

HIST 160, Spring Term 2019

Power and Inequity in America to 1865

MWF 5th period, OM 315

Classroom code: d3wvqb8



I'm Cate Denial, your professor this term. Here's how to get in touch with me:

Office: Old Main 305
Office Phone: (309) 341-7382
Office Hours: Wednesdays, 10-noon, and appointments always welcome.
Email: cd denial@knox.edu

If you email between 9am and 9pm you should get a reply that day, except for on Friday nights or Saturdays. I take a little more than a day off from email then to recharge, so emails sent during that window will get a reply on Sundays.

To introduce myself and to give you an idea of how I approach teaching, check out the website I've made for you at <http://learningincommon.org>

What we'll collaboratively learn about this term:

This class will follow American history from before the landing of Columbus at Guanahani to the end of the U.S. Civil War in 1865. Along the way we'll explore what liberty has meant to different groups at different times; how the denial of liberty to some groups by others has helped defined power relations in an American world; and how appeals to liberty can change a whole nation. We'll work especially hard to center the narratives of traditionally underrepresented groups - enslaved people; Native people; women, trans, and non-binary people - to ensure the history we're telling is just.

Here's what we'll be reading:

The textbook for this term is open access, online, and free: <http://www.americanyawp.com/>

- If you learn better from a printed text than an online one, you should feel free to print out chapters as we use them, or you can follow the links at the bottom of The American Yawp page to order a print version of Volume One.

We'll be using one other book: Linwood "Little Bear" Custalow and Angela L. Daniel "Silver Star", *The True Story of Pocahontas: The Other Side of History*. (Golden, CO: Fulcrum Publishing, 2007).

- You can find this book at Amazon - <https://smile.amazon.com/True-Story-Pocahontas-Custalow-Paperback/dp/B00BT01GP8> - or any other online retailer you prefer.

I've also put a copy of this book on reserve in the library.

There are four ways we'll assess your learning together this term:

1. Primary Source quizzes (3): April 8 and 22, and May 13

An important skill for a historian is to have is to be able to analyze primary sources (records that come from the period of time we're studying, such as diaries, illustrations, photographs, newspaper columns, account books, or letters). In class, we'll practice analyzing primary sources by employing four terms: Source, Observe, Analyze, and Corroborate. In each quiz, I'll give you a primary source you haven't seen before, and you'll use those terms to analyze that source.

2. Who Needs to be Convinced? A Paper. (due Monday, April 15)

For your paper this term you'll identify someone in real life who needs to know something you've learned in class. You'll write them a letter about that subject - you'll think hard about what they would need to hear to be persuaded that event is important, and you'll offer them evidence from class readings.

When you hand in your paper, I'll ask you to fill in a self-evaluation of how you did. Together we'll go over that evaluation, then talk about your work and decide upon your grade together in a one-on-one paper conference.

3. Final Project (due during finals week)

You have a choice about how you undertake your final project for this class.

- You can propose a project that draws on skills you've developed in and out of class that will demonstrate what you've learned during the term. You could make a quilt, construct a 3-D map of a historical event we've discussed, or make a short graphic novel – all your ideas are welcome. To do this you'll have to make a proposal to me – either written or in video form – and we'll come to an agreement as to how your project will be assessed. You'll also turn in a 3-page written or video-recorded reflection on what you learned from the project when you hand in your final work, and a bibliography of the sources you referenced.
- You can do some deep research an issue we've covered and write an 8-10 page paper on the subject. To do this, you'll make a proposal to me – either written or in video form – and we'll come to an agreement as to how your project will be assessed.

4. Participation (throughout the term)

As collaborators in creating our learning space this term, we'll be relying on each other's informed, honest, and active involvement in class discussions. I realize different people participate in conversation in different ways, and that for some students, speaking in public is difficult. If you have any concerns about this, come and see me so that together we can work out the best way for you to participate in the class.

It's important for us all to remember that different communities possess different culturally specific norms about how to best engage in a conversation, and for us to make room for this expression.

Remember to listen to one another, and to support your colleagues in their discovery of new ideas, their questions, and their articulation of thought. We'll crowdsource a list of conversational guidelines during the first two weeks of classes.

If you have to miss any of our classes know that we will miss you. Please email me to let me know you'll be absent so that I can support you and help you catch up afterwards.

How each of your assignments contributes to your final course grade:

Quizzes	15%
Paper	25%
Final Project	35%
Participation	25%

Total	100%
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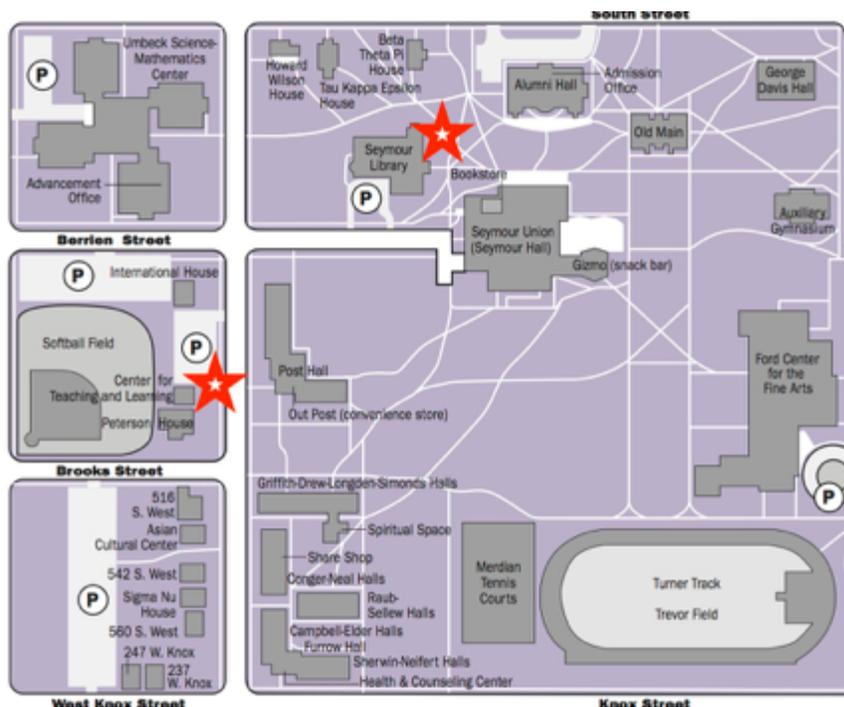
What to do if you need help with reading and writing:

I invite you to come have a conversation with me if you're finding any aspect of this course challenging. There are lots of reasons someone might experience a challenge: some people may not be familiar with the conventions of history as a discipline; some people find it hard to organize their thoughts; some people flourish when given early feedback on how their paper is shaping up. All these things – and all the other challenges it's possible to have – are things I can help with.

There are also lots of other places to get help on campus.

Red Room – where tutors are available on the second floor of the library – will be open from 7-9pm on Tuesdays, Wednesdays, and Thursdays. You can get discipline-specific help during Red Room, as well as general help with writing.

You can also get writing help in the Center for Teaching and Learning (on West Street) from 12-4pm, Monday through Friday.



If you have a disability:

I try to design my classes to be accessible to everyone, but there may be things I haven't thought of. Remember that if you think you need an accommodation for a disability, you

should contact Stephanie Grimes (309-341-7478 / sgrimes@knox.edu) at our Disability Support Services office. Stephanie will help us both figure out the very best approach to your learning, and I will make all the accommodations she recommends. I will keep all your information confidential.

Thinking about the things that make us unique:

Our social identities – such as our race/ethnicity, class, gender, sexual identity, religion, mental and physical ability, size, national origin, and citizenship status – can affect not only how we are understood, represented, and treated on campus and in society, but also the types of knowledge and learning seen as worthwhile and legitimate.

In this class, we'll be analyzing the ways in which social identities condition what we assume, experience, and conclude about the world. We'll look at the social identities we each possess, and the way social identities influence the work we're reading, listening to, or watching. I try to include readings, topics, films, and assignments in our course that include authors, perspectives, and critiques from diverse backgrounds. There may be things I have not thought of, however, and I always welcome your feedback on ways this course can be made more inclusive, diverse, and equitable.

We are whole people, and will navigate class as such:

I have tried to anticipate where you may need a trigger/content warning, but if you have concerns or want to check that a particular trigger/content has been taken into account, please let me know. I am happy to provide that warning so that you can interact with class material safely, and on your own terms.

We are all likely to have strong emotional reactions to class material, particularly once we begin to talk about contact between Native people and Europeans/Americans. We'll spend some time at the beginning of term talking about the range of things we can do when we experience that kind of reaction. I do not think of you as a brain in a jar but as a whole human being. Please come have a conversation with me if you feel upset, confused, or angry.

You matter:

Please remember that learning is about more words on a page, or ideas in a classroom. To learn you need to have basic security – a roof over your head, a bed to sleep in, food to eat. If you're having trouble with any of those things, please talk to me and to the Dean of Students. Together we can work to make sure those needs are met. In addition, you will be emotional learners in this classroom as well as intellectual learners, quite simply because that's how every human learns. Don't leave your emotions at the door. They're important and valid and I welcome them. If you feel like you do not have emotional stability, talk to me and the Counseling Center on campus. We'll help you find a path to feeling secure.

The Honor Code at Knox College:

We commit ourselves to act with academic integrity this term – to be ethical in what we say and write, and to offer credit to others for thinking of ideas before us. I believe that everyone in my course is fundamentally honest, and I will help you learn the conventions of academic integrity, such as citing sources correctly and being clear about where our own words begin and end.

If you'd like to read more about the college's Honor Code – which was written by students just like you, and which students co-govern with faculty – you can find a copy at this link: <https://www.knox.edu/Documents/PDFs/Academics/Honor-System.pdf>

Reading and Homework Schedule

Readings and other primary source materials are listed on the day they are due

WEEK ONE

W March 20

Meet in the lobby of the library at 1.20pm sharp!

Homework for Friday:

Annotate your syllabus and bring it to class on Friday. To annotate simply means 'to make notes'. Here are some types of things you might write on your syllabus

- Clarifying questions
- Reactions to policies
- Opinions of prospective readings
- Reactions to assignments

F March 22

Social Identity Wheel, Ground Rules, and Emotions in Learning. Read:

- Mary Helen Immordino-Yang, "[Why Emotions are Integral to Learning](#)," Mind/Shift, May 31, 2016

WEEK TWO

M March 25	<p>First Nations. Read:</p> <ul style="list-style-type: none"> • Excerpts from Roxanne Dunbar Ortiz and Dina Gilio-Whitaker, “<i>All the Real Indians Died Off</i>” and <i>20 Other Myths about Native Americans</i>. (Classroom.) • Laura Hurwitz & Shawn Bourque, “Settler Colonialism Primer,” and “About.” <i>Unsettling Colonialism: Decolonization in Theory and Practice</i>. Accessed September 8, 2017.
W March 27	<p>Origins. Read and bring to class:</p> <ul style="list-style-type: none"> • "The Four Worlds and the Emergence," told by Nuvayoiyava (Albert Yava), Tewa Village, August 1969 • "The Vision of Kitche Manitou," told by Basil Johnston, <i>Ojibway Heritage</i>. 1976; reprint, Lincoln: University of Nebraska Press, 1990), 10-20. (Classroom)
F March 29	<p>No class: Professor Denial is at a meeting of the External Board of Advisers to the Graduate College at the University of Iowa.</p>
<p>WEEK THREE</p>	
M April 1	<p>1492. Read and bring to class:</p> <ul style="list-style-type: none"> • The Columbus Letter (1493) <p>Class document: Fra Mauro, The World (1459)</p> <p>courtesy of Magnificent Maps: Power, Propaganda and Art at the British Library</p>
W April 3	<p>Grading conversation. Plus: how did we do? Comparing Primary and Secondary Sources</p>

