

History 176: The United States to 1877

Spring 2020

Section 1C: Tuesday and Thursday, 11:00 am-12:15 pm, 128 CCC

Section 2C: Tuesday and Thursday, 2:00 -3:15 pm, 131 CBB

“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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CCC 469

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Office Hours: Monday 3:00-3:50, Wednesday 2:00-2:50, Thursday 3:30-4:30, 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. 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)

All other reading assignments can be found on Canvas, <https://www.uwsp.edu/canvas>.

Contacting Me

Helping you learn is the *most important* and *most rewarding* part of my job. For additional help with the course, please visit me during office hours or contact me by email (not phone) to make an appointment. 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. Attend regularly and participate actively in discussions (listening as well as speaking). Complete assignments carefully and thoughtfully. Take notes on readings, lectures, and class discussions (see below). Meet with me individually. As with any three-credit course, 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 course 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. 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?

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).

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. You will find these skills to be helpful throughout your college career, and beyond, no matter what your area of study.

Reading journal

Most weeks, you will write about an assigned reading for about 30 minutes, following the prompt in Canvas. 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, 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).

Your reading journal should NOT summarize the readings' contents, or copy your notes. I know what the readings say. I want you to tell me what you think about them.

I recommend that you write each entry in a word processor, then save and upload the file. If you prefer to write your journal by hand, you may upload photos of the written pages. Either way, you are responsible for making sure your journal uploads to Canvas in a legible format.

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. 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, you will analyze one or two primary source(s), which will be provided with the exam. For each, you will answer these questions (or similar 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 you 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) 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. For more information, please contact Amanda Meidl at the TLC: 715-346-4386 or 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.

	Present-day terms	Outdated and offensive terms
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	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

Academic misconduct, including plagiarism, will be formally reported according to UWSP's Student Academic Disciplinary Procedures. Plagiarism is submitting someone else's work as if it were your own. To learn more, please ask me or consult <https://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; Jamestown; life expectancy; matrilineality; paramount chiefdom; Powhatan dilemma; racial slavery; “the starving time”; tobacco; Tsenacomoco; 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); Powhatan; John Rolfe; John Smith; John White

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. 21: introductions

Thursday, Jan. 23: 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
- Browse John White watercolors (1585-86),
http://www.virtualjamestown.org/images/white_debry_html/jamestown.html

Tuesday, Jan. 28: What was “the Powhatan dilemma”? What evidence does Townsend use?

- Read PPD chs. 3-4
- 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 Canvas)

Thursday, Jan. 30: Why was Pocahontas kidnapped? Why did she marry Rolfe?

- Read PPD chs. 5-6
- Reading journal due: write about PPD chs. 3-6.

Tuesday, Feb. 4: What was Pocahontas’s married life like? What evidence is available?

- Read PPD chs. 7-8

Thursday, Feb. 6: How, and why, did Tsenacomoco/the Chesapeake change?

- Read PPD ch. 9
- Read “From English Servants to African Slaves,” pp. 51-57
- Reading journal due: write about “From English Servants.”

Tuesday, Feb. 11: What can we learn about the colonial Chesapeake from primary sources?

- Read “From English Servants to African Slaves,” pp. 58-69
- Read William Byrd, diary extracts (1709-12)

Thursday, Feb. 13: 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. 18: Unit 1 Review Session

Thursday, Feb. 20: 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. 25: Why Revolution?

Thursday, Feb. 27: What was life like in revolutionary America?

- Watch *A Midwife's Tale* (1997), <http://uwsp.kanopystreaming.com/video/american-experience-midwife-s-tale>
- Reading journal due: write about the film.

Tuesday, March 3: How did Americans experience revolution?

- Read excerpts from the memoirs of Joseph Plumb Martin, (1830), parts 1 and 2.
- Read letters of Catherine Van Cortlandt (1776-77)

Thursday, March 5: Why did Americans object to the Constitution? How was it amended?

- Read the Constitution of the United States (1787)
- Read the proposed amendments of the New York ratification convention (1788)
- Read the Bill of Rights (ratified 1791)
- Reading journal due: write about the Constitution and amendments (proposed and actual).

Tuesday, March 10: Who was Sam Patch? How did he get to Pawtucket?

- Read SP preface and ch. 1

Thursday, March 12: How was Paterson changing? Why did Sam jump?

- Read SP ch. 2
- Read Sally Rice letters (1839) and Harriet Hanson Robinson memoir (1898)
- Reading journal due: write about the Rice letters and/or the Robinson memoir.

March 14-22: Spring Break

Tuesday, March 24: Why Rochester? Who were the “respectables” and “sporting men”?

- Read SP ch. 4

Thursday, March 26: 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*.

Tuesday, March 31: Unit 2 Review Session

Thursday, April 2: Unit 2 Exam

Unit 3: Freedoms

Key terms and concepts

Birth of a Nation (1915); birthright citizenship; “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; Treaty of Guadalupe Hidalgo

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 <i>The Liberator</i>
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 <i>in forma pauperis</i>
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
1867-77:	Congressional Reconstruction
1868:	Fourteenth Amendment
1870:	Fifteenth Amendment
1873:	Colfax Massacre
1877:	Compromise
1915:	<i>Birth of a Nation</i>
1920:	Duluth lynchings

Unit 3 Schedule

Tuesday, April 7: Why did slavery expand?

Thursday, April 9: 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*

Tuesday, April 14: Why was Celia's case such a sensitive issue in 1850s Missouri?

- Read CS chs. 4-5

Thursday, April 16: In the 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/JBHWar-012018.html>
- Reading journal due: write about John Brown.

Tuesday, April 21: According to McLaurin, what can we learn from this case about slavery?

- Read CS chs. 6-8

Thursday, April 23: TBA

Tuesday, April 28: Why did most southern states secede? Why did Missouri not secede?

- Read Dew, "Apostles of Disunion" (2001)
- Read Missouri Convention resolutions (1861)

Thursday, April 30: 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, 326-33
- Reading journal due: write about how interpretations of Reconstruction have changed.

Tuesday, May 5: What can we learn about Reconstruction from primary sources?

- Read primary sources, in "The Importance of Historical Interpretation," pp. 333-43
- Compare maps of Barrow Plantation, 1860 and 1881, http://www.digitalhistory.uh.edu/exhibits/reconstruction/section3/section3_11.html

Thursday, May 7: Final Exam Review Session

Final exam:

Section 1: Monday, May 11, 12:30-2:30 pm

Section 2: Thursday, May 14, 8:00-10:00 am