

Instructor

Maggie Flamingo
Office Hours: Tu. 2:15-4:00p
Office: 5265 Humanities
Email: mflamingo@wisc.edu

Teaching Assistants

Office: 4269 Humanities
Patrick Uphues (he/him/his)
Office Hours: Tu. 3:30-4:30p; Th. 10-11a
Maddy Culpepper (she/they)
Office Hours: Mo. 12-1p; We. 10-11a

History 101: American History to the Civil War Era The Origin & Growth of the U.S.

UW-Madison, Fall 2024
Tu/Th 1pm-2:15pm
2650 Humanities

The early history of America. We often imagine a rather straightforward narrative, encapsulated in the title of the course: the origin story of the United States. And of course it is, but it also the story of competing empires and global exchange, as well as a story of nations displaced and destroyed. Although we cannot possibly explore all of these experiences equally, our aim is to understand that the United States emerged within a global context and expanded in a land that was not a new world to the millions who already lived there.

This course does not ask you to glorify the United States or vilify her, but you will be required to take a long, hard look at what we know about the past. It is not always a pretty picture; in fact, it is often harsh, violent, and unsettling. Yet, despite the horrors of the past, we will also examine growth and change. Yes, core principles of equality and freedom stood in stark contrast with the realities of many Americans, but they also inspired progress and helped shape an extraordinary experiment in democracy. As engaged learners, we can look to the past with an eye toward both understanding and critique. That is our goal for this class.

Learning Objectives

A successful student in this course will have demonstrated their mastery of the following objectives:

1. Learn how to identify and formulate historical questions;
2. Place the history of early America within the context of a broader Atlantic World;
3. Interrogate the different (discovery, exploration, frontier, and encounter) narratives of American history;
4. Understand and distinguish the development of political ideas and the role of political power in relation to individuals, institutions, cultural groups, military action, and diplomacy;
5. Recognize the significance of forced and voluntary migration in the development of the United States;
6. Trace the economic, political, and religious trends that impacted the United States, which fueled growth, expansion, as well as division and violence.

Course Credit Information (4 credits)

This class meets for a total of three class periods, two 75-minute lectures (T/Th) and one 50-minute discussion section, each week over the fall semester and carries the expectation that students will work on course learning activities (reading, writing, etc.) for about 3 hours out of the classroom for *every class period*. Both this syllabus and Canvas include additional information on the expectations for student work.

Required Reading Materials

Textbook:

Jill Lepore, *These Truths: A History of the United States* Vol. I (with digital resources)

Additional Readings:

The foundation of this course is primary sources. Our readings have been collected to align with the specific material of the course, and thus are not found in one book or collection; instead, you will find all readings posted on Canvas. They are required reading before your weekly discussion section.

Grade Breakdown and Grading Scale

Discussion	10%	A	93-100%
Paper	10%	AB	87-92.9%
Reading/InQuizitive	15%	B	82-86.9%
Final Project	15%	BC	77-81.9%
Midterm (x2)	15%	C	72-76.9%
Final Exam	20%	D	67-71.9%
		F	0-66.9%

Assignments

Readings/InQuizitive

History is a discipline rooted in reading and writing. You must read the assignments and apply your hard-won critical thinking skills to understand them thoroughly in order to succeed as a student of history. Reading the textbook, completing the interactive features, and submitting the *InQuizitive* reading comprehension activities for each chapter are required components of this course. These activities allow you to work until you achieve full credit, so give yourself ample time to do them thoroughly.

There may also be periodic reading (pop) quizzes in your discussion sections. Consider yourself forewarned.

Historical Projects

You will complete two historical projects for this class.

1. The first is a short paper (3-4 pages) examining the Atlantic Slave Trade and its role in the American colonies.
2. The second project is a presentation of an historical research question. Further details will be provided after the midterm exam, but the goal of this project is to give you an

opportunity to pursue a topic of your own interest. You will research your topic, create an annotated bibliography on your sources, and produce a short podcast describing your findings.

Midterms

Both midterms are taken in class and will assess your knowledge of key terms, concepts, events, and documents. The exam is comprised mostly of objective questions, with some short essay responses expected. The questions are derived, from (in rough estimate) lectures (40%), the course textbook (30%), and primary sources (30%). A study guide will be provided at least one week before each exam.

Final

The final exam will take place in class during the final exam period. It will be formatted similarly to the midterm with the addition of a long essay section. More details will be given out after Thanksgiving Break.

Extra Credit

There are two extra credit workshops offered. You must attend them in-person in order to earn the extra credit (recordings may be made available for those unable to attend, but it will not earn any extra credit).

Policies

Participation

In order to get your full participation points, you need to actually discuss history in your discussion sections (shocking, we know). I realize that everyone has a different level of comfort with speaking in class, but verbal communication skills are just as important as written ones, and a well-rounded university education provides instruction in both.

With that said, it's not your TA's job to police your participation; they only keep track of it. If you would like them to push you a bit further in class, or if you would like some tips on how to get more involved in discussion, I would be happy to discuss it with you, as would your TA. However, if you choose to remain quiet in class, that is your right, but your grade will reflect that choice.

Attendance

Attendance is not something that will gain you points toward your grade; it is an expected part of being in this course. Your lack of attendance will lower your grade. You are, however, allowed two absences no questions asked. Use them wisely. After that, your final grade will be reduced by 2% for every subsequent absence. Make-up assignments for additional missed classes may be offered at my discretion.

Likewise, attendance to discussion sections is mandatory and any more than one unexcused absence will result in a half-step grade penalty to your participation grade (i.e. an A will become an AB), with each subsequent absence having the same penalty. Make-up assignments may be given at the discretion of your TA.

Because of this rather strict attendance policy, I will offer an additional discussion section on Thursday afternoons that you may attend if you need to miss your section. You may take advantage of this only once.

Late Assignments

Any late work will be reduced a half-step in the grade. In addition, for each subsequent day it is late, another half-step penalty will be applied (i.e. a B paper turned in two hours late will become a BC

paper; a B paper turned in 26 hours late will become a C paper). The clock stops ticking when you submit your work to Canvas. Extensions may be granted for students who ask in advance.

Classroom Etiquette

I expect you to arrive to lecture and discussion sections on time and with the intent to learn. Please be responsible and respectful with your use of technology in the classroom. Your cell phones should be put away during class and laptops or other technology should be used only for class activities. Any disruptive behavior in the classroom is not acceptable and you will be asked to leave.

E-mail

E-mail is the preferred way to contact me. I answer emails between 8am-5pm. I will attempt to return your e-mails within 24 hours (during the week, that is; Saturday and Sunday enter a black hole of communication, so if you send me an e-mail at 5pm on Friday, expect a reply by 5pm Monday). Please allow me that long to respond. In other words, do not e-mail me 3 hours before an exam to ask a question about it; I cannot guarantee I will get back to you.

Office Hours

I will be sitting in my office for two hours each week. I would vastly prefer to chat with you than go through my email or stare at the wall, so please feel free to come talk to me about questions from lecture or the readings or just to get my perspective and advice on your assignments. If you are unable to meet me during my office hours, we can arrange another meeting time.

Grade Disputes

If you disagree with a grade that you have received, there is a specific way in which you can contest the grade. After waiting one day (to avoid hasty reactions), you may write a 200-word description of why you believe you should receive a higher grade. Within a week, you should submit and discuss your argument with your TA. They may grant you a better grade, they may not. If you'd like to talk with me, you may, but only *after* you discuss it with your TA. I reserve the right to grade the assignment based on my own judgment, which may result in a higher *or lower* grade than the original.

Academic Misconduct

Plagiarism will not be tolerated in this classroom. If you are having difficulty with an assignment, please turn to your TA or myself for assistance rather than stealing the work of others. If you are caught plagiarizing material, you will automatically fail the assignment, regardless of the impact on your final grade, and will be reported for academic misconduct. The work you turn in must be your own; please take note that the use of generative AI, such as ChatGPT, falls under academic misconduct for this class.

Students with Disabilities

Please contact me early in the semester if you have a documented requirement for accommodation to obtain equal access to this class or to any assignment I may give. If you have any questions about this, please feel free to contact me. In addition, the McBurney Disability Resource Center (608-263-2741) provides resources for students with disabilities and can also help.

General Course Calendar

Thursday, September 5	<i>Introduction: The Goals and Purpose of a Survey Class</i> <i>The Encountered: The Indigenous Populations of the “New” World</i>
Tuesday, September 10	<i>A Tale of Empires: Spanish, French, Dutch and British Exploration</i>
Thursday, September 12	<i>Trial and Error (lots of error): Early British Settlement</i>
Tuesday, September 17	<i>Puritans, Pilgrims, Saints, and Sinners</i>
Thursday, September 19	<i>More than New England: Conflict on the Borderlands</i>
Tuesday, September 24	<i>Trading in Mankind: The Atlantic Slave Trade</i>
Tuesday, September 24	<i>*Extra Credit* Workshop: Writing for History</i> 6:30-7:30pm, Room TBA
Thursday, September 26	<i>Colonial Varieties and the Atlantic World</i>
Tuesday, October 1	<i>How France Lost North America</i>
Thursday, October 3	<i>You’re Not My Mother: America Comes of Age</i> <i>**Short Paper Due**</i>
Tuesday, October 8	<i>The Politics of Independence</i>
Thursday, October 10	FIRST MIDTERM EXAM
Tuesday, October 15	<i>The Times that Tried Men’s Souls: The Revolutionary War</i>
Thursday, October 17	<i>First Constitutions: Framing a Fledgling Republic</i>
Tuesday, October 22	<i>Shaping the Republic: The Constitution and Bill of Rights</i>
Thursday, October 24	<i>The Founders and the Ideas They Had</i>
Tuesday, October 29	<i>Reality Sets in: A Nation Finds Their Footing</i>
Thursday, October 31	<i>The Dispossessed: The Destruction of Nations amidst the Creation of One</i>
Tuesday, November 5	<i>New Markets, New Machines, New Mobility</i>
Thursday, November 7	SECOND MIDTERM EXAM
Tuesday, November 12	<i>Jacksonian Democracy</i>

Thursday, November 14 *Revivals, Reform, and Removal*

Tuesday, November 19 *Restructuring Slavery for a New Century*

Tuesday, November 19 **Extra Credit* Workshop: Writing an Annotated Bibliography*
6:30-7:30pm, Room TBA

Thursday, November 21 *The Expanding United States*

Tuesday, November 26 *The Politics of a Nation Divided*

Thursday, November 28 Thanksgiving Break

Tuesday, December 3 *The Blue and the Gray: The Early Civil War*

Thursday, December 5 *The Blue and the Gray: The End of the Civil War*

Project Due

Tuesday, December 10 *The United States?: Negotiating a New Union*

****Final Exam: Saturday, December 14, 10:05am-12:05pm****