

History 105HY: America to 1877

Spring 2015

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Class Description:

History 105 introduces students to the origins of the United States from pre-Columbian times to the end of Reconstruction in 1877. We will explore the social, political, racial, religious, economic, ethnic, and gender differences that have shaped the creation of the nation we know now as the United States. We will begin by considering the original inhabitants of North America and explore what European contact meant both to native cultures as well as to the European colonists they encountered. The early history of the American colonies, as well as of the United States, was intimately shaped by racial and ethnic conflicts between natives, African slaves, and European settlers, and we will examine how those conflicts shaped understandings of freedom and liberty in the United States. We will explore the economic and political development of the United States from the Revolutionary War through the end of the Civil War. Profound economic and social changes occurred between the founding of the nation and the end of the Civil War, and we will trace how these changes affected Americans of different classes, races, ethnicities and genders. This course also introduces students to the discipline and methodology of history. It fulfills the GE H1 requirement (see catalog for details). There are no prerequisites.

Hybrid class:

Since this is a partially-online, or hybrid class, there is extensive online work required every week. Expect at least 2 hours of online work (to replace the second in class session), IN ADDITION to the readings and basic assignments of the course (papers, exams, projects). If you are not prepared for this level of work, please do not take this class. It is essential that you have regular access to the internet and that you dedicate online time to this course. "My internet didn't work" is not an acceptable excuse for missing assignments. It is your responsibility to stay on top of your out of class work and to contact me with any and all concerns , questions, or clarifications.

This course will use the Pearson MyHistoryLab site that accompanies our textbook, so you must purchase the edition of the text that includes a myhistorylab access code. Many of your online assignments will be contained here, so please familiarize yourself with this site early in the semester. The link to our course site is:

Course goals:

By the end of the semester you should be able to:

1. identify key individuals, places, events, groups, and trends in early American history and explain how they affected the development of the nation (their historical significance)

2. explain how social categories such as race, class, and gender shaped an individual's position and opportunities in American society
3. understand the difference between a primary and secondary source as well as how historians use them
4. offer both written and oral interpretations and criticisms of both primary and secondary sources
5. write a historical argument that displays an understanding of the concepts of continuity and change, and support that argument with evidence from multiple sources
6. work collaboratively with others to discuss and examine historical sources and express your findings regarding those sources to the larger class.

Assignments and grading:

Milwaukee Public Museum project (12%): Assignment based on a visit to the American Indian exhibits of the MPM. (Goal 1)

Online Quizzes/Activities (20%): Online reading quizzes and other activities, assigned throughout the semester. (Goal 1-3)

Paper (13%): Paper based on *Celia, A Slave*. Details will follow. (Goal 1-3, 5)

Participation/Attendance: (10%) see description below. Active participation is expected in this course. A student who attends class regularly, but does not participate can expect a participation grade no higher than a "C." Occasional pop quizzes and in-class writing is also factored into this grade. (Goal 1-6)

Midterm Exam: (15%) a combination of identification, chronologies and essay based on readings and lecture, given online. (Goal 1, 2, 5)

Final Paper: (15%) Final paper based on topics from the end of the semester, due on the last day of class. Details will follow.

Final Exam: (15%) part covers material since midterm and will be structured like midterm. Will also include a cumulative essay question. Given online. (Goal 1, 2, 5)

Readings (found in Carroll University Bookstore):

- HW Brands, et al. *American Stories: A History of the United States, Volume 1*, 3rd edition (Pearson, 2015), plus myhistorylab access code
- *Celia, A Slave*.
- Primary Documents (labeled PD) available through myhistorylab. You are responsible for locating, reading, and bringing them to class.

I expect that you complete all readings prior to class on the date assigned, and bring all readings to class on the assigned day. Success in this course depends on your willingness to spend time closely reading the assigned texts. Some are complex and require multiple readings, while others require close attention to detail. Expect to spend two hours studying for every one hour of class time. Do not come to

class unprepared. That said, these readings are often complex and the language of primary documents may be hard to understand, so if you are floundering, please do not do so in silence. Ask questions in class; send me an email; stop by my office – in other words, let me know that you need help. I am happy to help you, but I cannot do so if you don't ask.

