

History, University of Wisconsin-Madison  
Spring Semester 2020

Lecture Times: TTh 11:00 am - 12:15 pm  
Lecture Room: Humanities 1121

*Instructor:*

**Dr. Megan Stanton** | [mastanton2@wisc.edu](mailto:mastanton2@wisc.edu)

Office: Humanities 5265 | Student Hours: T 3:30 - 5:30 pm & by appointment

*Teaching Assistants:*

**Marlana Margaria** | [mmargaria@wisc.edu](mailto:mmargaria@wisc.edu)

Office: Humanities 4272 | Student Hours: T 1:45 - 3:45 pm & by appointment

**Thomas Massnick** | [massnick@wisc.edu](mailto:massnick@wisc.edu)

Office: Humanities 4272 | Student Hours: Th 12:30 - 1:30 pm, F noon - 1:00 pm,  
& by appointment

## History 101: American History to the Civil War Era



The above image depicts a multi-day religious revival held in Cane Ridge, Kentucky in the early nineteenth century. History 101 helps you to understand how the peoples inhabiting North America—including the thousands of white and black people who attended revivals such as the one depicted here—contributed to the history of American colonies and the early United States. Source: *Sacramental Scene in a Western Forest*, lithograph by P.S. Duval, ca. 1801, from Joseph Smith, *Old Redstone* (Philadelphia: Lippincott, Grambo, & Company, 1854).

This course explores early American history. The study of history concerns much more than an assortment of years and names. Instead, we ask questions about the past that help us to better understand our interconnected human experience.

Together, we consider the variety of places that comprise early American history. Our study is not only an examination of the thirteen British colonies that formed a new country in the eighteenth century. We also pay attention to empires and other peoples, for the residents of the thirteen colonies and later the United States belonged to a much larger world. Ultimately, we recognize the ways that people of American Indian, African, and European descent shaped one another's experiences and were in turn shaped by their circumstances. Our review of specific details and cultural moments helps us to identify people and ideas in their historical contexts.

In this course, we learn more about history as a subject of study. College-level history neither requires nor rewards the memorization of a long list of historical facts. This course is actually about practicing a particular set of habits. We focus on the ways in which argument, evidence, and analysis make the past meaningful for us in the present. In lecture and section meetings, we review the messy, incomplete archive of records available to us. We also discuss how historians have interpreted the past by using contradictory sources. Our class meetings and paper assignments likewise aid us in sorting through complicated information and describing the past through multiple perspectives.

The past is, in many ways, unfamiliar to us. In this course, we consider historical arguments and ideas that can seem surprising from our twenty-first-century perspectives. The study of early American history enables us to develop historical empathy and to consider peoples, times, and places that change our outlook. Early American history is thought-provoking and fascinating!

## **Assessment of Assignments**

This course provides regular opportunities to express our ideas in written and oral form. Your work is assessed throughout the semester, as follows.

### **Lecture Attendance and Participation: 10%**

Our lectures meet two times each week, on Tuesdays and Thursdays (11:00 am—12:15 pm in Humanities 1121). Many of our lecture meetings are interactive. In addition to listening to your instructor, you have opportunities in lecture meetings to collaborate with classmates on short assignments. These assignments invite you to take an active role in your learning. Attendance will be taken in lecture meetings through these short in-class assignments.

### **Section Attendance and Participation: 20%**

Your teaching assistant holds thirteen weekly discussion section meetings (excluding Weeks 8 and 9). Attendance as well as participation at these meetings is a course requirement. These meetings provide an opportunity to build an intellectual community with a small number of classmates, to workshop your skills of argumentation and communication, and to review and discuss assignments.