<p>F April 5</p>	<p>Different Understandings of the World. Examine and bring to class:</p> <ul style="list-style-type: none"> ● John White, Indian Village of Pomeioc (1585-86) ● John White, Indian Village of Secoton (1585-86) ● John White, Indian Charnal House (1585-86) ● John White, Indians Fishing (1585-86) <p>Class documents:</p> <ul style="list-style-type: none"> ● Diego Ribero, <i>America</i>, (1529) ● Diego Gutiérrez, <i>America</i>, (1562) ● Nicolas Van Sype, <i>The Heroic Enterprise of Sir Francis Drake to Circumnavigate the Globe</i>, (1581)
<p>WEEK FOUR</p>	
<p>M April 8</p>	<p>Jamestown. Read and bring to class:</p> <ul style="list-style-type: none"> ● Linwood "Little Bear" Custalow and Angela L. Daniel "Silver Star", <i>The True Story of Pocahontas: The Other Side of History</i>. (Golden, CO: Fulcrum Publishing, 2007), 11-40. ● An excerpt from A True Relation by Captain John Smith, 1608. ● An excerpt from John Smith's second account of being captured and released by Powhatan, published in 1624. <p>Class documents:</p> <ul style="list-style-type: none"> ● The Original Settlers of Jamestown, 1607 ● The First Supply, 1608 ● The Second Supply, 1608 <p>Your first quiz will be today.</p>
<p>W April 10</p>	<p>Life in Early Virginia. Read and process according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> ● Linwood "Little Bear" Custalow and Angela L. Daniel "Silver Star", <i>The True Story of Pocahontas: The Other Side of</i>

	<p><i>History</i>. (Golden, CO: Fulcrum Publishing, 2007), 41-88.</p> <ul style="list-style-type: none"> Selected records from The Records of the Virginia Company of London. Susan M. Kingsbury, ed. Washington, D.C.: Government Printing Office, 1933. (Classroom)
F April 12	<p>Cultures Clash. Read and bring to class:</p> <ul style="list-style-type: none"> The case of Thomas/Thomasine Hall, from <i>Minutes of the Council and General Court of Colonial Virginia, 1622-1632, 1670-1676, with Notes and Excerpts from Original Council and General Court Records into 1683, Now Lost</i>. H. R. McIlwaine, ed. (Richmond, VA: The Colonial Press / Everett Wadey Company, 1924), 194-195.
<p>WEEK FIVE</p>	
M April 15	<p>The Development of Slavery.</p> <p>Print out the following to bring to class! Read according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> 17th century Virginia laws related to race and slavery (Classroom) <p>Watch: A 3D Reconstruction of a Slave Ship</p> <p>Examine according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> Enslaved Africans being carried to a slave ship, Gold Coast, late 17th century Slave Ship Henrietta Marie 1700 Shackles on Slave Ship Henrietta Marie 1700 <p>Your paper is due on Classroom before class today.</p>

W April 17	Turn in an awesome paper by 1pm today on Classroom. That's it. That's all you have to do. No class.
F April 19	<p>Near and Far. Read:</p> <ul style="list-style-type: none"> • The American Yawp, Chapter Three <p>Explore:</p> <ul style="list-style-type: none"> • Images from the fur trade, taken from Mary Lethert Wingerd, <i>North Country: The Making of Minnesota</i>. Minneapolis: University of Minnesota Press, 2010. Plates found between pages 14 and 15. (Classroom)
WEEK SIX	
M April 22	Class canceled due to illness.
W April 24	Class canceled due to illness.
F April 26	<p>Catching up! (This may take us more than one class period)</p> <ul style="list-style-type: none"> • The American Yawp, Chapter Four <p>Understanding the Philosophical Underpinnings of the Revolution. Read:</p> <ul style="list-style-type: none"> • Locke, <i>Second Treatise of Civil Government</i> (1690) Chapter Two: Of The State Of Nature; Chapter Seven: Of Political or Civil Society • Rousseau, <i>The Social Contract</i>, (1762) Book One, Sections 2, 3, 4, 5, 6, & 8 • “The Female Combatants, or Who Shall,” etching and engraving, hand-colored. Unknown artist (January 27,

	<p>1776). Courtesy of the Lewis Walpole Library, Yale, New Haven, Connecticut. (Classroom)</p> <ul style="list-style-type: none"> • Abigail and John Adams, Correspondence (Classroom)
<p>WEEK SEVEN</p>	
<p>M April 29</p>	<p>We The People. Read:</p> <ul style="list-style-type: none"> • The American Yawp, Chapter Six <p>Read, print out and process according to the principles of source, observe, contextualize, corroborate:</p> <ul style="list-style-type: none"> • The Constitution of the United States • The Bill of Rights <p>Your second quiz is available on Classroom today.</p>
<p>W May 1</p>	<p>A Federal Indian Policy. Read and process according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> • Henry Knox to George Washington, July 7, 1789. (Classroom) • Treaty with the Cherokee, 1791(pages 29-32) and Treaty with the Oneida, 1794 (pages 37-39) <p>Explore:</p> <ul style="list-style-type: none"> • Invasion of America
<p>F May 3</p>	<p>Slavery.</p> <ul style="list-style-type: none"> • Select an image from the Slavery Images archive that you would like us to talk more about in class. Make sure that your image is about the United States, and made before 1840. • Thomas Jefferson to John Holmes, April 22, 1820. (Transcription here.)

WEEK EIGHT	
M May 6	<p>Cherokee Country.</p> <p>In class: <i>We Shall Remain: Cherokee Removal</i> (documentary). Transcript available here.</p>
W May 8	<p>Migration and Removal. Read and process according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> • The Indian Removal Act, 1830 (pages 411-412)
F May 10	<p>Workers, Time, and Organization. Read:</p> <ul style="list-style-type: none"> • Laws and Regulations Regarding Poorhouses in Orange County, NY: 1824 & 1831 (Classroom) • The American Yawp, Chapter 8 • John Noble Wilford, "How Epidemics Helped Shape the Modern Metropolis," <i>New York Times</i>. April 15, 2008. <p>Your proposal for your final paper is due on Classroom by 1pm today.</p>
WEEK NINE	
M May 13	<p>Marriage as a Social Barometer. Read and process according to the principles of source, observe, contextualize, and corroborate:</p> <ul style="list-style-type: none"> • Excerpts from Mary Riggs' letters (Classroom) • Mississippi Married Women's Property Law, 1839 • Excerpt from Narrative of the Life of Frederick Douglass, An American Slave (Classroom)

	<ul style="list-style-type: none"> • Declaration of Sentiments, 1848 • Freedman's Bureau, Arkansas, Marriages from August and September, 1865 <p>Your third quiz will be uploaded to Classroom today.</p>
W May 15	<p>Westward Expansion and Mexico. Read:</p> <ul style="list-style-type: none"> • Brian Delay, "Independent Indians and the U.S.-Mexican War." <i>American Historical Review</i>. 112:1 (February 2007): 35-68.
F May 17	<p>A House Divided. Read</p> <ul style="list-style-type: none"> • The American Yawp, Chapter Thirteen
WEEK TEN	
M May 20	<p>The Civil War. Read:</p> <ul style="list-style-type: none"> • The American Yawp, Chapter Fourteen.
W May 22	Catching Up
Exam period	Final paper due