oct. 11:** Why did Massachusetts farmers rebel, again?

- Read Shays's Rebellion documents, #s 1-11 (1786-87)
- Recommended: Shays's Rebellion & the Making of a Nation, <<http://shaysrebellion.stcc.edu/>>

**Thursday, Oct. 13:** What controversies troubled the Constitutional Convention?

- Read "The Constitution of 1787" (convention debates and the US Constitution), pp. 423-36

**Tuesday, Oct. 18:** Why did Americans object to the Constitution? How was it amended?

- Read Patrick Henry speech and Virginia declaration/proposed amendments (1788), pp. 454-462
- Read Bill of Rights (1791), pp. 462-63
- Read proposed amendments from Pennsylvania and Maryland (1787-88)

**Thursday, Oct. 20:** review session

**Tuesday, Oct. 25:** midterm exam

**Thursday, Oct. 27:** Who was Sam Patch?

- Read SP preface

**Tuesday, Nov. 1:** How did the Patch family get to Pawtucket? What was Sam's life like there?

- Read SP ch. 1

**Thursday, Nov. 3:** How was Paterson changing? Why did Sam jump?

- Read SP ch. 2

**Tuesday, Nov. 8:** Why Rochester? Who were the "respectables" and "sporting men"?

- Read SP ch. 4

**Thursday, Nov. 10:** Genteels? Respectables? Whigs? Democrats? Celebrities?

- Read SP ch. 5

**Unit 3: Big Rivers**

**Tuesday, Nov. 15:** How did slavery work in antebellum Missouri?

- Read Freedom Suits (documents #18-21), pp. 261-65
- Read/view "Slavery and Freedom" images, pp. 251-60

**Thursday, Nov. 17:** 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, please contact me.
- Optional: read CS ch. 3

**Tuesday, Nov. 22:** why was Celia's case such a sensitive issue in 1850s Missouri?

- Read CS chs. 4-5

**Thursday, Nov. 24:** Happy Thanksgiving! No reading journal due.

**Tuesday, Nov. 29:** According to McLaurin, what can we learn from this case about slavery?

- Read CS chs. 6-8

**Thursday, Dec. 1:** In the late 1850s, what did Americans have to say about slavery and race?

- Read Taney decision (1857), Lincoln speech (1858), and John Brown documents (1859)
- Recommended: The Revised Dred Scott Case Collection, <<http://digital.wustl.edu/dredscott/>>

**Tuesday, Dec. 6:** Why did most southern states secede? Why did Missouri not secede?

- Read William L. Harris speech (1860), and resolutions from the Missouri State Convention (1861)

**Thursday, Dec. 8:** How has the history of Reconstruction changed? Why is Appomattox dangerous?

- Read Downs, "The Dangerous Myth of Appomattox" (2015)
- Read "The Importance of Historical Interpretation" (2009), pp. 316-18
- Read Foner, "America's Reconstruction" (1995), pp. 326-33

**Tuesday, Dec. 13:** What can we learn about Reconstruction from primary sources?

- Read primary sources, pp. 333-43

**Thursday, Dec. 15:** review session

**Final Exam: Monday, Dec. 19, 2:45-4:45 pm**