Course Check-In Quizzes: 20%

To support your understanding of lectures and your review of reading assignments, take thirteen weekly, brief check-in quizzes on Canvas at the beginning of each week of the semester. Multiple-choice and short-answer questions advance your understanding of the major ideas examined in lecture meetings as well as in primary and secondary sources. **The quizzes are available on Canvas until Thursdays at 11:00 am each week (at the start of our Thursday lecture).** Each quiz aids you in staying current with course content and/or in preparing for your next discussion section meeting (held on either Thursday or Friday). Your first quiz is available on Canvas until Thursday, January 30 at 11:00 am. Quiz deadlines continue each week until the last quiz (due to be completed before Thursday, April 30 at 11:00 am). The quizzes are designed to require less than fifteen minutes to complete, but they are untimed. Each quiz may be taken twice prior to the deadline of Thursday at 11 am, and your average score counts toward your grade. Although there are thirteen weekly quizzes, only eleven will count toward your course grade: your lowest two quiz scores will be dropped.

Paper 1: 10%

In 2-3 pages, analyze one primary source assigned in Weeks 2-4. This assignment invites you to reflect on your selected source, explaining who wrote it and why it was written. In your analysis, you have opportunity to explain how your source relates to other course content, including secondary source reading assignments. This assignment builds your written communication skills and your ability to work with evidence. **Due on Canvas by Tuesday, February 18, at 11:00 am.**

Paper 2: 15%

In 3-4 pages, develop an argument about early America using two primary sources assigned in Weeks 5-10. This assignment presents several of the same challenges as Paper 1: you are invited to reflect on your selected sources, noting who wrote them and why they were written. Yet this assignment also requires that you respond to a question that cannot be answered with a single source alone: what do you learn about early American history by analyzing your two selected sources together? How do our course lectures and secondary source readings aid you in understanding your primary sources? **Due on Canvas by Tuesday, March 31, at 11:00 am.**

Exam: 25%

The take-home Exam includes short-answer questions and one essay question of 3-4 pages. This exam provides you with an opportunity to synthesize what you have learned throughout the semester. The Exam questions become available during our lecture meeting on Tuesday, April 21. Your completed Exam is **due on Canvas by Thursday, May 7 at 4:45 pm.**

**Attendance Policy**

Please attend our lecture and discussion section meetings! You will benefit the most from this class by putting time into it regularly. Frequent attendance not only earns you a stronger score on attendance and participation for both lecture and discussion section meetings, but also helps you understand course content and build community with fellow classmates. If you have concerns regarding attendance, please speak with your instructor and teaching assistant.

## **Late Paper Policy**

You may turn in Paper 1 **OR** Paper 2 late, without penalty to your grade. To take advantage of this one-time policy, contact your teaching assistant (Marlana Margaria or Thomas Massnick) to request an alternate due date at least 24 hours in advance of the assignment's original due date. (The alternate due date offers an additional four days [96 hours] for you to complete either Paper 1 or Paper 2.) Otherwise, these assignments lose one letter grade per day that they are late. This policy does not apply to the weekly check-in quizzes or to the Exam.

Please contact your instructor (Dr. Stanton) if you experience an emergency situation that affects your ability to complete any assignment on time.

## **Grading**

Lecture Attendance and Participation	10%
Section Attendance and Participation	20%
Course Check-In Quizzes	20%
Paper 1	10%
Paper 2	15%
<u>Exam</u>	<u>25%</u>
Total	100%

This course uses UW-Madison's standard grading scale:

A	93-100
AB	88-92
B	83-87
BC	78-82
C	70-77
D	60-69
F	0-59

## **Additional Course Policies**

### **Student Well-Being, Inclusion, and Accommodation.**

You matter. We enter this classroom in order to learn about early American history, but we bring our full selves and life circumstances with us. Our university has resources that can help you to address a variety of challenges that might affect your well-being or success in this course. For example, UW-Madison offers support for concerns related to your physical and mental health, as well as economic obstacles such as food insecurity. Your teaching assistant and I are available to help you identify and request these resources. Please ask for help when you need it.

Our course is intended to include and welcome all students. If you have a concern, circumstance, or disability that results in barriers to your inclusion or that requires accommodation, please contact your instructor and teaching assistant. If applicable, provide documentation of any

condition to the McBurney Disability Resource Center at <https://mcburney.wisc.edu/> to receive official university accommodations.

Statement provided by the McBurney Disability Resource Center: The University of Wisconsin-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. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [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.

