

History 101
Spring, 1998
MWF 11:00-11:50, 1641 Humanities
Office hours: M 10-11, W 12-1, and by appt.
Class email: 101-cohen@lists.students.wisc.edu
TAs: James Carrott: jcarrott@students.wisc.edu
Margaret Hogan: hogan@students.wisc.edu
Professor's Webpage: <http://www.wisc.edu/history/clc>
Class Text Webpage: <http://www.wwnorton.com/college/history/twelcome.htm>

Charles L. Cohen
4115 Humanities
Tel.: 263-1956, -1800 (Dept.)
Mailbox: #4037 Humanities
Email: clcohen@facstaff.wisc.edu

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:

Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano*
Benjamin Franklin, *The Autobiography*
Mary Rowlandson, *The Sovereignty and Goodness of God*
George Tindall and David Shi, *America*, Brief 4th ed., vol. 1

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 (Tindall/Shi) 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/Friday indicated. Please note that you have four optional paper dates and may choose which of the four assignments to skip. Minor assignments are due on the Wednesdays indicated; they too must be typed, doubled-spaced. Pages 6-7 below 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 give them to your TA to return.

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 Feb. 10 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 for rewriting. 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; 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 the average of the two marks.

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.

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.

Class Computing

By Jan. 30 everyone in the class should have both a personal email account and Internet access. To contact me alone via email, use: clcohen@facstaff.wisc.edu. To contact the entire class (including me), use: 101-cohen@lists.students.wisc.edu. The class has access to the W.W. Norton website accompanying the Tindall/Shi text, and two minor assignments require you to access this site. The site address is:

Class Text Webpage: <http://www.wwnorton.com/college/history/twelcome.htm>
You will need a password, which will be issued in class.

DateProgram and Assignments

Jan. 21	Introduction to the Course
23	Reckoning with American History
26	A Letter to a Lord - Analyzing a Document

Reading for lecture: Columbus, "Letter to Santangel"

<u>Date</u>	<u>Program and Assignments</u>
28	A Tale of Two Cultures Reading: Tindall/Shi, <i>America</i> , 1-30; James Axtell, "Native Reactions to the Invasion of America," 97-121; William Simmons, <i>Spirit of the New England Tribes</i> , 65-72; Colin Calloway, ed., <i>The World Turned Upside Down</i> , 107-9 Minor Assignment: #1
30	The Land the Europeans Found
Feb. 2	The Old Dominion
4	Saints Alive Reading: Tindall/Shi, <i>America</i> , 30-52; Charles Hambrick-Stowe, <i>The Practice of Piety</i> , 256-65; Mary Rowlandson, <i>Sovereignty and Goodness of God</i> , 63-112 Minor Assignment: #2
6	Holy Commonwealths
9	Eighteenth-century New England
11	The Eighteenth-century Middle Colonies Reading: Tindall/Shi, <i>America</i> , 53-91; Franklin, <i>Autobiography</i> , 1-146 Minor Assignment: #3
13	A Talk about Writing
16	The Eighteenth-century South First Paper Due
18	The Genesis of Anglo-American Slavery Reading: Tindall/Shi, <i>America</i> , 92-115; Equiano, <i>Interesting Narrative</i> , 33-136
20	Representatives Assembled
23	Rule Britannia
25	America the Rebellious Reading: Tindall/Shi, <i>America</i> , 116-50; Peter Oliver, <i>Origin & Progress of the American Rebellion</i> , 60-75; "A Journal of the Times," 1-21 Minor Assignment: #4
27	The Dialectic of Rebellion

DateProgram and Assignments

- Mar. 2 The Declaration of Independence
- Reading for lecture:** Tindall/Shi, *America*, A1-A5
- 4 The War for American Liberation
- Reading:** Tindall/Shi, *America*, 151-87; Robert Middlekauff, *The Glorious Cause*, 496-510, 535-47; James Kirby Martin, *Ordinary Courage*, 65-89; Elaine Crane, ed. *Diary of Elizabeth Drinker*, 59-82
- 6 A Cartoon History of the American Revolution
- Second Paper Due**
- 9 SPRING BREAK
- 11 CELEBRATE AND
- 13 CEREBRATE
- 16 The Articles of Confederation and the Question of Sovereignty
- Reading for lecture:** Tindall/Shi, *America*, A6-A13
- 18 The Republic of Virtue
- Reading:** Tindall/Shi, *America*, 188-212; Kenneth Silverman, *The Cultural History of the American Revolution*, 536-67; Royall Tyler, "The Contrast"
- 20 A Republican Constitution
- Reading for lecture:** Tindall/Shi, *America*, A14-A24
- 23 The Nation is Launched
- Third Paper Due**
- 25 Securing a Republican Government
- Reading:** Tindall/Shi, *America*, 213-72; William Macclay, *Journal*, xi-xviii, 3-47
- 27 Affirming Frontiers
- 30 Cementing an International Reputation

<u>Date</u>	<u>Program and Assignments</u>
April 1	The Market Revolution Reading: Tindall/Shi, <i>America</i> , 330-58; Thomas Dublin, <i>Women at Work</i> , 23-57; Thomas Dublin, ed., <i>Farm to Factory</i> , 120-33; Harriet Robinson, <i>Loom & Spindle</i> , 37-58; John R. Commons, et al., eds. <i>Documentary History ...</i> , "Introduction," and "Report of the [National Trades' Union] Committee on Female Labor" [1836], 191-93, 281-91 Minor Assignment: #5
3	The Amerindians' New Republic
6	Slaves and Slavery in the Nineteenth Century
8	Nation and Section in the Early Nineteenth Century Reading: Tindall/Shi, <i>America</i> , 273-96; Douglass, <i>Narrative</i> , 3-80 Minor Assignment: #6
10	Good Friday Break
13	The Birth of the Second Party System Fourth Paper Due
15	Politics in the 1830s Reading: Tindall/Shi, <i>America</i> , 301-29; Philip Hone, <i>Diary</i> , 109-93
17	Democratic Religion
20	Antebellum Reform
22	Manifest Expansion Reading: Tindall/Shi, <i>America</i> , 359-421; Peter Cartwright, <i>Autobiography</i> , 154-94 Minor Assignment #7
24	A House Trembling
27	A House Dividing
29	The War for Southern Independence Reading: Tindall/Shi, <i>America</i> , 457-531; C. Vann Woodward, <i>Mary Chesnut's Civil War</i> , 189-247
May 1	A House Transforming
4	A House Rebuilt

<u>Date</u>	<u>Program and Assignments</u>
-------------	--------------------------------

- | | |
|----|--|
| 6 | Retrospect and Prospect |
| | Reading: Tindall/Shi, <i>America</i> , 532-64 |
| 8 | The Meaning of It All |
| 14 | Final Examination - 2:45 |

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." You may of course draw on materials from outside the course but are not required to. 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 Feb. 16.** Discuss how religious ideology and ecclesiastical institutions shaped society in Massachusetts and Pennsylvania.
(Rowlandson and Franklin should provide some clues.)

PAPER 2 - **Due March 6.** The third paragraph of the Declaration of Independence indicts George III for depriving the colonists of their rights. Review one or more of the accusations and, using your knowledge of how Britain governed the colonies, assess the legitimacy of the charge(s).

PAPER 3 - **Due March 23.** The Revolutionary War subjected Americans to severe pressures that might have resulted in the wholesale breakdown of social order, but, with a few exceptions, such dislocation did not occur. Explain what kept most communities from disintegrating. (The experiences of Martin and Drinker might be instructive, and you may want to think about the values promoted by "The Contrast.")

PAPER 4 - **Due April 13.** Taking into account the regimens of the Lowell mill girls and of Frederick Douglass, compare the work disciplines that operated under the systems of free labor and slavery.

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 exam, and may use a single page of notes during the exam.

Minor Assignments

- #1 Summarizing an Argument - **due Jan. 28:** In one sentence NOT EXCEEDING 50 words (the 51st word and its successors face a terrible fate), summarize Axtell's characterization of how natives responded to the presence of European colonists.
- #2 Explaining a Term - **due Feb. 4:** In one sentence NOT EXCEEDING 50 words (you know the drill), explain what Mary Rowlandson meant by the phrase "God's Providence."

- #3 Devising an Hypothesis - **due Feb. 11:** Download the map of major eighteenth-century immigrant groups from the class text webpage, print it out, circle the area of greatest ethnic diversity, and, in one sentence NOT EXCEEDING 50 words total (see above for implied threat), advance an hypothesis to explain why that particular area became so ethnically diverse.

- #4 Evaluating Conflicting Evidence - **due Feb. 25:** In the usual NOT-TO-EXCEED-fifty-word-sentence, account for the differences in the behavior of British troops as reported by Peter Oliver and by the "Journal of the Times."

- #5 Evaluating Conflicting Evidence - **due April 1:** In one or two sentences NOT EXCEEDING 75 words (but don't let the liberalized word limit lure you into verbosity), discuss whether or not the different perspectives regarding working conditions in the mills as portrayed by Harriet Robinson, Mary Paul, and the Committee on Female Labor can be resolved.

- #6 Devising a Definition - **due April 8:** In one sentence NOT EXCEEDING 49 (a number chosen out of sheer perversity) words, define "slavery."

- #7 Interpreting Different Kinds of Evidence - **due April 22:** In one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), compare the representation of Methodist camp meetings in Cartwright's Autobiography with that displayed by the picture of one such event found on the class text webpage.