

History 101
Fall, 2008
MWF 8:50-9:40, 1111 Humanities
TAs: Ronald Binzley, Margaret Flamingo,
5265 Humanities
263-1868
rabinzley@wisc.edu; mflamingo@wisc.edu
class email: history101-1-f08@lists.wisc.edu

Charles L. Cohen
4115 Humanities
263-1956 (office), -1800 (Dept.)
Mailbox: Humanities 4037
Office hours: M 10-11, W 11-12, and
by appointment
Email: clcohen@wisc.edu
<http://history.wisc.edu/cohen>

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*
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*, Third 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 doubled-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, doubled-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 your TA will return them. *Please include your section number along with your name at the top of the first page.*

Learn@UW

The syllabus, lecture outlines, and other materials are available at Learn@UW (<https://learnuw.wisc.edu/>). You will need your NetID and password to enter. Please check the site routinely for materials and news.

Honors Credit

Students taking the course for honors credit will write an additional 5- to 8-page research paper under my direction. You must see me by **September 15** to initiate discussion of your project.

Rewrite Policy

You may rewrite any two of the three major paper assignments. To begin, you must first talk with your TA about such details as the new due date and the kinds of changes to be made. You must inform your TA of your decision to rewrite by the end of the next class session after s/he returns the original version. You will ordinarily receive one week in which to rewrite. The old draft (plus any separate sheet of comments) *must* accompany the new version. Rewriting cannot lower your grade (nor can changing your mind about handing in a revised paper), but it does not by itself guarantee a higher one; to raise the grade, you must *substantially rework the essay*, following the TA's comments and initiating your own improvements too. If a rewrite does receive a higher grade, you will be credited with that grade, not an average of the two marks. For an example of an original paper and its rewritten version, see my webpage.

Grading

Simplicity itself. The three major papers, the final exam, and class participation each count for 20% of the final grade. Class participation will be evaluated on a combination of attendance and quality of discussion (which is not identical to quantity). The minor assignments will be ungraded, but failure to turn them in will lower your class participation grade. For honors students, the assignments will each count for 16.7%.

Appeal Procedure

If you wish to appeal a grade (i.e., you desire a grade change *without* rewriting the paper), you **must** follow these procedures:

1. Write a short, typed paragraph (more if necessary) explaining why you think the grade should be changed. Please be specific.
2. Hand in your paper with the written appeal to your TA no later than **one week** after the day on which papers have **first** been returned. When you turn in your appeal, make an appointment with your TA to discuss the paper. The TA will not consider appeals submitted more than one week after the papers have first been returned.
3. If you remain unsatisfied after the TA's final decision, you may appeal to me.

Date Lectures and Assignments

I. Introduction

Sept. 3	Introduction to the Course
5	Reckoning with American History

Date **Program and Assignments**

Sept. 8 A Letter to a Lord - Analyzing a Document

Reading for lecture: Columbus, "Letter to Sanchez"

II. Colonial British North America to 1763

10 A Tale of Two Cultures

Reading: Henretta et al., *America*, 2-36; Kupperman, *Roanoke*, 45-65; "16th-century English" (web post); Harriot, "Briefe and True Report"; Beverley, *History and Present State of Virginia*, 50-55, 229-33

Minor Assignment: #1

12 The Land the Europeans Found

15 The Old Dominion

17 Saints Alive

Reading: Henretta et al., *America*, 37-67; Charles Hambrick-Stowe, *The Practice of Piety*, 256-65; Salisbury, ed., *Sovereignty and Goodness of God*, 63-112

Minor Assignment: #2

19 A Talk about Writing

22 Holy Commonwealths

First Paper Due

24 The Eighteenth-century Middle Colonies

Reading: Henretta et al., *America*, 99-118; Masur, ed., *Autobiography of Benjamin Franklin*, 27-168

26 Eighteenth-century New England

29 The Eighteenth-century South

Oct. 1 The Genesis of Anglo-American Slavery

Reading: Henretta et al., *America*, 76-91; Allison, ed., *Interesting Narrative of ... Olaudah Equiano*, 7-12, 42-152

3 Representatives Assembled

III. The Creation of the American National State, 1763-1815

Date **Program and Assignments**

Nov. 3 Frontier and Interior

5 The Amerindians' New Republic

Reading: Henretta et al., *America*, 227-45; James Seaver, *Narrative of the Life of Mary Jemison*, 69-122; Anthony F. C. Wallace, *Death and Rebirth of the Seneca*, 184-208, 228-36.