#### Statement of Respect

Our course fosters the exchange of serious ideas. All of us possess strong feelings and opinions, and you may find that you disagree at times with your instructor, teaching assistant, or your classmates about course content. You do not need to pretend to share the views of your instructor, teaching assistant, or classmates in order to succeed in this course. You do, however, need to express your views with fairness and, whenever possible, with evidence.

In lecture and discussion section meetings, we will speak and read about topics including race, colonialism, religion, gender, and sexuality. Some of the greatest benefits of a liberal arts education come from engaging with difficult topics and learning to evaluate a variety of perspectives, including the ideas of historical actors with whom we do not agree.

#### Academic Integrity.

The assignments in this course are invitations for you to receive an assessment of your developing knowledge and communication skills. Your coursework thus should distinguish between your words and ideas and those of others. Claiming credit for someone else's words or ideas is an example of plagiarism. This is true even if you make slight revisions to these words and ideas, and even if you find the words and ideas in our reading assignments. Your instructor and teaching assistant take academic integrity seriously and respond to it as outlined in university policies when necessary. We dedicate some time to discussion of best practices for academic conduct and attribution. For more information, please speak with us, or consult the Office of Student Conduct and Community Standards at <https://conduct.students.wisc.edu/academic-integrity/>.

#### Technology in the classroom.

You may use electronic devices such as laptops and tablets to assist you in taking notes and accessing course materials during lecture meetings. Please take care that your devices do not prevent you from paying attention to the course or from participating in discussions. Note that these devices may distract other people even if you believe that they do not distract you. Your

instructor and teaching assistant reserve the right to limit the use of such devices for individuals or the class as a whole if usage becomes disruptive.

#### Your instructor's contact information.

Please call me Dr. Stanton. Outside of our class meetings, the best way to reach me is by email at [mastanton2@wisc.edu](mailto:mastanton2@wisc.edu). You will receive emails from me related to this course throughout the semester, usually less than once per week. These emails include important information related to our course. You are responsible for reviewing these emails (as well as any messages you receive from your teaching assistants) for updates on course content, meetings, and assignments. I promise to respond to your emails within one business day.

#### Student hours and availability.

My office is Humanities 5265. I hold student hours on Tuesdays from 3:30 to 5:30 pm and by appointment. Student hours are a time I reserve exclusively for meeting with you. You can visit my office to request help with our reading and writing assignments, go over material from class, talk about connections between class material and other topics, discuss any other questions you might have, and so on.

You do not need to make an appointment ahead of time to meet with me during these hours—stop by at any time on Tuesdays from 3:30 to 5:30 pm. If these student hours do not work with your schedule, I can be available “by appointment”; in other words, we would find a different time to meet that works for your schedule as well as mine. Please come to see me!

### **University Policies**

#### Credit hours, course designations, and attributes.

This 4-credit course meets as a group for 4 hours per week (according to UW-Madison's credit hour policy, available at <https://kb.wisc.edu/vesta/page.php?id=24558>, each lecture counts as 1.5 hours and each discussion counts as an hour). The course also carries the expectation that you will spend an average of at least 2 hours outside of class for every hour in the classroom. In other words, in addition to class time, plan to allot an average of at least 8 hours per week for reading, writing, preparing for discussions, and/or studying for quizzes and exams for this course.

#### UW-Madison's official course description for History 101.

American political, economic, and social development from the founding of the colonies to the Civil War.

#### History 101 course requisites and designations.

Requisites: None  
Course Designation: Level - Elementary  
Breadth - Humanities  
Breadth - Social Science  
L&S Credit Type – C

History 101 learning outcomes for undergraduate students.

- Recall major people and events of early American history to the Civil War era.
- Develop interpretations about the range of social circumstances and experiences encountered by people living in Vast Early America.
- Review and draw conclusions about primary and secondary sources.
- Demonstrate knowledge of some historians' arguments about early American history.
- Improve written communication skills.

**Readings**

Reading assignments each week include primary sources (sources created *during* the time period under study, including letters, diaries, and pamphlets) and secondary sources (sources created *after* the time period under study, including books and articles written by historians). Reading assignments should total about 45 pages each week, with 30-35 pages of secondary sources and 10-15 pages of primary sources. Keep in mind that it can take time to read and understand primary sources. Your teaching assistant and I are ready to support you as you review these sources.

Course Book

Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Books, 2001).

Additional Assigned Readings

All other assigned readings are available through our course webpage on Canvas.

Library Reserve

A copy of Alan Taylor's *American Colonies* is on reserve in College Library.

**Schedule**

Our course meets weekly on Tuesdays and Thursdays. Entries for each week include class meeting topics, reading assignments, and assignment deadlines.

**Week 1**

Tuesday, January 21	Course Introduction Historical Method
Thursday, January 23	Native North America
Readings due Jan 23:	Alan Taylor, introduction, <i>American Colonies</i> (New York: Penguin Books, 2001), ix-xvii.

**Week 2**

Tuesday, January 28 European Exploration and Trade  
 Thursday, January 30 Spanish Arrival in the Americas

Readings due Jan 30: Alan Taylor, "Natives," *American Colonies* (New York: Penguin Books, 2001), 3-22.  
 Iroquois Creation Story (recorded in 1816).  
 Cherokee Creation Story (recorded in 1900).  
 Alexander VI, "Inter Caetera" (1493).

**Week 3**

Tuesday, February 4 Middle Passage and Slavery in the Americas  
 Thursday, February 6 English Colonization

Readings due Feb 6: Sowande' Mustakeem, "I Never Have Such a Sickly Ship Before': Diet, Disease, and Mortality in 18<sup>th</sup>-Century Atlantic Slaving Voyages," *Journal of African American History* 93, no. 4 (Fall 2008): 474-496.  
 Francis Moore, *Account of the Slave Trade from an Employee of Britain's Royal African Company* (1738).  
 Olaudah Equiano, *Recollection of Kidnapping into Slavery at Age 11 in Nigeria* (1789 account of events from ~1756).

**Week 4**

Tuesday, February 11 Native Peoples and Labor Systems in Seventeenth-Century Virginia  
 Thursday, February 13 New England

Readings due Feb 13: Alan Taylor, "Virginia" and "Chesapeake Colonies," *American Colonies*, 117-144, 153-157.  
 Captain John Smith, *Description of Virginian Indian Society* (1608).  
 "In the Land of Virginnny, O" (lyrics to a popular 17<sup>th</sup>-century song).

**Week 5**

Tuesday, February 18 The New England Colonies  
**Paper 1 due on Canvas by Tuesday, February 18, at 11:00 am.**  
 Thursday, February 20 French Arrival in the Americas

Readings due Feb 20: Alan Taylor, "New England, 1600-1700," *American Colonies*, 158-186.  
 John Winthrop, Vision of New England (1630).  
 Anne Bradstreet, poetry (1640s-1650s).

## **Week 6**

Tuesday, February 25 Native Peoples of New France  
 Thursday, February 27 The West Indies

Readings due Feb 27: Alan Taylor, "Canada and Iroquoia, 1500-1660" and "French America," *American Colonies*, 91-113 and 363-382.  
 Micmac Elder, Speech to French Settlers (1677).  
 Pehr Kalm, A Traveler Describes French Society in St. Lawrence Valley (1771 account of observations from 1749).

## **Week 7**

Tuesday, March 3 Carolina  
 Thursday, March 5 Eighteenth-Century British Empire

Readings due Mar 5:  
 Alan Taylor, "The West Indies" and "Carolina, 1670-1760," *American Colonies*, 204-221 and 222-244.  
 Richard Ligon, A Portrait of Barbados (1657).  
 Francis Le Jau, Account of Christianity and Slavery in Carolina (1712-1714).

## **Week 8**

Tuesday, March 10 French and Indian War  
 Thursday, March 12 Revolt: Pontiac's War and the Stamp Act

Readings due Mar 12: Susan E. Klepp, "Increase and Multiply: Embarrassed Men and Public Order," in *Revolutionary Conceptions: Women, Fertility and Family Limitation in America, 1760-1820* (Chapel Hill: University of North Carolina Press, 2009), 215-247.  
 Jonathan Edwards, *Sinners in the Hands of an Angry God* (1741).  
 William Buchan, *Domestic Medicine or, the Family Physician ... Dissertation on the Gout* (Philadelphia: John Dunlap, 1772).

No discussion section meetings during Week 8.

**Week 9**

Spring Break! No lecture or discussion section meetings during Week 9.

**Week 10**

Tuesday, March 24      The American Revolution  
 Thursday, March 26    The Farmers and Framers: The U.S. Constitution and Bill of Rights

Readings due Mar 26:    Maya Jasanoff, *Liberty's Exiles: American Loyalists in the Revolutionary World* (New York: Alfred A. Knopf, 2012), xi-xvi, 21-53.

Choose TWO:  
 Declaration of Independence (1776).  
 Loyalist Declaration of Dependence (1776).  
 Prince Hall et al., Petition to the Massachusetts General Court (1777).

**Week 11**

Tuesday, March 31      The U.S. in an Age of Revolutions  
**Paper 2 due on Canvas by Tuesday, March 31, at 11:00 am.**  
 Thursday, April 2      Expansion of U.S. Territory and Slavery

Readings due Apr 2:    Douglas Bradburn, "A Clamor in the Public Mind: Opposition to the Alien and Sedition Acts," *The William and Mary Quarterly* 65, no. 3 (July 2008): 565-600.  
 Alien and Sedition Acts (1798).  
 Haitian Declaration of Independence (1804).

**Week 12**

Tuesday, April 7      Era of Indian Removal  
 Thursday, April 9      Abolitionism and Political Activism

Readings due Apr 9:    Michael Morris, "Georgia and the Conversation over Indian Removal," *The Georgia Historical Quarterly* 91, no. 4 (Winter 2007): 403-423.  
 Letters from Cherokee Women to Anglo Missionaries (1828).  
 The Cherokee Nation, Memorial (1829).  
 Andrew Jackson, Defense of Indian Removal (1830).

**Week 13**

Tuesday, April 14  
Thursday, April 16

The Mormons  
Religious Toleration in Antebellum America

Readings due Apr 16: Martha S. Jones, "Being a Native, and Free Born: Race and Rights in Baltimore," in *Birthright Citizens: A History of Race and Rights in Antebellum America* (New York: Cambridge University Press, 2018), 16-34.

CHOOSE TWO:

Abolitionist editorials, *The Freedom's Journal* (1827-1828).  
Ona Judge, interview, *The Granite Freeman* (1845).  
Declaration of Sentiments (1848).

**Week 14**

Tuesday, April 21  
Thursday, April 23

The Sectional Crisis  
**Available in class: Exam Assignment Sheet.**  
The West, the North, the South

Readings due Apr 23: Joanne Freeman, "A Tale of Two Conspiracies: The Power of the Press and the Battle over Kansas (1854-55)," in *The Field of Blood: Violence in Congress and the Road to Civil War* (New York: Farrar, Strauss and Giroux, 2018), 177-207.  
Thomas E. Bond, "The 'Know Nothings,'" in *The Wide-Awake Gift: A Know Nothing Token for 1855* (New York: J. C. Derby, 1855), 54-63.  
Charles Sumner, Denunciation of the Kansas-Nebraska Act (1856).

**Week 15**

Tuesday, April 28  
Thursday, April 30

The Civil War  
Reconstruction and American History

Readings due Apr 30: Elizabeth R. Varon, "Under a Scorching Sun: The Summer of 1863," in *Armies of Deliverance: A New History of the Civil War* (New York: Oxford University Press, 2019), 241-282.

CHOOSE TWO:

Editorials about draft riots, *New York Evangelist* (1863).  
Abraham Lincoln, Gettysburg Address (1863).  
Jourdon Anderson, Letter to Former Enslaver (1865).

**Exam**

**Exam due on Canvas by Thursday, May 7 at 4:45 pm.**