

University of Wisconsin-Madison, Department of History
History 101, *American History to the Civil War Era: Conflict and Consensus*
Fall 2020-2021

Instructor: Dr. Justine Walden

Email: jwalden@wisc.edu

Location and Time: Online Synchronous Lecture, T/Th 11-12:15pm

Office Hours: 11am Mondays and by appointment



*Spanish colonists led by Francisco de Montejo confronting indigenous people in Mexico, 1595.
John Carter Brown Library, Brown University*

Teaching Assistants and Sections

Isaac Lee: ijlee@wisc.edu

301, Tue 3:30-4:20PM, Online

302, Tue, 4:35-5:25 PM, Online

307, Thu, 8:50-9:40 AM, 1333 Sterling

308, Thur, 7:45-8:35 AM, 1333 Sterling

Online Office Hours

Thur 12:30-2:30pm and by
appointment.

Miles Wilkerson: mmwilkerson@wisc.edu

303, Wed 8:50-9:40am, Online

304, Wed 9:55-10:45am, Online

305, Wed 1:20-2:10pm, Online

306, Wed 2:25-3:15pm, Online

Friday, 2-4pm and by
appointment.

Course Overview, Description, and Learning Goals

This course will investigate how the United States came into being. Starting in the early modern period (the fourteenth and fifteenth centuries), we will consider indigenous peoples, the early exploration and settlement of the Americas by European colonists, and the unique shape taken by various colonies. We will spend time considering the long and complex history of the first enslaved African Americans who landed in Virginia and the legacies of that momentous event, and how Africans, Europeans, and Indigenous peoples interacted so as to shape the course of history in the Americas. We will adopt an approach known variously as Transatlantic or Atlantic history, connected history, or global history—an approach that places the United States into broader context and considers not just events which took place within the borders of the United States, but within a broader global framework, and hence exchanges of goods, peoples and ideas that centered upon the early modern Atlantic and touched multiple continents. We will consider the separation of the American colonies from Britain, their struggles to form a nation thereafter, and the growing pains of an expanding nation. We will consider key events, figures, and turning points, and throughout, will continually reflect on the long shadows cast by events and social structures that were sedimented during the early colonial era.

Course Objectives:

1. You will come away from this course with an understanding of how early America developed in relation to a global context whose thoroughfare was the Atlantic Ocean. You will understand the diverse processes by which American lands were settled, how settlement patterns influenced later structures, and how thirteen colonies were formed along the eastern seaboard. You will be able to explain how enslaved and indigenous peoples negotiated relations with British and French colonists, and will understand why 13 loosely associated colonies decided to break away and found the United States. You will be able to describe how they went about shaping their new nation and how tensions between them over the enslavement of Africans ultimately erupted in Civil War.
2. By reading primary sources (sources written in earlier historical periods), secondary sources (sources written by contemporary historians) and listening to lectures about colonial America, you will learn how to interpret and contextualize historical questions and to use written sources so as to ask and answer questions about the past.
3. You will learn how to engage in deeper reflection upon America's past, and in doing so, will start to see how specific historical events and episodes are connected to broader ones across space and time—and in understanding this, you will gain a stronger sense of historical struggle and change.

4. You will become more articulate about the diverse processes and people that shaped early North America.
5. You will gain an appreciation for history as a field of study and will better understand how historians critically utilize evidence to explain the past.

Course Structure

Each Tuesday and Thursday there will be a course lecture **online** from 11 – 12:15pm which you are expected to listen to in real time by logging in on Canvas. You will also select an hour-long discussion section led by a TA that you will attend each week. Lectures and discussions are complementary but not redundant, so it is critical that you attend both. You should expect to devote about two hours of reading, writing, and study for each hour you spend in class—or about 8 hours each week.

Course Readings and Texts

Every week, you will read a primary source (a source written in an earlier historical period) and secondary (or contemporary) works that will help you contextualize and investigate that week's themes. All told, there will be about 45 pages of reading per week. This will typically consist of about 5 to 10 pages of primary source readings and a secondary source of about 35-pages. Primary sources can be difficult to read and contextualize, and so they tend to take longer to read and digest. Through learning to read sources closely and use them as evidence, you will learn to 'think like a historian'. During the course of the semester we will also work on related skills such as summarizing, discussing, presenting, and responding to ideas—skills that are all central not only to the craft of history but to educated discourse more generally.

The required course text is Alan Taylor's *American Colonies: The Settling of North America* Penguin Books, 2002. All other readings will be made available to you in a course reader that will be available for purchase at the Letters & Science Copy Center at 6120 Sewall Hall. Physical copies of the *American Colonies* text and of the course reader will be placed on reserve at the Library.

For Students with Disabilities

If you have a disability, you have the right to be reasonably accommodated in instruction according to the Americans with Disabilities Act (ADA) and UW-Madison policy. Determining what accommodations will best help you is the shared responsibility of both faculty and student. If you require accommodation, let me know as soon as possible—at the very least by the end of the third week of the semester—and then I, your TA, or the McBurney Center will work with you to provide reasonable instructional accommodation. All disability information, including instructional accommodations, is confidential and is protected under the Family Educational Rights and Privacy Act (FERPA).

Covid Precautions for In-Person Sections

Please arrive in class with your hands washed and properly masked. The History Department has directed instructors to halt the class and, if necessary, leave the classroom if anyone in the room is not wearing a properly fitted mask. Students must also observe social distancing. And should it not go without saying, if you feel any symptoms of illness, **please do not come to class**.

Course Grading, Assignments, and Participation Requirements:

Discussion section participation: 20%

Every week, you must arrive in section ready to engage with that week's reading material, with your TA, and with your peers. This means having read, considered, and taken notes on the week's readings. You may be asked to complete short response papers before each section and to upload these to your section's discussion board. Your thoughtful and reflective completion of these assignments will form a portion of your participation grade.

Attendance: 10%

Our online lecture format this semester presents an utterly unprecedented classroom challenge. For that reason, attending lecture and section are both required, and your TAs will take attendance. As a lecturer, I will work to present materials in a clear and engaging fashion, keeping in mind that the online format is sometimes subject to unforeseen impediments. You, as listeners, must work extra hard at following the lecture and giving it your undivided attention. Many of us are accustomed to staring at a computer screen passively, and it is easy for attention to wander. However you will need to put your 'active' listening hat on, **will need to take written notes just as you would in any in-person lecture**, and you will need to resist whatever temptations arise that may distract you. On occasion, so as to check comprehension, I may interrupt the course of the lecture to call on students by name to make sure everyone understands the flow of the argument. The point of such interventions is to ensure that you are engaged as fully as our online format will allow. There will also be time at the end of each lecture to ask questions. You may also direct questions pertaining to lecture to your TA during section. Good communication will be of extreme import this semester, and we will all need to work a bit harder than usual to make sure we are all on the same page, as it were. So let us all exercise our utmost charity while we muddle our way through this new teaching and learning experience.

Because attendance at both lecture and section is mandatory, your TAs will monitor your attendance at both. You may miss up to four lectures or sections without an excuse and without it directly affecting your grade. Beyond these absences, you must provide documentation for missed class, whether for illness, emergency, or religious holidays. If you need to miss a class for religious reasons, you must clear this with your TA two weeks in advance.

Quizzes: 30%

Instead of a final course exam, you will take five quizzes, each comprising 6% of your final grade. These will be taken during lecture. If you attend lecture and section regularly, read the assigned material, take good notes, and review your notes well, you should do well on these. Quizzes will be given approximately every three weeks, and the dates for all of them are listed on the syllabus.

Source Analysis (4 pages): 10%

One of your key assignments is to take a primary source and analyze it. In this analysis, you will consider who created the source and for what purpose, and what deductions you can legitimately draw from the source. You will be asked to consider how the source relates to primary and secondary course readings that may relate to it, and to indicate historical questions that might be asked or answered using the source. You will also need to identify crucial areas where the source may require contextualization. Your ability to interpret, summarize, digest, organize, articulate, and present your ideas about sources are skills that will behoove you in all settings whether personal or professional, as these are the foundations of clear and cogent communication.

Midterm paper (5 pages): 20%

In your midterm paper, you will select, analyze and consider two of the early American colonies that we will consider in class. Using both primary and secondary sources, you will craft a synthetic argument that will skillfully evaluate and discuss similarities and differences between the two colonies. The paper will ask that you structure a cogent academic argument, and that you develop a compare-and-contrast structure that moves beyond a simple A-B-A. Instead, your paper should synthesize the colonies that you choose thematically.