IV. The Democratic Republic, 1815-1877

7 The Market Revolution

10 Nation and Section in the Early Nineteenth Century

Fourth Paper Due

12 Slaves and Slavery in the Nineteenth Century

Reading: Henretta et al., *America*, 246-56, 266-77, 288-309; Blight, ed., *Narrative of the Life of Frederick Douglass*, 41-125

14 Class, Caste and Culture in Jacksonian America

17 The Birth of the Second Party System

19 Politics in the 1830s

Reading: Henretta et al., *America*, 257-65, 309-314, 322-51; *Diary of Philip Hone*, 1.71-124

Minor Assignment: #5

21 Democratic Religion

24 Antebellum Reform

26 Expansion, Manifest or Otherwise

Reading: Henretta et al., *America*, 277-87, 314-21, 352-81; Peter Cartwright, *Autobiography*, 243-77

Minor Assignment #6

28 THANKSGIVING BREAK - Thank a semi-separatist, if you can find one.

Dec. 1 A House Trembling

3 A House Dividing

Reading: Henretta et al., *America*, 382-411; C. Vann Woodward, *Mary Chesnut's Civil War*, 189-247

Date **Program and Assignments**

Dec. 5 The War for Southern Independence

8 A House Transforming

10 Retrospect and Prospect

Reading: Henretta et al., *America*, 412-441**V. Conclusion**

12 The Meaning of It All

16 **Final Examination - 2:45 P.M., room TBA****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 September 22. Focusing on Virginia and Massachusetts Bay (and utilizing the accounts of Harriot, Beverley, and Rowlandson), discuss seventeenth-century Anglo-American attitudes toward native peoples.

PAPER 2 - Due October 6. Historians now insist that colonial North America can be understood only as part of an Atlantic world including Western Europe, Africa, and the Caribbean. Explain how the lives of Benjamin Franklin and Olaudah Equiano were shaped by their being members of wider Atlantic communities.

PAPER 3 - Due October 27. 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 November 10. Discuss the American Revolution’s impact on the sovereign power of both the American national state and the native peoples within its boundaries.

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 September 10: Determine Kupperman's primary argument and, in one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize it.

#2 *Explaining a Term* - due September 17: In one sentence NOT EXCEEDING 50 words (see above for implied threat), explain what Mary Rowlandson meant by the phrase "God's Providence."

#3 *Evaluating a Judgment* - due October 15: Determine Peter Oliver's opinion of the Massachusetts resisters' respect for the rights of their opponents and, in one sentence NOT EXCEEDING 50 words (to learn truly why brevity is the soul of wit), discuss the degree to which the behavior rebelling Americans exhibited during the Revolutionary War did or did not give his opinion credence.

#4 *Constructing a Hypothesis* - due October 22: In one or two sentences NOT EXCEEDING 75 words (but do not let the liberalized word limit lure you into verbosity), sketch the sequence by which the states ratified the Constitution (see the map on p. 214 of the textbook) and develop a hypothesis to explain that sequence.

#5 *Analyzing Graphic Sources* - due November 19: Examine the cartoons about Jackson on pp. 335 and 343 of the textbook and, in one sentence NOT EXCEEDING 50 words (you should know how to be brief by now), discuss the ideological conflicts that they reveal.

#6 *Evaluating Discrepant Observations* - due November 26: Compare Peter Cartwright's description of camp meetings with Frances Trollope's (found on p. 279 of the textbook) and, in one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), indicate whose depiction you find more convincing and the reasons for your decision.

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 escritorial 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 the TA's mailbox or under his/her 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 the TAs clutch your scribbles to their breasts, we must 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 foremost 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 aforehand (i.e., talk to me or the TA, 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:

