

History 176: America to 1877
Spring 2013
Section 2: TR 2:00-3:15, 321 CCC

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Office Hours: Wednesday 2:00–4:00, Thursday 3:30-4:30, and by appointment.

Course Description and Learning Outcomes

History 176 will introduce you to the art of “doing history”: asking questions about the past, seeking out evidence in a variety of sources, and using that evidence to find authoritative answers to your questions. You will practice this art by studying the lands and peoples that became the United States of America.

After completing this course, you will be able to:

1. Ask thought-provoking questions about America's past.
2. Describe how and why certain stories about the past have changed.
3. Identify several kinds of historical evidence & describe their uses and limitations.
4. Critically read and analyze historical evidence by asking pertinent questions, identifying source information, drawing connections with other evidence, summarizing key ideas, and assessing usefulness and reliability.

Required Texts

- Boyer, et al, *The Enduring Vision* (EV), available through text rental
- Hollitz, *Thinking Through the Past* (TTTP), available through text rental
- A pocket dictionary (don't leave home without it!)

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 are concerned about your performance in the course please either visit me during office hours or contact me by email at <rharper@uwsp.edu> to make an appointment. I receive and reply to email more quickly than phone messages. Please include “History 176” in the subject line.

Assignments and Workload

Success in this class requires regular attendance, completion of all assigned reading, and notetaking on readings, lectures, and class discussions. As with any other three-credit course, you should expect to spend **6-9 hours each week** on coursework outside of class. If you spend at least six hours each week on coursework and are worried about your progress, please contact me ASAP to discuss how to improve.

To help you navigate the readings and develop the core critical reading skills, you will regularly complete worksheets on specific reading assignments. Worksheets **MUST** be handed in at the beginning of class on the assigned day: late worksheets will not be accepted, unless you make alternative arrangements with me beforehand. The worksheets will be graded on a pass/fail basis: if you complete a worksheet with a good faith effort, you will receive full credit. In other words, the worksheets give you an opportunity to practice critical reading without worrying about “getting the right answer.” If you take advantage of that opportunity, you will improve your skills and put yourself in an excellent position to succeed on the exams.

In addition to the out-of-class worksheets, you will complete in-class assignments, both individually and in small groups. I will collect and grade many of these; others will be “for your eyes only.” As with the worksheets, a good faith effort will enable you to receive good grades and develop the skills necessary to succeed on exams. Absence from class, either physical or mental, will bring down your in-class work grade and leave you unprepared for exams. During in-class assignments, you may not consult any books or electronic devices, but you may **ALWAYS** consult handwritten notes.

History 176 emphasizes group activities both because they will help you do well in the course and because learning to work productively with others is essential for success in any career path you may pursue. To facilitate this collaboration, for most of our Thursday classes there will be a seating chart that assigns you to one portion of the classroom. Mixing up the seating will enable you to meet and work with many different classmates over the course of the semester.

Critical Reading

As indicated in Learning Outcome #4, this course will help you learn the habit of reading critically: an essential part of any college education. Specifically, you will cultivate five core skills:

- Questioning: posing guiding questions to help navigate and comprehend historical texts.
- Sourcing: identifying and describing the significance of a text’s source, including authorship, intended audience, purpose, genre, and historical context.
- Connecting: you will identify and describe the significance of connections between related texts.
- Analyzing: in reading texts, you will identify and summarize their key ideas and information and distinguish between the authors’ own ideas and those of others.
- Evaluating: you will assess texts’ usefulness and reliability for answering different questions about the past.

Exams

Three unit exams will test your progress toward the course learning outcomes, including the five critical reading skills. The learning outcomes and the course units are cumulative—each new skill we practice will build on earlier ones—so the exams are cumulative as well. However, the exams will **NOT** require you to regurgitate information you have memorized.

Everything in this course builds toward the exam questions, so if you stay on top of the work you will be very well prepared for the exams. In addition, by practicing the art of “doing history,” you will end up remembering much more, and for much longer, than you could by rote memorization. A review guide will be distributed about a week before each exam. In addition, part of the class period before each exam will be devoted to exam review. During exams, you may use a single sheet of handwritten notes (both sides). Failure to take any exam as scheduled will result in an F for the course.

How to Succeed (and Fail) in History 176

To succeed, put in regular and consistent effort throughout the semester. Complete all the assignments carefully and thoughtfully. Attend class regularly and participate actively in discussions (that means listening as well as speaking). Talk to me about your work during office hours. Enroll in the optional Reading-in-the-Disciplines section (see below).

By the same token, falling behind in this class is a really, really bad idea. Except under extraordinary circumstances, late work will not be accepted, and failing to keep up with the assignments will seriously harm your chances of doing well on the exam. Almost as bad as falling behind: mailing it in. If you do not put much thought and effort into the class, you will not develop the skills that you will need to perform on the exam. Attempting to cram at the last minute, catch up on missed work, and beg for last-minute extra credit will not serve you well.

Attendance

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, unless you make other arrangements with me BEFORE missing the class. If unusual circumstances (family obligations, medical procedures, other university or community obligations) force you to miss a class, please notify me ASAP (and at least 24 hours before the class) and I will do my best to help you make up what you missed. To accommodate unforeseen emergencies, your lowest in-class work score will not count toward the final grade. If unusual circumstances force you to miss many class meetings, please see me ASAP to discuss your options.

Optional Reading in the Disciplines Section

To help you succeed in this course, you may choose to enroll in an optional one-credit, pass-fail Reading in the Disciplines (RID) section run by the UWSP Tutoring-Learning Center (TLC). This section will meet once a week with a student facilitator to discuss the readings for History 176. A facilitator will visit class early in the semester to explain the program and circulate sign-up sheets. For more information, please contact Amanda Meidl-Grundman at the TLC: 715-346-4386 or <ameidlgr@uwsp.edu>.

Grading

Worksheets:	15%
In-class work:	10%
Unit 1 exam:	15%
Unit 2 exam:	25%
Final exam:	35%

Students with Disabilities

I will make every reasonable effort to accommodate the needs of students with disabilities. Any student requesting such accommodation must first meet with UWSP Disability Services staff. That meeting should take place 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.

Desire2Learn (D2L)

All course handouts, grades, PowerPoint slides, and other useful information will be posted on our D2L site, available at <<http://www.uwsp.edu/d2l>>. If you need a copy of any material from the course, that is the first place to look.

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. For more information on academic integrity, please ask me or consult the resources at <<http://library.uwsp.edu/Guides/VRD/plagiarism.htm>>. Students found to have committed academic misconduct will receive an F for the course.

Course Outline

Everything in the following course schedule is subject to revision (including reading assignments and worksheets). Any changes will be announced in class and on D2L.

Unit 1:

Tuesday, Jan. 20: Who are we?

For next time:

- Read the syllabus; pick up text rentals & pocket dictionary; log into D2L
- Read "The Strange Death of Silas Deane" & complete worksheet
- Bring EV to class

Thursday, Jan. 22: What happened to Silas Deane? How should I read the textbook?

For next time: read EV ch. 1 (pages TBA) & complete worksheet

Tuesday, Jan. 27: What was America like before Columbus?

For next time: read TTTP pp. 8, 10-20; EV ch. 2 (pages TBA)

Thursday, Jan. 29: What is “the truth about textbooks”?

For next time: read Mann, “1491” & complete worksheet

Tuesday, Feb. 5: How have stories about pre-1492 America changed?

For next time: review for exam

Thursday, Feb. 7: Unit 1 exam

For next time: read EV pp. 17-24 and 36-61. Focus on pp. 22-24, 36-37, and 46-55.

Unit 2:

Tuesday, Feb. 12: Why did English people start colonies in North America?

For next time: read TTTP ch. 2 (pages TBA) and *The Way We Lived*, pp. 68-74

Thursday, Feb. 14: What was it like to grow up in colonial New England?

For next time: read EV pp. 25-26, 45-46, 55-61, and 67-80. Focus on pp. 67-80.

Tuesday, Feb. 19: Why did (most) British colonies come to depend on slavery?

