

History 101
Fall, 2015
MWF 8:50-9:40, 1121 Humanities
Sections: 301 – W 1:20-2:10, 2101 Humanities
302 – W 2:25-3:15, 2221 Humanities
303 - W 12:05-12:55, 2101 Humanities
304 – W 11:00-11:50, 2225 Humanities
TA: Maggie Flamingo,
mflamingo@wisc.edu Office hours: M
10-11, F 11-12, and by appt. Office/phone:
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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 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, available at the University Book Store, have been assigned in a desperate effort to remedy their plight:

Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, written by Himself*, 2e
David W. Blight, ed., *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*, 2e
James A. Henretta, et al., *America: A Concise History*, 6e, Volume 1: To 1877
Louis P. Masur, ed., *The Autobiography of Benjamin Franklin*, 2e
Neal Salisbury, ed., *The Sovereignty and Goodness of God, by Mary Rowlandson*

Additional required readings are posted in the E-Reserves section of the College Library. Login to My UW-Madison (NetID and password required) to find the Library/Reserves link. You can find full bibliographical information on the readings in the "Course Materials" section of the course webpage.

Course Webpage on 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.

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 all of the reading before your discussion section. You are expected to attend and participate in all section discussions. The major written assignments consist of two 3-page papers, two 2-page blogs, and a final 5-page paper. Major assignments must be typed and doubled-spaced; with the exception of the final paper, they are due in lecture at the beginning of class on the **Mondays** indicated. Minor assignments are due on the **Wednesdays** indicated; they too must be typed, doubled-spaced. Pages 6-7 *infra* list the major assignments, minor assignments, final paper, 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 of all assignments.*

Paper Presentation and Writing Aids

Papers should follow the guidelines for presentation set out in the Style Sheet on my webpage (http://faculty.history.wisc.edu/cohen/style_sheet.pdf) as well as the Course Materials section of the course page in Learn@UW. The Writing Aids section of my webpage provides examples of A papers and exemplary fifty-word sentences (<http://history.wisc.edu/cohen/writing.html>).

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 16** to initiate discussion of your project.

Grading

The four major assignments each count for 15% of the final grade, while the final paper and class participation each count for 20%. 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 four major assignments each count for 10%, while the honors essay, final paper, and class participation each count for 20%.

Appeal Procedure

If you wish to appeal a grade, 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.

Classroom Comportment

After much soul-searching, I have decided to ban computers (except mine). Research shows that you will learn more by listening and taking notes selectively than by trying to type as much as you can. Too, how many times have you really been using your screen to watch YouTube, catch *Game of Thrones*, or check your online dating service? I thought so. Also, cell phones must be turned off; tweet on your own time.

Disability Statement

This course is set up to include persons with disabilities. Please let me know if you need accommodations in the curriculum, instruction, or assessments to enable your full participation. I will attempt to maintain confidentiality of the information you share with me.

Academic Conduct Statement

I expect you to conform to the highest standards of academic integrity and conduct; for the University's policy on such matters, see <http://www.students.wisc.edu/doso/academic-integrity/>. For help in understanding what constitutes plagiarism and how to avoid it, see the Writing Center's site, <http://writing.wisc.edu/Handbook/QuotingSources.html>. The TA and I will also discuss these issues. If you have any questions at all about what constitutes proper conduct, I would be happy to speak with you.

Date

Lectures and Assignments

I. Introduction

Sept. 2	Introduction to the Course
4	Reckoning with American History

Date	Lectures and Assignments
Sept. 7	[Labor Day – no class]
9	A Letter to a Lord - Analyzing a Document Reading for lecture: Columbus, “Letter to [Gabriel Sanchez]” Reading: Henretta, et. al, <i>America</i> , 2-33 Minor Assignment: #1
II. Colonial British North America to 1763	
11	North American Natural Environments
14	A Tale of Two Cultures
16	The Old Dominion Reading: Henretta, et. al, <i>America</i> , 34-51; Karen Kupperman,, <i>Jamestown Project</i> , 278-327; David Hawke, ed., <i>Captain John Smith’s History of Virginia</i> , 23-38; Powhatan, “Speech to Captain John Smith”; Jill Lepore, <i>Story of America</i> , 17-30 Minor Assignment: #2
18	Atlantic Worlds
21	Saints Alive
23	Holy Commonwealths Reading: Henretta, et al., <i>America</i> , 51-74; James Drake, <i>King Philip’s War</i> , 140-67; Salisbury, ed., <i>Sovereignty and Goodness of God</i> , 63-112; Jill Lepore, <i>Story of America</i> , 31-43 Minor Assignment: #3
25	A Talk about Writing Reading for lecture: “Acknowledging, Paraphrasing, and Quoting Sources,” [see course materials tab, class webpage]
28	Eighteenth-century Economy and Society
30	Representatives Assembled Reading: Henretta, et al., <i>America</i> , 89-109; Masur, ed., <i>Autobiography of Benjamin Franklin</i> , 27-168; Jill Lepore, <i>Story of America</i> , 44-58
Oct. 2	The Eighteenth-century Religious Settlement
5	The Genesis of Anglo-American Slavery
First Paper Due	

Date Lectures and Assignments

Oct. 7 Imperial Competition for North America

Reading: Henretta, et. al, *America*, 75-88, 109-127; Allison, ed., *Interesting Narrative of ... Olaudah Equiano*, 7-12, 42-152

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

9 Rule Britannia

12 America the Rebellious

14 The Dialectic of Rebellion

Reading: Henretta, et al., *America*, 128-60; Douglas Adair and John Schutz, eds., *Peter Oliver's Origin & Progress of the American Rebellion*, 46-82; Carl Van Doren, ed., *Letters of Benjamin Franklin & Jane Mecom*, 85-88, 90-92, 98-100, 106-7, 108-11, 148-51

16 The Declaration of Independence

Reading for lecture: Henretta, et al., *America*, D1- D4

19 The War for American Liberation

21 A Republican Constitution

Reading for lecture: Henretta, et al., *America*, D5-13; Jill Lepore, *Story of America*, 72-90

Reading: Henretta, et al., *America*, 161-91; [Grace Barclay], *Personal Recollections of the American Revolution*, 17-73; Elaine Crane, ed., *Diary of Elizabeth Drinker*, 59-82; Joseph Johnson, *Traditions ... of the American Revolution*, 419-29

Minor Assignment: #4

23 The American Revolutionary Settlement of Religion

26 Securing a Republican Government

First Blog Due

28 Affirming Boundaries

Reading: Henretta, et al., *America*, 192-203, 214-23; Frank Lambert, *Founding Fathers and the Place of Religion*, 236-64; Matthew Harris and Thomas Kidd, eds., *Founding Fathers and the Debate Over Religion*, 78-113; Edwin Gaustad, *Neither King nor Prelate*, 159-74

30 Cementing an International Reputation

Nov. 2 Frontier and Interior

Date Lectures and Assignments

Nov. 4 The Amerindians' New Republic

Reading: Henretta, et al., *America*, 203-13, 300-303; Theda Perdue and Michael Green, *Cherokee Removal*, 7-21, 82-91, 122-26, 135-37, 153-59; William McGloughlin, *Cherokee Renaissance*, 428-47; [Andrew Jackson,] "Message from the President [Dec. 8, 1829], 15-17; Andrew Jackson, "On Removal"; Gary Moulton, *Papers of Chief John Ross*, 1.251-5, 354-59, 523-26, 712-13

6 Atlantic Revolutions

IV. The Democratic Republic, 1815-1877

9 The Market Revolution

Second Paper Due

11 Nation and Section in the Early Nineteenth Century

Reading: Henretta, et al., *America*, 224-31, 236-43, 268-74; George W. Featherstonehaugh, *Canoe Voyage*, 2.64-109; Harriet Martineau, *Society in America*, 2.359-69

