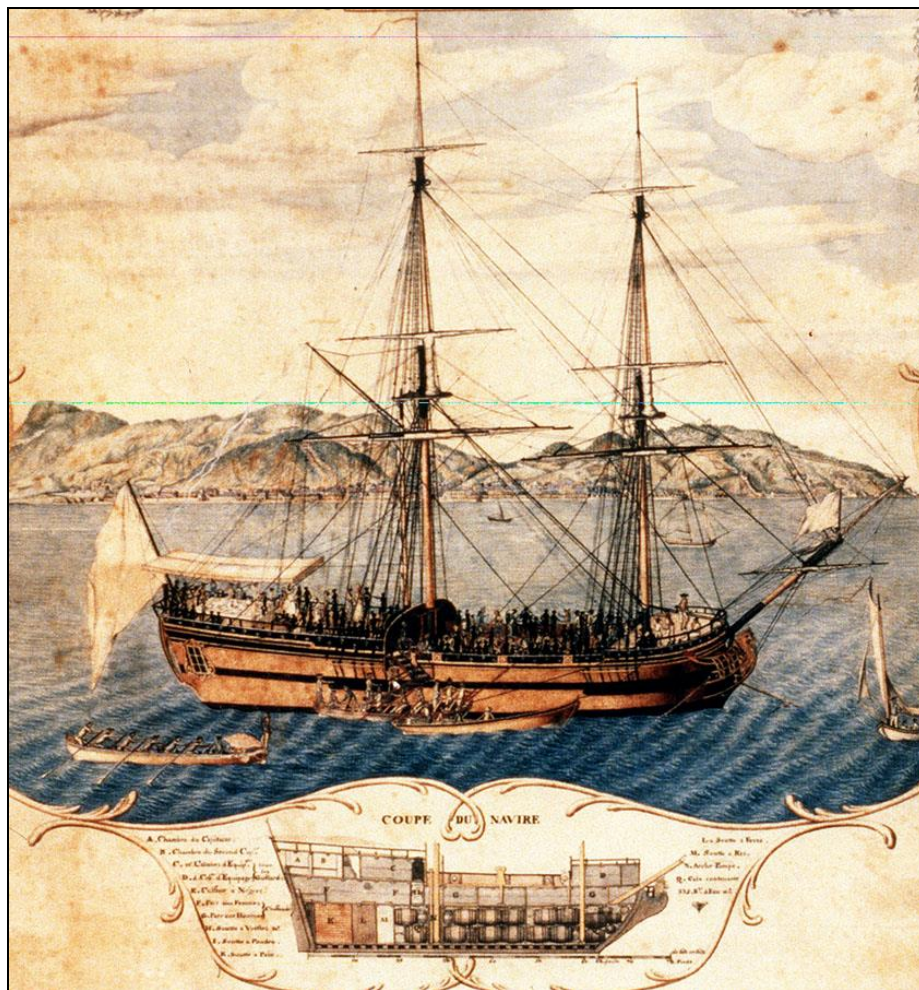


HISTORY 101: AMERICAN HISTORY TO THE CIVIL WAR ERA DRAFT SYLLABUS

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Office Hours: TBA

Teaching Assistants:

TBA



This 1773 watercolor of French slave ship La Marie-Séraphique in Cap Francais, Saint Domingue (Haiti), shows an iron barrier separating slaves for purchase on the front of the ship from Europeans picnicking on the back. This course will help you understand how people who have not usually been considered integral to American history—such as Afro-Haitian slaves—fundamentally shaped the mainland American colonies and the early United States. Source: Musée du Château des Ducs de Bretagne, Nantes, France. Published in Madeline Burnside ed., *Spirits of the Passage* (New York, 1977), 124.

Course Description

This course will ask surprising questions. How did Haitian slaves, Aztec gold, and the humble potato influence the history of the region that would become the United States? Because they did—profoundly.

This may not be the sort of history you learned in high school. Traditionally, historians have understood the history of early America or colonial America as the history of the thirteen colonies that joined to create the United States in the American Revolution. But such an approach severs these colonies from their context and creates an affinity between them that did not exist prior to the Revolutionary era.

Our course will take a much broader view. We will situate these thirteen colonies in the framework of the Atlantic world: the world created by Africans, Europeans, and American Natives from the sixteenth century—when European expansion into the Atlantic basin began in earnest—through the American Revolution, when the thirteen colonies united in a revolt against Britain. This revolt would usher in an era of state-building in the Atlantic and signal the beginning of the end of Europe’s imperial power in the Americas. Together we will investigate how people, pathogens, plants, animals, labor systems, ideas, technologies, and institutions across a vast geographic expanse shaped the history of the thirteen colonies that created the United States of America, and then we will explore the nation’s early development.

Objectives:

I have four main objectives for this course. The first is content-based, and the latter three more process-based:

1. I want you to understand how the early American colonies developed in the context of a rich and interconnected world centered on the Atlantic Ocean; how those colonies created the United States; and how tensions in the nation’s early history ultimately led to the Civil War.
2. History 101 is an introduction to a time and a place—early America—but it is also an introduction to a particular field of inquiry: History. I want you to understand how historians *make* history. How do we know what we know about the past? Why do our understandings of the past change over time?
3. This objective follows from the prior one. I want you to practice doing what historians do: asking questions about the past and answering them using primary sources. There is no reason why you can’t start doing that this semester, even if this is your very first history course at UW.
4. Finally, I want you to become captivated by the past. I’ll do my best this semester to help you envision times and places so unfamiliar to you that you cultivate a deep fascination with worlds beyond your own. History should never be boring!

Format:

This course will meet on Mondays and Wednesdays for lecture (4:00 – 5:15 PM in Humanities 2650). In addition, discussion sections will be held once a week. Lectures and discussions are designed to build on each other, not replicate each other, so attending both is vital—and required.

Reading:

Your reading assignment each week will consist of both primary sources (documents—such as letters, petitions, and memoirs—that were written during the years we are studying) and secondary sources (documents that were written by historians in later years and usually rely on primary sources).

Readings average approximately 45 pages per week: a 35-page-long secondary source, and 5 to 10 pages of primary sources. This may not sound like very much reading, but you should be prepared to spend a significant amount of time analyzing the few short primary sources that are assigned each week; it is much more difficult to read and interpret primary sources than secondary sources!

There is one required text for this course: Alan Taylor's *American Colonies: The Settling of North America*. (Penguin Books, 2002). All other readings will be available in our course reader. Both the Taylor text and the course reader will be on reserve in College Library.

Computer Policy:

I ask that you refrain from using computers during lecture. The temptation to get distracted by things that are not related to class is simply too great. I promise that you'll get far more out of this course if you use just a pen and a pad of paper. Cell phones should be silenced and put away. (If you are a McBurney student who needs accommodation, please come talk to me.)

Disability Statement:

UW-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Developing reasonable accommodations for students with disabilities is a shared faculty and student responsibility. If you need accommodations, please let me know by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under the Family Educational Rights and Privacy Act (FERPA).

Academic Integrity:

UW-Madison takes academic integrity very seriously, and no academic misconduct will be tolerated in this course. Academic misconduct can assume many forms, so make sure you know what it is and how to avoid it. (See <https://www.students.wisc.edu/doso/academic-integrity/>)

Grading Scale:

A (92.50+); AB (87.50-92.49); B (82.50-87.49); BC (77.50-82.49); C (69.50-77.49); D (60-69.49); F (Below 60)

Illness Policy:

I get it—we all come down with something from time to time. But if you would like accommodations due to illness, you must have a note from a medical professional. So please remember to ask whomever treats you (nurse, doctor, etc.) for one.

Requirements:

Discussion section attendance and participation: 25%

Please come to section ready to engage with the material, your peers, and your TA. You will regularly be asked to complete a short assignment prior to section and upload it to your section's Canvas discussion board. Thoughtful completion of these assignments will contribute to your discussion section grade.

Lecture attendance and participation: 10%

Lectures won't be 75-minute monologues; you will be involved in what goes on in our classroom—sometimes through group work, sometimes through sharing your insights with the class. You therefore must consistently be present and willing to play an active role in your own learning.

Map quiz: 10%

This course works on a broad geographical canvas that includes Europe, Africa, and the Americas. In order to understand the developments we are studying, you must have a good sense of what happened where.

Check-In Quizzes: 30%

In lieu of a final exam, this course will have five low-stakes “check-in quizzes” (each valued at 6% of your final grade). If you attend lecture and section regularly, read the assigned material, take good notes, and review those notes well (preferably with a classmate), you should do well on these. These quizzes will be given approximately every three weeks.

Source Analysis (2-3 pages): 10%

In this analysis of a primary source, you will think about who created the source you are examining and for what purpose; what the source can tell us about the past; and how the source relates to the other primary and secondary sources assigned that week. Doing this thoughtfully will refine your ability to evaluate, interpret, and use new information: skills that are crucial not only for historians but for people in just about every profession.

Midterm paper (5 pages): 15%

Your midterm paper will give you an opportunity to look closely at two of the colonies we examine in the “Building Colonies” section of the course. Using primary and secondary sources, you will develop an argument that explains the similarities and differences between the colonies. We will be working on the skills you need to do well on this paper throughout the course.

Course Schedule:

PART I: SEAFARING, CONQUERING, PLANTING

Week 1: Overview of the Course ****No section this week****

Jan. 24 Introducing the Course

Week 2: Indigenous America, Iberian Expansion ****Section begins****

Jan. 29 Before 1492: Indigenous America

Jan. 31 Portugal Begins to Explore: Atlantic Islands

Readings:

Alan Taylor, *American Colonies*, Introduction

Week 3: Spaniards in the Americas, Africans in Africa and the Americas

Feb. 5 Spanish Conquest

Feb. 7 Africa, Slavery, and the Beginnings of the Atlantic Slave Trade

Readings:

John Thornton, *Africa and Africans in the Making of the Atlantic World*, ch. 6

Steven Mintz, ed., *African American Voices*, selections:

An Employee of Britain's Royal African Company Describes the
Workings of the Slave Trade (1738)

Olaudah Equiano, an 11-Year-Old Ibo from Nigeria, Remembers His
Kidnapping into Slavery (1789 account of events of ~1756)

Week 4: Slavery in the Americas

Feb. 12 —**Quiz 1**—Lecture: Surviving the Middle Passage, Making Life in the Americas

Feb. 14 Corn, Pigs, Microbes, and the Shaping of the Americas

Readings:

Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the
Problem of Livestock in Early New England"

Selections from the Court Records of the Colony of New Plymouth (1652-
1660)

Metacom Relates Indian Complaints about the English Settlers (1675)

PART II: BUILDING COLONIES

Week 5: Greater Virginia

Feb. 19 Virginia's Beginnings

Feb. 21 Case Studies: Pocahontas and Anthony Johnson

Readings:

Alan Taylor, *American Colonies*, ch. 6 and 7

The First Colonists Arrive at Jamestown (1625 publication describing events of
1606-7)

Captain John Smith Describes Virginia Indian Society (1608)

Week 6: New England

Feb. 26 Faith, Freedom, Family

Feb. 28 —**Quiz 2**—Film: *We Shall Remain—After the Mayflower*

Readings:

Alan Taylor, *American Colonies*, ch. 8

Winthrop's Vision of New England (1630)

Anne Hutchinson Challenges Massachusetts Orthodoxy (1767 document describing 1637 examination)

Week 7: French in America

Mar. 5 New France: A Different Kind of Colony

Mar. 7 Natives in New France

Readings:

Alan Taylor, *American Colonies*, ch. 5 and 16

Indian Diplomacy in New France (1744 publication describing 1701 negotiations)

A Traveler Describes French Society in St. Lawrence Valley (1771 account of 1749 observations)

Week 8: The Anglo-Caribbean Colonies

Mar. 12 —**Source Analysis Due**—Lecture: Sugar and Slaves

Mar. 14 Film: *Sugar Dynasty*

Readings:

Alan Taylor, *American Colonies*, ch. 10

A Portrait of Barbados (1657)

Pirates of the Caribbean (1678)

Week 9: The Carolinas

Mar. 19 Founding a Caribbean Colony on the Mainland

Mar. 21 —**Quiz 3**—Lecture: Black Rice: Crop, Labor, and Culture in the Carolinas

Readings:

Alan Taylor, *American Colonies*, ch. 11

A Missionary Discusses Christianity and Slavery (1712-1714)

A Description of Eighteenth-Century South Carolina (1763)

Spring Recess: March 24-April 1

PART III: REVOLUTIONARY REORGANIZATIONS

Week 10: The Seven Years' War in the Atlantic World

Apr. 2 George Washington's Blunder, World War, and "Peace"

Apr. 4 Two Wars for Independence

Readings:

TBA

Week 11: Revolution in North America

Apr. 9 Faithful Islands, Rebellious Mainland

Apr. 11 —**Midterm Paper Due**—Lecture: The Farmers, the Framers, and the Constitution

Readings:

Linda Kerber, ed., *Women's America: Refocusing the Past*, 7th edition, selections:

Annette Gordon-Reed, "The Hemings-Jefferson Treaty: Paris, 1789"

Linda K. Kerber, "The Republican Mother and the Woman Citizen:
Contradictions and Choices in Revolutionary America"

"The ladies going about for money exceeded everything..." (1780)

Rachel Wells, "I have Don as much to Carrey on the Warr as maney..."
(1786)

Week 12: The Global American Revolution

Apr. 16 Revolution in France and its Empire

Apr. 18 —**Quiz 4**—Lecture: Liberty in Haiti, Slavery in the Early American Republic

Readings:

Laurent Dubois and John Garrigus, *Slave Revolution in the Caribbean: A Brief
History with Documents*, part 1 (pp. 7-42), and selections from part 2:

The Code Noir (1685)

Antoine Dalmas, *History of the Revolution of Saint-Domingue* (1814)

PART IV: THE UNITED STATES

Week 13: The Early American Republic

Apr. 23 Expanding and Securing the Republic

Apr. 25 —**Map Quiz**—Jackson's Election and the Rise of the "Common Man"

Readings:

Eric Foner, *Give Me Liberty! An American History*, ch. 10.

The Cherokee Nation Writes a Memorial (1829)

Andrew Jackson Defends Indian Removal (1830)

Week 14: America in Crisis

Apr. 30 Migration, the West, and the Sectional Crisis

May 2 Lecture: Bringing Things Together

Readings:

Fugitive Slave Act (1850)

Abraham Lincoln Opposes the Expansion of Slavery (1855)

Charles Sumner Denounces the Kansas-Nebraska Act (1856)

****Quiz 5 to be held during our final exam slot on May 9 at 7:45 AM****