For next time: “Colonial America’s Most Wanted” (pages TBA)

Thursday, Feb. 21: How can we recover the life stories of servants and slaves?

For next time: read EV pp. 30-34, 61-65, 80-84

Tuesday, Feb. 26: What was going on in Wisconsin?

For next time: read early Wisconsin documents (TBA)

Thursday, Feb. 28: What can primary sources tell us about early Wisconsin?

For next time: read EV ch. 5; focus on pp. 91-102 and 110-116.

Tuesday, March 5: Why did things fall apart?

For next time: read the Declaration of Independence (EV appendix) and other documents TBA

Thursday, March 7: What did British colonists think of independence?

For next time: prepare for Unit 2 Exam.

Tuesday, March 12: How will you prepare for the Unit 2 Exam?

Thursday, March 14: Unit 2 Exam

For next time: read EV chs. 6 and 7. Focus on pp. 133-150.

Unit 3:

Tuesday, March 19: How did the Revolution change America?

For next time: read TTTP pp. 84-94. Complete worksheet.

Thursday, March 21: Why a new Constitution?

For next time:

- Read the US Constitution, including Amendments I-X (EV appendix, pp. A3-A9)
- Read excerpts from Constitutional Convention debates, pp. 43-53 (on D2L)
- Recommended: excerpts of Federalist #10, pp. 53-56 (on D2L)

March 22-31: Enjoy Spring Break!

Tuesday, April 2: How well does the evidence support Holton's argument?

For next time: read EV, pp. 198-211, 265-71

Thursday, April 4: How did the north and south change during the early republic?

For next time: read EV 278-88, TTTP 215-225, and complete worksheet

Tuesday, April 9: What was life like on an antebellum plantation?

For next time: read TTTP 225-231 and other documents TBA

Thursday, April 11: How well does the evidence support Faust's argument?

For next time: read EV pp. 232-42, 313-326

Tuesday, April 16-Thursday, April 25: Topics and assignments TBA

Thursday, April 25: Why did the union fall apart?

For next time: read Dew, "Apostles of Disunion," and complete worksheet

Tuesday, April 30: Why secession?

For next time: read EV, pp. 369-70, 378-94, and TTTP, pp. 302-305

Thursday, May 2: In what ways was the Civil War revolutionary?

For next time: read TTTP 305-311 and watch part 2 of *Reconstruction: The Second Civil War* (online)

Tuesday, May 7: Why did Reconstruction fail?

For next time: begin preparing for the exam; bring your questions.

Thursday, May 9: How will you prepare for the final exam?

Final Exam: Tuesday, May 14, 12:30-2:30

History 176: "Telling the Truth about Textbooks" Worksheet Name: _____

Due in class on Thursday Sept. 13

Reading:

- TTP ch. 1. Read the brief introduction on p. 8, and then pp. 10-20. Skip the "Setting" section.
- Boyer et al, *The Enduring Vision*, ch. 2. Focus on pp. 28-30 and 34-36.

Answer ALL of the following questions **IN YOUR OWN WORDS**. Please write in **pen**.

Before you read: Read through the rest of this handout (both sides).

While you read:

- Complete the readings in this order:
 1. Read the introduction on TTP p. 8, then answer question #1, below.
 2. Read TTP pp. 10-11 ("Investigation")
 3. Read EV pp. 28-30 and 34-36, then answer question #2 for that excerpt, using the form on the other side of the worksheet.
 4. Read the textbook excerpts in TTP **one at a time**. For each one, answer question #2.
- Look up unfamiliar words in a dictionary. Write down the definitions.

1. After reading the TTP ch. 1 introduction, close the book. Hollitz writes that history textbooks are "one of the biggest hindrances to understanding the past." What do you think he means by that? As you write your answer, keep the book closed and **USE YOUR OWN WORDS**.

2. After reading each textbook excerpt, use the form on the other side to answer these questions:
 - How would you describe the tone of the writing? In other words, what does it **SOUND** like?
 - What does the author emphasize? What topics get a lot of attention?
 - How does the author portray American Indians? What role do they play in the story?

After you read:

3. What parts of the reading did you find especially interesting, unclear, or confusing?

4. What new words did you learn while reading?

(over)

Complete the worksheet ONE TEXTBOOK AT A TIME.

Boyer et al., <i>The Enduring Vision</i> (2008), pp. 28-30 and 34-36	
Tone	
Emphasis	
Indians	
Muzzey, <i>History of the American People</i> (1927)	
Tone	
Emphasis	
Indians	
Bailey, <i>The American Pageant</i> (1966)	
Tone	
Emphasis	
Indians	
Norton et al., <i>A People and a Nation</i> (2008)	
Tone	
Emphasis	
Indians	

History 176: "Childhood in Puritan New England" Worksheet Name: _____

Due in class on Thursday Sept. 27

Reading: TTP ch. 2 **AND** documents from "Colonial Society, 1492-1783" (on D2L). See below for specific pages.

Core reading skills practiced: **Questioning, Sourcing, and Connecting**

Before you read: Read through the rest of this handout (both sides). Please complete the readings and fill out the worksheet in the specified order. Answer ALL of the following questions **IN YOUR OWN WORDS**. Please write in **pen**.

1. Read TTP pp. 22-24. This introduction gives information that will help you make sense of the documents.
2. Hollitz lists a bunch of questions. What are YOUR questions about growing up in early New England (GUIENE)?

3. Read pp. 24-26 ("Portraits") and look at the images.
 - Who created these images, for what audience, and why?

 - What can we learn from these images about GUIENE?

 - What additional questions do these images raise?

4. Read the introduction to "Written Evidence" (TTP p. 27), and then read TTP documents #3, #5, and #8 (Samuel Mather, Lawrence Hammond, and Samuel Sewell).
 - Who created these documents, for what audience, and why?

 - What can we learn from these documents about GUIENE?

 - What additional questions do these documents raise?

(over)

5. Read TTTP document #4 (pp. 28-29) and “Monitoring Style and Behavior” (pp. 69-70 in the “Colonial Society” documents, on D2L)
 - Who created these documents, for what audience, and why?

 - What can we learn from these documents about GUIENE?

 - What additional questions do these documents raise?

6. Read “Good Manners for Colonial Children” and “Statutes, Laws, and Privileges of Harvard College” (pp. 70-74 in the “Colonial Society” documents, on D2L)
 - Who created these documents, for what audience, and why?

 - What can we learn from these documents about GUIENE?

 - What additional questions do these documents raise?

7. What parts of the reading did you find especially interesting, unclear, or confusing?

8. What new words did you learn while reading?

(over)

History 176: "Antebellum Plantation" Worksheet

Name: _____

Due in class on Tuesday Nov. 13.

Reading: EV 278-88 and TTTP 215-225.

Answer ALL of the following questions **IN YOUR OWN WORDS** (except for questions 4 and 6). Please write in **pen**.

Before you read: Read through this handout (both sides).

While you read:

- Take notes on a separate sheet of paper. Look up unfamiliar words in a dictionary. Write down the definitions.
- Start by skimming the assigned pages in EV, which will give you useful historical context.
- Next, read the TTTP chapter introduction (pp. 216-17). Then **close the book** and answer question #1.
 1. According to the chapter introduction, how have **historians' ideas** about slavery changed? **Use your own words.**
- Next, read the excerpts from Drew Gilpin Faust's "Culture, Conflict and Community: The Meaning of Power on an Antebellum Plantation" (pp. 219-25). As you read, think (and take notes) about the following questions.

After you read: Complete the rest of the worksheet.

2. What parts of the reading did you find especially interesting, unclear, or confusing?
3. What new words did you learn while reading? (Just the words: write down the definitions in your notes)
4. The Faust reading begins with an introduction (pp. 219-20) that provides background information and lays out the author's main ideas. Find the part (1-2 sentences) that contains **Faust's main point** (to do this, you will have to read each sentence of Faust's introduction **carefully** and figure out which ones are most important). Write down the **first few words and last few words**, as well as the page number(s).

(over)

