

**History 101: American History from the
Age of the Columbian Exchange to the Era of the Civil War**

Professor Daniel Kallgren, Spring 2007

Section 2; M-W-F 9:00-9:50, T-133

Section 1; M-W-F 2:00-2:50, T-133

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Tues. 10:00-Noon

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COURSE DESCRIPTION

This course is a survey of the history of the American people from before European contact through the Civil War. The main focus of the course is the social and cultural lives of the people living in what became the United States during that time period, with a secondary focus on the changing political and economic structure in this country. The course is a combination of lectures and discussion of readings. The goals of the course are:

- 1) To present the history of the American people in a multicultural context, and provide a basic framework for understanding the history of the United States through the Civil War.
- 2) To develop critical reading, writing and listening skills.
- 3) To gain a better understanding of what history is and how it is done.
- 4) To learn how an historical perspective is crucial for understanding the world we live in.

Creating the entity we call the United States was a complex and fascinating process. It would be impossible to cover in one semester everything that occurred during this time period. In order to give the course some cohesion, much of the course will focus on 4 major and related themes:

- 1) The coming together of three “Old World” people and the creation of a “New World”.
- 2) The settlement and expansion of the American republic.
- 3) The roots of the social and economic culture of the American republic.
- 4) The causes and consequences of the Civil War.

In addition to these goals I will be focusing on your development of **communications skills**. A UW Colleges-wide assessment program has been put into place to enhance the quality and effectiveness of the curriculum, programs and services of the institution. The following areas of proficiency will be assessed because they are of primary importance in the education of our students: Analytical Skills, Quantitative Skills, Communication Skills, and the Aesthetic Engagement. The History Department has also determined a number of core proficiencies for students enrolled in selected survey classes. For more information, go to www.uwc.edu/resources/assess .

As part of the UW-Colleges-wide assessment program, students in this class will be assessed on communication skills, specifically, the ability to “communicate clearly, precisely, and in a well-organized manner.” Concurrently, the History Department will be evaluating students’ ability to understand chronology and historical causation.

The Department of History, as well as all the other departments in the UW Colleges, conducts assessments on a continuous basis. This assessment helps us evaluate our classes for improvement. While we use the assessment internally in our evaluation of our history program, the results of the assessment are compiled anonymously. The tools used vary from class to class, and will include graded and possibly non-graded assignments. The rubric we will be using is printed below for your convenience.

Communicate clearly, precisely, and in a well-organized manner

Exceeds Expectations	<ul style="list-style-type: none"> • Shows evidence of a clear, assertive, insightful thesis, controlling idea, main point, or argument. • Demonstrates creative and/or effective command of discipline-appropriate structure • Each section develops a main idea carefully, making thorough use appropriate examples and evidence • Shows special attention to audience needs in providing background information, such as using advanced command of discipline’s conventions • Consistently employs effective transitions between ideas • Consistently follows standards for academic communications; shows creativity in application of these standards
Meets Expectations	<ul style="list-style-type: none"> • Shows evidence of a basic thesis, controlling idea, main point, or argument • Uses structure appropriate to the discipline • Each section develops a main idea, offers examples and evidence, and has a logical relationship to other paragraphs and sub-points • Includes necessary background information for intended audience • Generally employs some form of transition between ideas • Generally follows standards for academic communications
Does Not Meet Expectations	<ul style="list-style-type: none"> • Has no clear thesis, controlling idea, main point, or argument • Fails to use structure appropriate to the discipline • Each section is unrelated to other paragraphs or sub-points and offer inadequate or inappropriate examples and evidence. • Does not consider intended audience for the communication • Fails to employ transition between ideas • Fails to use or violates standards for academic communications

REQUIRED TEXTS

John Mack Faragher, et al., *Out of Many: A History of the American People, Vol.1*, 3rd edition.
 James Davidson and Mark Lytle, *After the Fact: The Art of Historical Detection, Vol. 1*, 4th edition.
 Harriet Jacobs, *Incidents in the Life of a Slave Girl*.
 Frederick Douglass, *Narrative of the Life of Frederick Douglass, An American Slave*
 Phillip Paludan, *Victims: A True Story of the Civil War*
 There will be other readings from time to time. These will either be handed out in class, or made available to the students via the web.

COURSE FORMAT

This course will be conducted in a combination of lectures and discussions. I place a high value on class discussion and participation by students, and I will consider class participation in calculating your final grade. I also realize that not all students are as comfortable as others speaking in class. Therefore, I will provide as many avenues for contribution as possible.

Class attendance is vital and expected. All students are responsible for the material presented in class whether you are in attendance or not. On the rare occasion that you have to miss a class for a legitimate reason, please get class notes from another student, and see me either during my office hours, or make an appointment if you cannot come during that time. Students will be allowed to miss class for religious observances.

BASIS OF FINAL GRADE

Your final grade will be determined by 5 components; three exams, and series of short writing assignments based on assigned reading and your leading of a discussion section based on the reading and a series of short quizzes.

All written work will be graded on an A-F scale. Work of "A" quality demonstrates full mastery of the facts and interpretations found in the readings, lectures, and class discussion PLUS your independent assessment and evaluation of the material. Writing of "A" quality must be clear and concise, presenting a well thought-out, carefully reasoned and well-supported thesis. Work of "B" quality demonstrates a sound understanding of the readings and lectures but fails to thoroughly analyze that material. Writing of "B" quality must be clear, presenting and supporting a well thought out thesis. Work of "C" quality demonstrates a working knowledge of the material and a minimum of interpretation. Writing of "C" quality must be understandable, presenting and supporting a thesis. Work failing to reach this minimum level will receive a "D" or "F".

Grade Distribution: The accumulated points from the 3 exams, the weekly writing/discussion leading assignment and the quizzes will determine your final course grade. The exams will constitute a possible 60 points, the weekly writing assignments & discussion leading 20 points and the quizzes the final 20 points. There will be one possibility for extra credit. Students may receive up to 5 extra credit points by attending and writing a brief (2-3 page) report on the spring Undergraduate Research and Performance Conference held on Thursday, April 26 from 8:30-12:30. Final letter grades will be assigned based on the following scale:

Grading Scale Used in this Course

A	93-100	B+	86-89	C+	76-79	D+	66-69
A-	90-92	B	83-85	C	73-75	D	63-65
		B-	80-82	C-	70-72	D-	60-62

Regular, effective contributions to class will raise grades above this formula. Irregular attendance in class will lower them.

Exams – 60 points: The first two exams will be in-class essay exams and will take place on Friday, March 2nd and Friday April 13th. The third and final exam is tentatively scheduled to take place on Monday, May 16th from either 8:00-10:00 for section #1 or 10:30-12:30 for section #2.

Short writing/discussion leading – 20 points: Each week you will write a short essay focused on either the chapters from the Davidson and Lytle *After the Fact* text or the chapters from either Jacobs’ *Incidents in the Life of a Slave Girl*, Douglass’ *Narrative*, or Paludan’s *Victims* (see the topics and readings schedule for each week’s specific assignment). In these essays I want you to do the following:

1. Identify the author and the section of the text under consideration.
2. Briefly summarize the reading. I **do not** want a close retelling, just a summary of the main points.
3. After you summarize the reading, I want you to state, **in one sentence**, what the main point or points of the reading was. (“In summary, then, the main point of this reading was ...”).
4. Write at least 2 discussion questions focused around the main point, or some particular point you found interesting or illuminating.

These two essays will be **typed, paginated and both essays stapled together, with your name, the date and the week of the semester** in the upper right corner of the first page, no covers of any kind, please. Also, please adhere to Modern Languages Association (MLA) citation style – author then page number, no comma - in these essays. For example, if you are referring to page 54 in the Paludan text, please format your citation as (Paludan 54). History is a written discipline, based on evidence. Because of the nature of these assignments, **you must refer to the texts assigned**. With that in mind, **papers without citations will not be given full credit**.

The essays are due in class on the Friday of the week that the reading is assigned unless otherwise stated in class. Students will be chosen at random to lead small group discussions of the week’s readings.

The students in the discussion groups will grade the discussion leader, and I will take those grades into account when assigning a grade for this portion of the course. I expect all students to lead discussions at least twice during the semester. **If you are not in class when your name is chosen and do not lead a discussion at least twice during the semester you will receive a failing grade on this portion of the course.**

Short quizzes– 20 points: Approximately every week and a half there will be a short quiz drawn from the chapters assigned in the Faragher text. There will be 10 of these quizzes in total and they will take place at the beginning of the class period. **There will be no chance for retake if you miss one.**

******* PLEASE NOTE WELL *******

- I do not accept late assignments and papers without prior arrangement.
- All students are responsible for the material presented in class, whether you are in attendance or not.
- If you do not complete all the major components of the course, you will receive a failing grade.
- I remind all students that you are bound by the statement on Academic Misconduct (UWS 14.03) as found in the University of Wisconsin Colleges Students Rights and Regulations publication (and transcribed below for your convenience!). You can read the full text of the UWS code at <http://www.legis.state.wi.us/rsb/code/uws/uws.html>.

UWS 14.03 Academic Misconduct - Subject to disciplinary action.

(1) Academic misconduct is an act in which a student:

- (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
- (b) Uses unauthorized materials or fabricated data in any academic exercise;
- (c) Forges or falsifies academic documents or records;
- (d) Intentionally impedes or damages the academic work of others;
- (e) Engages in conduct aimed at making false representation of a student's academic performance; or
- (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of the course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

TOPICS AND READINGS SCHEDULE

Please complete the assigned Faragher reading BEFORE the first meeting of the week.

Week 1: (22-26 Jan)

“Three Worlds Meet”

Faragher: chapter 1

Davidson & Lytle: Introduction & Prologue

Week 2: (29 Jan-2 Feb)

“The Process of Colonization”

Faragher: chapter 2

Davidson & Lytle: chapter 1

Week 3: (5-9 Feb)

“The Seedbed of an American Society”

Faragher: chapter 3

Davidson & Lytle: chapter 2

Week 4: (12-16 Feb)

“The Growing Progeny”

Faragher: chapters 4-5

Week 5: (19-23 Feb)

“The Chafing of Colonial Bonds”

Faragher: chapter 6

Davidson & Lytle: chapter 3

Week 6: (26 Feb-2 Mar)

“Revolution and a New Nation”

Faragher: chapter 7

First Exam, Friday March 2

Week 7: (5-9 Mar)

“The Uncertainty of the New Republic”

Faragher: chapter 8

Davidson & Lytle: chapter 4

Week 8: (12-16 Mar)

“The Expanding Nation”

Faragher: chapter 9

Davidson & Lytle: chapter 5

Spring Break March 19-23

Week 9: (26-30 Mar)

“Life and Politics in the New Republic”

Faragher: chapter 10

Douglass: Total

Week 10: (2-6 Apr)

“The Peculiar Institution”

Faragher: chapter 11

Jacobs: Pages 125-250

Week 11: (9-13 Apr)

“Industry, Urbanization and Reform”

Faragher: chapters 12-13

Jacobs: Pages 251-end.

Second Exam, Friday April 13

Week 12: (16-20 Apr)

“Expansion of the Empire”

Faragher: chapter 14

Davidson & Lytle: chapter 6

Week 13: (23-27 Apr)

“The Coming Thunder of War”

Faragher: chapter 15

Paludan: Pages xix-55

URPC, 26 April 8:30-12:30

Week 14: (30 Apr-4 May)

“Civil War”

Faragher: chapter 16

Paludan: Pages 56-133

Week 15: (7-9 May)

“Reconstruction: An Unfinished Peace”

Faragher: chapter 17

Davidson & Lytle: chapter 7

The final exam is tentatively scheduled for

Monday, May 14, 8:00-10:00 for Sec. #1

Monday, May 14, 10:30-12:30 for Sec. #2.