

History 101  
Spring, 2002  
MWF 8:50-9:40, 1651 Humanities  
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## **HISTORY OF THE UNITED STATES TO THE CIVIL WAR ERA**

This course is dedicated to the propositions that those who forget the past tend to repeat it, those who have never learned about it do not even know enough to forget it, and those who, through either obliviousness or ignorance do not come to grips with it, will be at history's mercy on the day when it takes them by surprise and smirkingly lays them low. The following readings have been assigned in a desperate effort to remedy their plight, and are available at the University Book Store:

Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, written by Himself*  
Gunther Barth, ed., *The Lewis and Clark Expedition*  
David W. Blight, ed., *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*  
James A. Henretta, et al., *America: A Concise History, Second Edition, Volume 1: To 1877*  
Louis P. Masur, ed., *The Autobiography of Benjamin Franklin*  
Neal Salisbury, ed., *The Sovereignty and Goodness of God, by Mary Rowlandson*

A packet of required materials entitled:

*Past Tales: A Reader for History 101*

is available at the Humanities Copy Center, 1650 Humanities Building. All additional assignments come from this packet.

The College Library, Helen C. White Hall, has placed the books and packet on three-hour reserve.

### **Writing-Intensive Course**

History 101 is a writing-intensive course aiming to promote your compositional skill as well as enhance your knowledge of American history. You will pen something almost every week, although most assignments will be quite brief.

### **Assignments**

You should complete the textbook assignment (Henretta, et al.) and begin the additional reading assignment by the beginning of each week's lectures, and complete the additional assignment before your discussion section. You are expected to attend and participate in section discussions. The major written assignments consist of three 3-page papers and a final examination. Papers must be typed and double-spaced; they are due in lecture at the beginning of class on the **Mondays** indicated. Please note that you have four optional paper dates and may choose which one of the four assignments to skip. Minor assignments are due on the **Wednesdays** indicated; they too must be typed, double-spaced. Pages 6-7 *infra* list the paper topics, minor assignments, and due dates. **NB:** Submit the papers to your TA, who will grade them. Submit the minor assignments to me; I will read them and give them to your TA to return.



Date	Program and Assignments
Jan. 28	A Letter to a Lord - Analyzing a Document  <b>Reading for lecture:</b> Columbus, "Letter to Santangel"
	<b>II. Colonial British North America to 1763</b>
30	A Tale of Two Cultures  <b>Reading:</b> Henretta et al., <i>America</i> , 2-35; James Axtell, "Native Reactions to the Invasion of America," 97-121; William Simmons, <i>Spirit of the New England Tribes</i> , 65-72; Colin Calloway, ed., <i>The World Turned Upside Down</i> , 20-38 <b>Minor Assignment: #1</b>
Feb. 1	The Land the Europeans Found
4	The Old Dominion
6	Saints Alive  <b>Reading:</b> Henretta et al., <i>America</i> , 36-65; Charles Hambrick-Stowe, <i>The Practice of Piety</i> , 256-65; Salisbury, ed., <i>Sovereignty and Goodness of God</i> , 63-112 <b>Minor Assignment: #2</b>
8	Holy Commonwealths
11	Eighteenth-century New England
13	The Eighteenth-century Middle Colonies  <b>Reading:</b> Henretta et al., <i>America</i> , 97-126; Masur, ed., <i>Autobiography of Benjamin Franklin</i> , 1-146
15	A Talk about Writing
18	The Eighteenth-century South  <b>First Paper Due</b>
20	The Genesis of Anglo-American Slavery  <b>Reading:</b> Henretta et al., <i>America</i> , 74-88; Allison, ed., <i>Interesting Narrative of ... Olaudah Equiano</i> , 1-7, 33-136
22	Representatives Assembled



Date	Program and Assignments
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March 22	Cementing an International Reputation
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25	SPRING BREAK
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27	CELEBRATE AND
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29	CEREBRATE
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April 1	Frontier and Backcountry
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3	The Amerindians' New Republic
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**Reading:** Henretta et al., *America*, 219-47; James Ronda, *Lewis and Clark Among the Indians*, 113-32; Barth, ed., *The Lewis and Clark Expedition*, xix-22, 123-85

**IV. The Democratic Republic, 1815-1877**

5	The Market Revolution
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8	Nation and Section in the Early Nineteenth Century
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**Fourth Paper Due**

10	Democratic Society and Culture
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**Reading:** Henretta et al., *America*, 276-301; Thomas Dublin, *Women at Work*, 23-57; Thomas Dublin, ed., *Farm to Factory*, 120-33; Harriet Robinson, *Loom & Spindle*, 37-58; John R. Commons, et al., eds. *Documentary History ...*, "Introduction," and "Report of the [National Trades' Union] Committee on Female Labor" [1836], 191-93, 281-91

**Minor Assignment: #4**

12	The Birth of the Second Party System
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15	Politics in the 1830s
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17	Democratic Religion
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**Reading:** Henretta et al., *America*, 268-75, 301-37; Peter Cartwright, *Autobiography*, 154-94

**Minor Assignment: #5**

19	Slaves and Slavery in the Nineteenth Century
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22	Antebellum Reform
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Date	Program and Assignments
April 24	Manifest Expansion  <b>Reading:</b> Henretta et al., <i>America</i> , 257-68, 338-385; Blight, ed., <i>Narrative of the Life of Frederick Douglass</i> , 39-115 <b>Minor Assignment #6</b>
26	A House Trembling
29	A House Dividing
May 1	The War for Southern Independence  <b>Reading:</b> Henretta et al., <i>America</i> , 385-427; C. Vann Woodward, <i>Mary Chesnut's Civil War</i> , 189-247 <b>Minor Assignment #7</b>
3	A House Transforming
6	A House Rebuilding
	<b>V. Conclusion</b>
8	Retrospect and Prospect  <b>Reading:</b> Henretta et al., <i>America</i> , 428-55
10	The Meaning of It All
16	<b>Final Examination - 7:45 A.M.</b> (don't blame me), <b>room TBA</b>

### Paper Topics

In writing these essays, you should draw on the lectures, discussions and class readings (*particularly the primary sources*), making specific statements firmly rooted in the evidence, using quotations whenever applicable, and evaluating the arguments of all “authorities” (including me). You may of course draw on materials from outside the course but are not required to do so. You may choose another topic if the suggested ones bore, fatigue or disorient you, but you must consult with your TA *before* so proceeding.

**PAPER 1 - Due Feb. 18.** After defining what you mean by “diversity” (a term that for this paper might include social, cultural, racial, ethnic, and religious categories), explain what made colonial British North America “diverse” and how it came to be so.

**PAPER 2 - Due March 4.** Historians now insist that colonial North America can be understood only as part of an Atlantic world including Western Europe, Africa, and the Caribbean. Identify one or two of the most salient ways in which the colonies’ participation in the wider Atlantic world affected the development of their societies. (Material from Franklin’s and Equiano’s writings might be helpful.)

PAPER 3 - **Due March 18.** Many Americans (not to mention politicians) frequently assume that the Declaration of Independence and the Federal Constitution of 1787 are politically and ideologically congruent. Discuss the degree to which the Constitution can be said to “fulfill” the Declaration, i.e., the degree to which the Constitution accomplishes the political and ideological goals that the Declaration sets out.

PAPER 4 - **Due April 8.** Compare Lewis and Clark’s reactions to and descriptions of the native peoples they met to Mary Rowlandson’s.

### **Final Examination**

The final examination will consist of an essay written during the exam period. You will receive the question at least one week before the test and may use a single page of notes during it.

### **Minor Assignments**

**#1 *Summarizing an Argument* - due Jan. 30:** In one sentence NOT EXCEEDING 50 words (the 51<sup>st</sup> word and its successors face a terrible fate), summarize Axtell’s characterization of how natives responded to the presence of European colonists.

**#2 *Explaining a Term* - due Feb. 6:** In one sentence NOT EXCEEDING 50 words (to learn truly why brevity is the soul of wit), explain what Mary Rowlandson meant when she wrote about “God’s Providence.”

**#3 *Extracting an Argument* - due March 20:** In one sentence NOT EXCEEDING 50 words (see above for implied threat), summarize Maclay’s evaluation of how the Senate operated.

**#4 *Evaluating the Use of Data* - due April 10:** In one or two sentences NOT EXCEEDING 75 words (but do not let the liberalized word limit lure you into verbosity), determine if the caption on p. 286 of the textbook accurately characterizes the accompanying daguerreotype in light of the evidence provided both by the daguerreotype itself and by the writings of Harriet Robinson, Mary Paul, and the Committee on Female labor.

**#5 *Interpreting Different Kinds of Evidence* - due April 17:** In one sentence NOT EXCEEDING 50 words (or else ...), compare Peter Cartwright’s description of camp meetings with Frances Trollope’s (found on p. 270 of the textbook).

**#6 *Devising an Hypothesis Using Data from Maps* - due April 24:** In one or two sentences NOT EXCEEDING 75 words (an end-of-semester gift), use the maps on p. 258 of the textbook to identify the areas of the South with the highest concentrations of slaves in 1860 and to hypothesize what effects the shift of slave distribution from 1790 to 1860 might have had on national politics during that period.

**#7 *Comparing Observations* - due May 1 :** In one or two sentences NOT EXCEEDING 50 words (yadda, yadda, yadda), compare Frederick Douglass’s depiction of slavery with Mary Chesnut’s.

# A PROCLAMATION

## Regarding Late Papers

Whereas it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escorial demands through procrastination, delay, and downright evasion;

And whereas this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e., students, the instructed, you) and irascibility on the part of us (i.e., me);

Be it therefore known, understood, apprehended, and comprehended:

That all assignments must reach us on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half of a letter grade each day for which it is tardy (i.e., an "A" shall become an "AB"), "one day" being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. And let all acknowledge that the responsibility for our receiving papers deposited surreptitio (i.e., in my mailbox or under my door), whether timely or belated, resides with the aforementioned second-part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer's head (i.e., until I clutch your scribbles to my breast, I assume you have not turned them in, all protestations to the contrary notwithstanding).

Be it nevertheless affirmed:

That the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in meritorious cases, such sufferance being granted only upon consultation with us, in which case a negotiated due date shall be proclaimed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an "F"), its value being accounted as a null set and less than that of a vile mote. And be it further noted that routine disruptions to routine (i.e., lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one's loving kindred, do.

And we wish to trumpet forth:

That our purpose in declaiming said proclamation, is not essentially to terminate the wanton flouting of our didactic intentions, but to encourage our beloved students to consult with us, and apprehend us of their difficulties beforehand (i.e., talk to me, baby), so that the cruel axe of the executioner fall not upon their Grade Point Average and smite it with a vengeance.



To which proclamation, we do affix our seal:

