

History 101  
Fall, 2011  
MWF 8:50-9:40, 1111 Humanities  
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## HISTORY OF THE UNITED STATES TO THE CIVIL WAR ERA

This course is dedicated to the propositions that those who forget the past tend to repeat it, those who have never learned about it do not even know enough to forget it, and those who, through either obliviousness or ignorance, do not come to grips with it, will be at history's mercy on the day when it takes them by surprise and smirkingly lays them low. The following readings, available at the University Book Store, have been assigned in a desperate effort to remedy their plight:

Robert J. Allison, ed., *The Interesting Narrative of the Life of Olaudah Equiano, written by Himself*, 2e  
David W. Blight, ed., *Narrative of the Life of Frederick Douglass: An American Slave, Written by Himself*, 2e  
James A. Henretta and David Brody, *America: A Concise History*, 4e, Volume 1: To 1877  
Louis P. Masur, ed., *The Autobiography of Benjamin Franklin*, 2e  
Neal Salisbury, ed., *The Sovereignty and Goodness of God, by Mary Rowlandson*

Additional required readings are posted in the E-Reserves section of the College Library. Login to My UW-Madison (NetID and password required) to find the Library/Reserves link. You can find full bibliographical information on the readings in the "Course Materials" section of the course webpage.

### Course Webpage on Learn@UW

The syllabus, lecture outlines, and other materials are available at Learn@UW (<https://learnuw.wisc.edu/>). You will need your NetID and password to enter. Please check the site routinely for materials and news.

### Writing-Intensive Course

History 101 is a writing-intensive course aiming to promote your compositional skill as well as enhance your knowledge of American history. You will pen something almost every week, although most assignments will be quite brief.

### Assignments

You should complete the textbook assignment (Henretta and Brody) and begin the additional reading assignment by the beginning of each week's lectures, and complete the additional assignment before your discussion section. You are expected to attend and participate in all section discussions. The major written assignments consist of three 3-page papers and a final examination. Papers must be typed and double-spaced; they are due in lecture at the beginning of class on the **Mondays** indicated. Please note that you have four optional paper dates and may choose which one of the four assignments to skip. Minor assignments are due on the **Wednesdays** indicated; they too must be typed, double-spaced. Pages 6-7 *infra* list the paper topics, minor assignments, and due dates. **NB:** Submit the papers to your TA, who will grade them. Submit the minor assignments to me; I will read them, and your TA will return them. *Please include your section number along with your name at the top of the first page of all assignments.*

### Paper Presentation and Writing Aids

Papers should follow the guidelines for presentation set out in the Style Sheet on my webpage as well as the Course Materials section of the course webpage. The Writing Aids section of my webpage provides examples of A papers and exemplary fifty-word sentences (<http://history.wisc.edu/cohen/writing.html>).

### Honors Credit

Students taking the course for honors credit will write an additional 5- to 8-page research paper under my direction. You must see me by **September 14** to initiate discussion of your project.

### Rewrite Policy

You may rewrite any two of the three major paper assignments. To initiate the process, you must inform your TA of your decision to rewrite by the end of the next class session after s/he returns the original version. Schedule a meeting to discuss the changes to be made. Rewriting cannot lower your grade (nor can changing your mind about handing in a revised paper), but it does not by itself guarantee a higher one; to raise the grade, you must *substantially rework the essay*, following the TA's comments *and* initiating your own improvements too. Your TA will give you a deadline, minimally one week after the meeting. Most rewrites will be due in one week. When you submit the new essay, the old draft (plus any separate sheet of comments) *must* accompany the new version. If a rewrite does receive a higher grade, you will be credited with that grade, not an average of the two marks. For an example of an original paper and its rewritten version, see <http://history.wisc.edu/cohen/writing.html>.

### Grading

Simplicity itself. The three major papers, the final exam, and class participation each count for 20% of the final grade. Class participation will be evaluated on a combination of attendance and quality of discussion (which is not identical to quantity). The minor assignments will be ungraded, but failure to turn them in will lower your class participation grade. For honors students, the assignments will each count for 16.7%.

### Appeal Procedure

If you wish to appeal a grade (i.e., you desire a grade change *without* rewriting the paper), you **must** follow these procedures:

1. Write a short, typed paragraph (more if necessary) explaining why you think the grade should be changed. Please be specific.
2. Hand in your paper with the written appeal to your TA no later than **one week** after the day on which papers have **first** been returned. When you turn in your appeal, make an appointment with your TA to discuss the paper. The TA will not consider appeals submitted more than one week after the papers have first been returned.
3. If you remain unsatisfied after the TA's final decision, you may appeal to me.

### Disability Statement

This course is set up include persons with disabilities. Please let me know if you need accommodations in the curriculum, instruction, or assessments to enable your full participation. I will attempt to maintain confidentiality of the information you share with me.







Date	Program and Assignments
30	Expansion, Manifest or Otherwise  <b>Reading:</b> Henretta and Brody, <i>America</i> , 319-48; Peter Cartwright, <i>Autobiography</i> , 243-77 <b>Minor Assignment #6</b>
Dec. 2	A House Trembling
5	A House Dividing
7	The War for Southern Independence  <b>Reading:</b> Henretta and Brody, <i>America</i> , 377-436; C. Vann Woodward, <i>Mary Chesnut's Civil War</i> , 189-247
9	A House Transforming
12	Retrospect and Prospect  <b>Reading:</b> Henretta and Brody, <i>America</i> , 437-63
<b>V. Conclusion</b>	
14	The Meaning of It All
23	<b>Final Examination - 7:45 A.M., room TBA</b>

### Paper Topics

In writing these essays, you should draw on the lectures, discussions and class readings (*particularly the primary sources*), making specific statements firmly rooted in the evidence, using quotations whenever applicable, and evaluating the arguments of all “authorities” (including me). You may of course draw on materials from outside the course but are not required to do so. You may choose another topic if the suggested ones bore, fatigue or disorient you, but you must consult with your TA *before* so proceeding.

**PAPER 1 - Due September 26.** Taking the captivities of John Smith and Mary Rowlandson into account, evaluate the strategies native people employed for dealing with the English colonists.

**PAPER 2 - Due October 10.** Using evidence from, among other sources, the writings of Benjamin Franklin and Olaudah Equiano, explain how being part of the Atlantic world—including Europe, Africa, and the West Indies—influenced the development of eighteenth-century Anglo-America.

**PAPER 3 - Due October 31.** Analyze how conflicts over sectional interest, concerns about the authority of central versus local governments, and conceptions of virtue shaped the Constitution.

**PAPER 4 - Due November 21.** Analyze the role of Euroamerican, African American, and Amerindian men and women in the new American national state.

**Final Examination**

The final examination will consist of an essay written during the exam period. You will receive the question at least one week before the test and may use a single page of notes during it.

**Minor Assignments**

**#1 *Summarizing an Argument* - due September 14:** Summarize Axtell's primary argument in one sentence NOT EXCEEDING 50 words (the 51<sup>st</sup> word and its successors face a terrible fate).

**#2 *Constructing a Literary Analysis*- due September 21:** In one sentence NOT EXCEEDING 50 words (see above for implied but real threat), determine whether Mary Rowlandson referred to the Old or New Testament more frequently and suggest the possible significance of the pattern.

**#3 *Evaluating a Judgment* - due October 19:** Determine Peter Oliver's opinion of the Massachusetts resisters' respect for the rights of their opponents and, in one sentence NOT EXCEEDING 50 words (or else...), discuss the degree to which the behavior rebelling Americans exhibited during the Revolutionary War does or does not give his opinion credence.

**#4 *Constructing a Hypothesis* - due October 26:** In one or two sentences NOT EXCEEDING 75 words (but do not let the liberalized word limit lure you into verbosity), sketch the sequence by which the states ratified the Constitution (see the map on p. 189 of the textbook) and develop a hypothesis to explain that sequence.

**#5 *Comparing Different Narratives* - due November 16:** In one sentence NOT EXCEEDING 50 words (you should know how to be brief by now), compare the thrust of Douglass's most central attack on slavery with Equiano's.

**#6 *Extracting Information from Different Kinds of Sources* - due November 30:** Analyze Peter Cartwright's description of camp meetings with the depiction in J. Maze Burbank's painting (textbook, p. 249), and, in one sentence NOT EXCEEDING 50 words (yadda, yadda, yadda), explain why that depiction either does or does not confirm Cartwright's.

# A PROCLAMATION

## *Regarding Late Papers*

Whereas it may come to pass that one or more individuals, whether through dilatoriness, dereliction, irresponsibility, or chutzpah, may seek respite and surcease from escorial demands through procrastination, delay, and downright evasion;

And whereas this unhappy happenstance contributes mightily to malfeasance on the part of parties of the second part (i.e., students, the instructed, you) and irascibility on the part of us (i.e., me);

Be it therefore known, understood, apprehended, and comprehended:

That all assignments must reach us on or by the exact hour announced in class, and that failure to comply with this wholesome and most generous regulation shall result in the assignment forfeiting one half of a letter grade each day for which it is tardy (i.e., an “A” shall become an “AB”), “one day” being defined as a 24-hour period commencing at the announced hour on which the assignment is due; and that the aforementioned reduction in grade shall continue for each succeeding day of delay until either the assignment shall be remitted or its value shrunk unto nothingness. And let all acknowledge that the responsibility for our receiving papers deposited *surreptitio* (i.e., in the TA’s mailbox or under his/her door), whether timely or belated, resides with the aforementioned second-part parties (i.e., you again), hence onus for the miscarriage of such items falls upon the writer’s head (i.e., until the TAs clutch your scribbles to their breasts, we must assume you have not turned them in, all protestations to the contrary notwithstanding).

Be it nevertheless affirmed:

That the greater part of justice residing in mercy, it may behoove us, acting entirely through our gracious prerogative, to award an extension in meritorious cases, such sufferance being granted only upon consultation with us, in which case a negotiated due date shall be proclaimed; it being perfectly well understood that failure to observe this new deadline shall result in the immediate and irreversible failure of the assignment (i.e., an “F”), its value being accounted as a null set and less than that of a vile mote. And be it further noted that routine disruptions to routine (i.e., lack of sleep occasioned by pink badgers dancing on the ceiling) do not conduce to mercy, but that severe dislocations brought on by Acts of God (exceedingly traumatic events to the body and/or soul, such as having the earth swallow one up on the way to delivering the assignment) perpetrated either on oneself or on one’s loving kindred, do.

And we wish to trumpet forth:

That our purpose in declaiming said proclamation, is not foremost to terminate the wanton flouting of our didactic intentions but to encourage our beloved students to consult with us, and apprehend us of their difficulties aforehand (i.e., talk to me or the TA, baby), so that the cruel axe of the executioner fall not upon their Grade Point Average and smite it with a vengeance.

To which proclamation, we do affix our seal:

