

## History 176: The United States to 1877

Spring 2017

Section 1: Tuesday and Thursday, 11:00-12:15 pm, 227 CCC

“Each age writes the history of the past anew.” —Frederick Jackson Turner, 1891.

“Whatever may be the limitations which trammel inquiry elsewhere we believe the great state University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found.” —UW Board of Regents, 1894.

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Office Hours: Monday 3:00-4:00, Wednesday 11:00-1:00, and by appointment.

### Course Description and Objectives

History 176 introduces you to the art of “doing history”: asking questions about the past, using evidence to answer such questions, and reading historical scholarship (other people’s answers). You will practice this art by studying lands and peoples that became the United States.

After completing this course, you will be able to:

- Use primary sources as evidence to answer questions about historical change.
- Describe differences among interpretations of the past.
- Analyze institutional and cultural changes in American societies over time.
- Describe dimensions of diversity and marginalization within the United States.
- Explain how Native Americans and African Americans negotiated marginalization.

### Texts required for purchase

- Townsend, *Pocahontas and the Powhatan Dilemma* (PPD)
- Johnson, *Sam Patch, the Famous Jumper* (SP)
- McLaurin, *Celia, a Slave* (CS)
- Recommended: a pocket dictionary

### Contacting Me

Helping you learn is the *most important* and *most rewarding* part of my job. Due to the large size of the class, I cannot provide as much detailed feedback on students’ work as I would like. If you would like to talk more about the course please either visit me during office hours or contact me by email (not phone) to make an appointment. Please include “History 176” in the subject line.

### How to succeed in History 176

Put in regular and consistent effort. Complete assignments carefully and thoughtfully. Take notes on readings, lectures, and class discussions (see below). Attend regularly and participate

actively in discussions (listening as well as speaking). Talk to me during office hours (or make an appointment). As with any three-credit course, you can expect to spend **6-9 hours each week** on homework. For History 176, homework includes reading (5-8 hours), taking notes on the reading (about half an hour), and completing the weekly reading journal assignment (about half an hour).

### **Critical reading and notetaking**

During the semester, we will work with two kinds of readings: those created at the time of the events we study (primary sources), and those written recently by historians (secondary sources). None of these are textbooks; none of them are works of fiction (novels or short stories). Reading these materials will require cultivating different habits. As you read, ask yourself these questions:

- Who wrote this? When? For what audience? Why?
- How is this reading related to other things you've learned?
- What do you find most interesting, surprising, or challenging about this reading?
- What questions do you, as an individual, have about this topic? Is the reading answering them? What new questions does the reading make you think about?

Active reading and notetaking will enable you to remember much more, and for much longer, than rote memorization. For each assignment, take handwritten notes (during in-class work, you may refer to handwritten notes, not electronic ones). It usually works best to read one section, then quickly summarize it in a couple of sentences or a short list of key ideas, then move on to the next section. If possible, review your notes before class. For every hour of reading, spend no more than 5-10 minutes taking notes. Your notes are for your eyes only (not to hand in).

### **Reading journal**

Most weeks, you will write about the assigned readings for about 30 minutes (see course schedule for details). You may write about all of the week's readings, or just one: it's up to you. You should save each entry electronically and upload it (in .doc or .docx format) to the D2L Dropbox before class each Thursday. Each journal entry will be graded pass/fail. Writing thoughtfully for 30 minutes will guarantee a grade of "pass." Here are some possible ways to complete a journal entry:

- Textual analysis: for one reading, respond to the critical reading questions (above). Then explain how the reading helps (or does not help) you better understand the past.
- Glossary entry: choose one or more key terms or concepts from the reading. Explain what it means, in your own words. Upload it to BOTH the Dropbox and Discussions.
- Letter to the past: choose a person mentioned in the readings. Write a letter to that person. What do you want her or him to know about you, and what do you want to ask?
- Dear diary: imagine you are a person living amid events discussed in the readings. In that imaginary person's voice, report and reflect on her or his experiences.
- Personal reflection: write about your own experience of completing the reading assignment: your expectations, things you found interesting or challenging, your emotional response to the material, and/or other questions and concerns.

### **In-class work**

You will regularly complete in-class assignments, including written quizzes and small-group work. I will collect and grade some of these; others will be for your eyes only. During in-class assignments, you may not consult any electronic devices, but you may ALWAYS consult handwritten notes.

Absences from class, either physical or mental, will bring down your grade and leave you unprepared for exams. If you must miss class, please obtain notes from a classmate. You will receive a zero on any quiz or in-class work you miss, *regardless of the reason for your absence*. To accommodate unforeseen emergencies, family obligations, etc., your two lowest scores will not count toward the final grade. If you have to miss many classes, please see me ASAP.

### **Exams**

The exams will test your progress toward the course learning outcomes, using both short-answer questions and guided document analyses, in which you will interpret one or two sources provided with the exam. The exams will NOT require you to regurgitate information you have memorized. Everything in this course builds toward the exams, so if you stay on top of the work you will be well prepared. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take an exam as scheduled will result in an F for the course.

### **Use of Student Work**

Students often benefit from seeing examples of strong work completed by other students. For that reason, I may distribute exemplary student work, after removing all identifying information. If you object to my using your work in this way, please notify me.

### **Students with Disabilities**

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting accommodation must meet with UWSP Disability Services staff as early in the semester as possible. No accommodation will be granted until I receive and agree to a formal plan approved by Disability Services.

### **Academic Integrity**

Cases of academic misconduct, including plagiarism, will be formally reported following the policies laid out in UWSP's Student Academic Disciplinary Procedures. Plagiarism consists of submitting work created by someone else as your own. To learn more about academic integrity, please ask me or consult <http://library.uwsp.edu/Guides/VRD/plagiarism.htm> . Students found to have committed academic misconduct will receive an F for the course.

### **Grading**

Attendance and participation:	10%
Quizzes and in-class work:	10%
Reading journal	20%
3 unit exams:	20% each

**Course Schedule:** The following schedule is subject to change.

**Tuesday, Jan. 24:** Introductions

**Thursday, Jan. 26:** What happened to Silas Deane? What is “the art of historical detection”?

- Read the syllabus; purchase required texts; bring PPD to class.
- Read “The Strange Death of Silas Deane” (on D2L)

**Unit 1: Tsenacomoco/the Chesapeake**

**Tuesday, Jan. 31:** What does Townsend want to teach us? What was life like in Tsenacomoco?

- Read PPD preface and ch. 1
- Optional: PPD ch. 2

**Thursday, Feb. 2:** What was “the Powhatan dilemma”? What evidence does Townsend use?

- Read PPD chs. 3-4
- **Reading journal due**

**Tuesday, Feb. 7:** Why was Pocahontas kidnapped? Why did she marry Rolfe?

- Read PPD chs. 5-6
- Recommended: “Written in Bone: Forensic Files of the 17th-Century Chesapeake,” <http://anthropology.si.edu/writteninbone/index.html>

**Thursday, Feb. 9:** How, and why, did Tsenacomoco/the Chesapeake change?

- Read PPD ch. 9
- Read “From English Servants to African Slaves,” pp. 51-57
- **Reading journal due**

**Tuesday, Feb. 14:** What can we learn about the colonial Chesapeake from primary sources?

- Read “From English Servants to African Slaves,” pp. 58-69
- Read “1705, Chap. XLIX” and “Southern Planter William Byrd”
- Recommended: The Trans-Atlantic Slave Trade Database, <http://www.slavevoyages.org/>

**Thursday, Feb. 16:** What can we learn from newspapers about the lives of servants and slaves?

- Read “Colonial America’s Most Wanted,” pp. 45-64. Fill in source analysis table (52-53).
- **Reading journal due**

**Tuesday, Feb. 21:** Why did Virginia rebel?

- Read “From English Servants to African Slaves,” pp. 75-78
- Read Declaration of Independence (1776)

**Thursday, Feb. 23: Unit 1 Exam**

## Unit 2: Empire States

**Tuesday, Feb. 28:** What was life like in the northern colonies?

- Breen, "Worlds of Goods in the Northern Colonies"

**Thursday, March 2:** What was it like to live in a revolution?

- Read "A Soldier's View of the Revolutionary War" (1830), pp. 110-16
- Read "Secret Correspondence of a Loyalist Wife" (1776-77), pp. 122-26
- **Reading journal due**

**Tuesday, March 7:** Why did Massachusetts farmers rebel, again?

- Read Shays's Rebellion documents, #s 1-11 (1786-87)
- Recommended: "Shays's Rebellion & the Making of a Nation,"  
<http://shaysrebellion.stcc.edu/>

**Thursday, March 9:** Why did Americans object to the Constitution? How was it amended?

- Read the original US Constitution (1787), the proposed amendments of Massachusetts and New York ratification conventions (1788), and the Bill of Rights (1791):
  - <http://teachingamericanhistory.org/ratification/constitution/>
  - <http://teachingamericanhistory.org/ratification/elliott/vol2/massachusetts0206/#amendments>
  - <http://teachingamericanhistory.org/ratification/tansill/ratification-newyork/>
  - <http://teachingamericanhistory.org/bor/bill-of-rights/>
- To learn more: "The American Founding," <http://teachingamericanhistory.org/founding/>
- **Reading journal due**

**Tuesday, March 14:** Who was Sam Patch? How did he get to Pawtucket?

- Read SP preface and ch. 1.

**Thursday, March 16:** How was Paterson changing? Why did Sam jump?

- Read SP ch. 2
- Read Sally Rice letters (1839) and excerpts from Harriet Hanson Robinson memoir (1898)

*March 18-26: Spring Break*

**Tuesday, March 28:** Why Rochester? Who were the "respectables" and "sporting men"?

- Read SP ch. 4 (recommended: SP ch. 3)
- **Reading journal due**

**Thursday, March 30:** What did Sam's celebrity have to do with Jacksonian politics and culture?

- Read SP ch. 5

**Tuesday, April 4:** review session

**Thursday, April 6:** Unit 2 Exam

### **Unit 3: Big Rivers**

**Tuesday, April 11:** How was the Mississippi Valley changing?

- Reading assignment TBA

**Thursday, April 13:** How did slavery work in antebellum Missouri?

- Read Freedom Suits (documents #18-21), pp. 261-65
- Read/view “Slavery and Freedom” images, pp. 251-60
- **Reading journal due**

**Tuesday, April 18:** Who was Robert Newsom? Celia? According to McLaurin, what happened?

- Read CS introduction and chs. 1-2. Be advised: this reading describes a man sexually assaulting a teenage girl. If you are uncomfortable reading this material, contact me.
- Optional: read CS ch. 3

**Thursday, April 20:** why was Celia’s case such a sensitive issue in 1850s Missouri?

- Read CS chs. 4-5
- **Reading journal due**

**Tuesday, April 25:** According to McLaurin, what can we learn from this case about slavery?

- Read CS chs. 6-8

**Thursday, April 27:** In the late 1850s, what did Americans have to say about slavery and race?

- Read Taney decision (1857), Lincoln speech (1858), and John Brown documents (1859)
- Recommended: The Revised Dred Scott Case Collection, <http://digital.wustl.edu/dredscott/>
- **Reading journal due**

**Tuesday, May 2:** Why did most southern states secede? Why did Missouri not secede?

- Read William L. Harris speech (1860), and Missouri State Convention resolutions (1861)

**Thursday, May 4:** How has the history of Reconstruction changed? Why is Appomattox dangerous?

- Read Downs, “The Dangerous Myth of Appomattox” (2015)
- Read “The Importance of Historical Interpretation” (2009), pp. 316-18
- Read Foner, “America’s Reconstruction” (1995), pp. 326-33
- **Reading journal due**

**Tuesday, May 9:** What can we learn about Reconstruction from primary sources?

- Read primary sources, pp. 333-43

**Thursday, May 11:** review session

**Final exam: Wednesday, May 17, 8:00-10:00 am**