Covid Policies

While on campus all employees and students are required to correctly wear appropriate and properly fitting face coverings while present in any campus building. Therefore please arrive in class with your hands washed and your face properly masked. In addition, the History Department has directed instructors to halt class and, if necessary, evacuate the classroom if anyone in the room is not wearing a properly fitted mask. We will be observing social distancing and I will make disinfectant wipes available. If you feel any symptoms of illness, do not come to campus. Additional policies concerning Covid-19 follow.

Quarantine and Isolation

We will make every effort to accommodate your academic progress if you become ill or are asked to isolate or quarantine. Your progress and grade will not be put at risk by staying out of class because of experiencing possible-COVID19 related symptoms. Should you be unable to attend class, we may be able to utilize Canvas to communicate. Alternately, you may wish to consider dropping the course or

to discuss the possibilities of taking an incomplete grade with your instructor. See [additional guidelines and resources](#) for how to continue academic progress if the need to isolate or quarantine arises.

COVID Test Results

If a positive case of Covid-19 is identified within this course, I will be alerted of it, but will not be told of who it is. I will then follow university directives concerning Protective Health Information (PHI) and contact tracing. Unless I hear from the contact tracers, there is no reason to believe that any course members require isolation for quarantine. See further campus guidance on [test results and what to do if you test positive for COVID-19](#).

Other Covid Instructions

- Monitor your symptoms using the [COVID-19 Symptom Tracker](#) daily. If you have any symptoms, stay home and immediately get tested. Free testing is available to everyone on campus. For testing locations and more [information on testing](#) and test results, click here.
- Seating will take place according to signs placed in the classroom.
- Limit the sharing of materials (papers, books, writing utensils, etc.) with others in class. Any materials brought to class must be taken with you when leaving the classroom.
- No food or beverages are allowed in classrooms. If you need access to food or beverages during class for medical or other reasons, you may do so while wearing face coverings. If this will be a recurring situation, you should discuss the situation with your instructor.
- Carefully observe and follow all health and safety signs posted inside and outside the classroom
- Course start and stop times are not staggered, so we may start or end class a few minutes early or late so as to avoid congestion in the halls.
- You should clean desks and seats before and after class with supplies that will be provided, and wipe your hands with disinfectant wipes. Gloves will not be needed. Here see [guidance for cleaning classrooms](#).
- Exit classrooms as quickly as possible to allow the next section to transition in safely
- Please continue to be aware of and sensitive to others around you, particularly those who may be struggling or having difficulties.

Paper Policies

Paper Submission and Formatting.

All papers should be submitted online to your TA, who will communicate any additional submission preferences to you. All papers must possess a title along with numbered pages. Your name must be on every page. All papers must be double-spaced using a standard 12-point font, and all pages must be

stapled together. All papers must cite sources appropriately in footnotes, and all papers must contain an appropriately formatted bibliography.

Late Papers and Assignments

For each day that an assignment is late, your grade will go down by one-third of a grade, beginning with the day on which it was due. For example, an A level paper will receive an A- if it is submitted on the day the paper is due *but after class*. If you submit the same paper the following day, it will receive a B+. The day after that, the paper will get a B, and so on. *No responses will be accepted more than one week after the date on which they are due excepting unusual or emergency circumstances.*

Help with Writing Academic Papers

Academic paper writing is a learned skill, and it is by no means easy. Its style and its requirements may take some getting used to, and all papers require multiple drafts, revisions, and stages of editing. In addition to using course readings as models for standards of writing, there are many resources available to help you learn how to write more clearly and persuasively and how to construct an argument and support it with evidence. Your TA can also help you with paper formatting and citation instructions. If you need assistance with drafting your paper, the UW campus Writing Center offers a variety of services, tutors, and workshops at <https://writing.wisc.edu/>.

In addition, **The History Lab at UW**—at <https://history.wisc.edu/undergraduate-program/the-history-lab/history-lab-writing-guides/>— offers writing guides and multiple other forms of assistance in paper writing.

Papers typically require much more time than you think due to the need to write multiple drafts, so you should start your research and writing much earlier than you think.

Academic Integrity

Academic misconduct can assume many forms, including the borrowing of someone else's words or ideas without crediting them—also known as plagiarism. To ensure that you understand the standards by which your work and ideas will be evaluated, please visit <https://www.students.wisc.edu/doso/academic-integrity/>. No academic misconduct will be tolerated in this course, and instances of plagiarism may earn you an instant F.

Course 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)

WEEKLY THEMES AND READINGS

WEEK 1: COURSE OVERVIEW AND INTRODUCTION

Sep. 3 First Course Meeting, Course Introduction

Note: *Sections will not meet this week!*

WEEK 2: INDIGENOUS AMERICA; IBERIAN EXPANSION

Sep. 8. Before 1492: Indigenous America

Sep. 10. Portuguese Empire and Expansion

Note: *Sections begin meeting this week!*

Readings:

Alan Taylor, *American Colonies*, Introduction and Ch. 1, Natives

WEEK 3: SPANISH EXPANSION AND THE ATLANTIC SLAVE TRADE

Sep. 15 Spanish Conquests in the 'New World'

Sep. 17 Precolonial Africa, Slavery, and the Early 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:

The Workings of the Slave Trade by an Employee of the Royal African Company (1738)

Olaudah Equiano Remembers His Kidnapping into Slavery (events from circa 1756 in a 1789 account)

WEEK 4: COLONIZATION AND EARLY SETTLEMENT; ENVIRONMENTAL EXCHANGE

Sep. 22 The Middle Passage and Beyond

Sep. 24 The Columbian Exchange

Quiz 1

Readings:

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

WEEK 5: THE EARLY COLONIES

Sep. 29 European Settlement: Virginia and the Chesapeake

Oct. 1 The Massachusetts Bay Colony: A City on a Hill

Readings:

Alan Taylor, *American Colonies*, Ch. 6 -8

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

Metacom Recounts Indian Complaints about the English Settlers (1675)

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

Captain John Smith Describes Virginia Indian Society (1608)

John Winthrop's Vision of New England (1630)

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

WEEK 6: NEW FRANCE; SUGAR AND SLAVES

Oct. 6 New France and Indigenous Peoples

Oct. 8 Sugar and Slaves

Quiz 2

Readings:

Alan Taylor, *American Colonies*, Ch. 5

Indian Diplomacy in New France (1744 account describing events from 1701)

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

WEEK 7: SUGAR AND THE ANGLO-CARIBBEAN

Oct. 13 Film: *Sugar Dynasty*

Oct. 15 The Caribbean

Readings:

Alan Taylor, *American Colonies*, Ch. 10

A Portrait of Barbados (1657)

Pirates of the Caribbean (1678)

A Missionary Discusses Christianity and Slavery (1712-1714)

WEEK 8: THE MIDDLE AND SOUTHERN COLONIES; THE ROAD TO REVOLUTION

Oct. 20 William Penn's Great Experiment/ Labor and Culture in the Carolinas

Oct. 22 The Seven Years' War; Becoming a Nation

Source Analysis due at start of lecture

Readings:

Alan Taylor, *American Colonies*, Chs. 11-12

A Description of Eighteenth-Century South Carolina (1763)

WEEK 9: BREAKING WITH THE MOTHER COUNTRY

Oct. 27 Revolution

Oct. 29 The Constitution

Quiz 3

Readings:

Alan Taylor, *American Colonies*, Ch. 13-15

WEEK 10: BECOMING A NATION; GLOBAL REVOLUTIONS

Nov. 3 Becoming a Nation: The Early Republic

Nov. 5 Global Revolutions: France and Haiti

Readings:

None, though sections will still meet

WEEK 11: A FLEDGLING UNITY: THE EARLY AMERICAN REPUBLIC

Nov. 10 Expansion; Republican Women

Nov. 12 Jackson's Election and the Rise of the 'Common Man'

Midterm Paper Due

Readings:

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

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

Linda 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:

Nov. 17 Migration and the West

Nov. 19 The Sectional Crisis

Quiz 4

Readings:

The Fugitive Slave Act of 1850

Abraham Lincoln Opposes the Expansion of Slavery (1855)

Charles Sumner Denounces the Kansas-Nebraska Act (1856)

WEEK 13: CRISIS

Nov. 24 America North and South: A House Divided

Nov. 26 *Thanksgiving!*

Note: There are no readings, and sections will meet online from here on out!

WEEK 14: WAR

Dec. 1 The Civil War

Dec. 3 Aftermath

Readings: To be announced.

WEEK 15: SUMMARY, WRAP-UP, AND REVIEW

Dec. 8 Final Lecture; Summary and Wrap Up

Dec. 10 Quiz 5