A note about the syllabus: The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum and/or program require(s). You are expected to accommodate announced changes.

Tentative Schedule of Readings and Assignments:

Week/Date	Topic	Textbook Readings due in class	Primary Documents due in class
Week 1: January 21	Introduction	none	
Week 2: January 28	Worlds Old and New	Chapter 1-2	Letter of Christopher Columbus The Algonquin Peoples of the Atlantic Coast Letter to Father and Mother Winthrop, A Model of Christian Charity
Week 3: Feb. 4	Colonial America	Chapter 3	Declaration Against Nathaniel Bacon Of Servants and Slaves (1705 Virginia) The Middle Passage (Equiano) A Well Ordered Family
Week 4: Feb. 11	Late Colonial America	Chapter 4	Peter Kalm, Describes Philadelphia Sinners in the Hands of an Angry God An Early Abolitionist Speaks out About Slavery Benjamin Franklin on George Whitefield
Week 5: Feb. 18	Revolution	Chapter 5	Testimony against the Stamp Act Common Sense Account of the Boston Massacre An Anglican Preacher Denounces the American Rebels A Free African American Petitions the Government to Free the Slaves

Week 6: Feb. 25	The Early Republic	Chapter 6-7	Massachusetts Farmers Take Up Arms Debate in the Federal Convention, June 15, 1787 Federalist #10 Patrick Henry Speaks Against Ratification Report on Manufactures Virginia and Kentucky Resolutions
Week 7: March 4	Jeffersonian America Midterm Due 3/6	Chapter 8	What is an American? Lewis and Clark Meet the Shoshone
SPRING BREAK			
Week 8: March 18	Nationalism/Industrialization Jacksonian America	Chapter 9-10	Lowell Mill Girl Tells Her Story Response to the Missouri Compromise Ordinance of Nullification Memorial of the Cherokee Nation
Week 9: March 25	Slavery	Chapter 11; <i>Celia: A Slave</i>	
Week 10: April 1	Reform Paper Due	Chapter 12	An Abolitionist Speaks Out Senator Sees Slavery as a Positive Good Declaration of Rights and Sentiments Horace Mann, Report of the Massachusetts Board of Education
Week 11: April 8	Expansionism	Chapter 13	The Great Nation of Futurity Speech Against the Mexican War Letter to their Family

Week 12: April 15	Sectional Crisis	Chapter 14	Letter to the Baptist Church Massachusetts Defies the Fugitive Slave Act William Lloyd Garrison on Harper's Ferry Declaration of the Causes of Secession
Week 13: April 22	The Civil War	Chapter 15	A Confederate Woman's Diary Clara Barton, Memoirs of the Battlefield Three Letters from the Front Emancipation Proclamation Letter from a Free Black Volunteer
Week 14: April 29	Reconstruction Final Paper due	Chapter 16	Black Code Jourdan Anderson, Letter to my Old Master

Final Exam due May 6 at 9 pm

History 105HY: Spring 2015

Milwaukee Public Museum Project

Due: February 11 to www.turnitin.com

Goal: One of the practical ways in which historians inform the public about the past is through museum exhibits. Just like the articles and monographs we read, these exhibits are interpretive in nature, and are designed to convey certain stories about the past. This assignment uses the exhibits of the Milwaukee Public Museum to supplement your understanding of American Indian cultures and their role in the history of North America.

Assignment: To visit the museum (on your own, or with others in the course), take notes, photographs, etc. about the exhibits, and complete the assignments listed below. The museum is easily accessible via car, or via bus from the Waukesha transit center. Take route 901 to Milwaukee, get off at Wisconsin/10th St. http://www.ci.waukesha.wi.us/web/guest/waukeshametro/rt901wauk_mke

If you haven't ever visited the museum and need directions, check out the website at www.mpm.edu .

In preparation for your visit, please read the following material to introduce you to ways to think about using artifacts and objects to understand history:

- "The Object of History" from the National Museum of American History, <http://www.objectofhistory.org/guide/>. (read all the pages from Introduction through Conclusion)

Procedure: You will enter the museum on the ground floor. To find American Indian exhibits, walk up the stairs (under the giant whale), and turn left toward the up escalator. Take the escalators up to the second floor. As you get off the escalator, you will see the Indian Pow-Wow on your right, and the Buffalo Hunt across from it. You are in the right place!

Begin your visit here, looking at this fairly new exhibit, titled "Tribute to Survival." Note its sections on the Columbian Exchange and on pre-contact trade between Indian peoples. Read the information about the buffalo hunt, and continue to the other side, where there are displays about Indian relations with the US government. These offer a great overview of the history of the relationship between Indian peoples and the federal government. After you are done here, you can go right, to a set of exhibits about Plains Indians. You can then go around through the Prairie section, (mostly displays of animals and trees) until you hit the Wisconsin Indians section. Here, slow down and spend some time reading the displays and looking at artifacts. Take the notes and photos you need to complete the assignments below. Do this until you reach the end of the Indian section (back at Tribute to Survival).

Assignments:

Part 1: Critique (30%)

Choose one of the following cases/exhibits to critique in approximately 300-500 words.

- the Indian Games display
- the fur trade display (by the Pow Wow)
- the Columbian Exchange exhibit (by the Pow Wow)
- the native trade display (next to Columbian Exchange)
- Wisconsin Archaeology: Pieces of the Puzzle

Your critique should do the following:

Briefly describe the exhibit and its goal or purpose (what is it trying to convey to the viewers?). Then, explain how well it does that. What information does it convey? What does it leave out? How effectively does it explain the topic to viewers who have no previous understanding of the topic? How is the mix of artifact/image and text? Should there be more text or more visuals? What is the most important thing you learned from this exhibit? How does it complement what you've learned in our class?

Part 2: Exhibit analysis (70%)

Answer one of the following questions in a minimum of 900 words. **DO NOT USE OUTSIDE SOURCES.** This is to be based purely on the museum exhibits and your textbook, if necessary. Evidence of outside sources will result in a zero on the assignment and will be considered cheating and reported to the ethics committee.

Your essay should have a clear thesis (in the first paragraph) that answers the question and reflects the major themes of your essay. Your evidence should be the artifacts and text contained in the museum exhibits. Your grade will be based on the thoroughness of your answer, the use of appropriate evidence, and demonstration of clear understanding and mastery of the subject matter. Carefully proofread for typos and grammar errors and cite all examples in Chicago Style Footnotes. You are encouraged to include photographs of some or all of the artifacts that you discuss, either as inserts to the word document, or as attached appendices.

1. How do these exhibits help us understand how Indian groups adapted and accommodated to contact with Europeans and Americans? How did contact with Europeans change their culture? Consider the evidence provided in the Southwest exhibits, Southeast exhibits, and the Wisconsin Indian exhibits. You may focus on one or more of these peoples in your answer, or on one particular aspect of life and compare it across peoples (art, diet, etc). You must mention at least 6 different artifacts in your answer.
2. Choose two of the groups listed below and compare and contrast their lifeways (food, art, religion, environment, gender roles, etc). You must mention at least 3 different artifacts for each culture in your analysis.
 - Iroquois
 - California Indians (Pomo, Miwok, Modoc, etc)

- Northwest Coast (Kwakiutl)
- Plains Indians (include Buffalo Hunt and tipi, as well as Crow displays around the corner)
- Woodland Wisconsin

Details: Admission to the museum is free with your Carroll id (you will have to pay for parking). Just show the admissions folks your id and tell them you are coming to do a project for a Carroll class. You should be let in for free. The museum is open from 9-5 every day of the week, and until 8 pm on Thursdays. You can take whatever photographs you'd like. For those of you who have not visited the museum before, see museum's website for directions to the museum and more information about its exhibits (www.mpm.edu)