13 Slaves and Slavery in the Nineteenth Century

16 Class, Caste and Culture in Jacksonian America

18 The Birth of the Second Party System

Reading: Henretta, et al., *America*, 231-36, 254-67, 343-71; Thomas Dublin, *Women at Work*, 23-57; Thomas Dublin, *Farm to Factory*, 120-33; 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], vol. 6, 191-93, 281-91

Minor Assignment: #5

20 Politics in the 1830s

23 Democratic Religion

25 Antebellum Reform

[N.B. – There will be no sections today, but the reading and minor assignment are due]

Reading: Henretta, et al., *America*, 243-53, 274-300, 302-42; Peter Cartwright, *Autobiography*, 154-94; Jarena Lee, *Life and Religious Experience*

Minor Assignment # 6

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

Date	Lectures and Assignments
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Nov. 30	Expansion, Destined or Otherwise
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Second Blog Due

Dec. 2	A House Trembling
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Reading: Henretta, et al, *America*, 372-95; Blight, ed., *Narrative of the Life of Frederick Douglass*, 41-125

4	A House Dividing
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7	The War for Southern Independence
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9	A House Transforming
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Reading: Henretta, et al., *America*, 396-466

V. Conclusion

11	Retrospect and Prospect
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14	The Meaning of It All
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18	Final Paper Due 5:00 pm
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Major Assignments

Papers - In writing these essays, you should draw on the lectures, discussions and class readings (*particularly the primary sources*), making specific arguments 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 October 5.** Read Lepore’s three essays closely and evaluate how convincingly she uses historical evidence to advance her claims.

PAPER 2 - **Due November 9.** Explain how being part of a series of trans-hemispheric connections with Europe, Africa, and the West Indies influenced the development of what became the United States from the earliest Anglo-American settlements through the creation of the American national republic.

Blogs – Using the same critical skills as those you utilize for the papers, write a blog post that analyzes how a contemporary piece of opinion in any medium uses (or misuses) historical facts, sources, and/or arguments. Tailor your piece towards a “general” audience, but maintain a scholarly stance, supporting both your perspective on the piece you examine and your own claims with historical evidence.

BLOG 1 - **Due October 26.** Find any contemporary (within the past 6 months) item that references the Constitution of the United States and write a 2-page blog commentary assessing the credibility of the item’s use of history.

BLOG 2 - **Due November 30.** Find any contemporary (within the past 6 months) item that references the subject of religious liberty and write a 2-page blog commentary assessing the credibility of the item’s use of history.

Final Paper – Due December 18 at 5:00pm.

The final paper will consist of a 5-page essay written on the following subject:

Assess the impact of slavery on American life from the Revolution to the War for Southern Independence

Minor Assignments

#1 *Interpreting a document* - due September 9: Read Christopher Columbus's letter closely and, in one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), suggest the message(s) that he most intended to convey.

#2 *Summarizing an Argument* – due September 16: In one sentence NOT EXCEEDING 50 words (or else...), summarize Kupperman's argument.

#3 *Constructing a Literary Analysis*- due September 23: In one sentence NOT EXCEEDING 50 words (see above for implied but real threat), determine whether Mary Rowlandson referred to the Old or New Testament more frequently and suggest the possible significance of this pattern.

#4 *Synthesizing sources* - due October 21: Evaluating the evidence presented particularly by the primary sources, explain in one or two sentences NOT EXCEEDING 75 words (but do not let the liberalized word limit lure you into verbosity) to what extent (if any) the War for American Independence was also a civil war among Americans.

#5 *Making a historical judgment* - due November 18: Assess the working conditions of women in the New England mills during the 1830s-40s and, in one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), decide to what degree they comprised a pool of privileged (as opposed to exploited) labor.

#6 *Extracting Information from Different Kinds of Sources* - due November 25: Compare Peter Cartwright's description of camp meetings with the depiction in J. Maze Burbank's painting (textbook, p. 248), and, in one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), explain why Maze's graphic account does or does not confirm Cartwright's written one.

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 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:

