TA info & office hours, etc:
Mark Anthony Ciccone: mciccone@uwm.edu
Frank Kalisik III: fkalisik@uwm.edu
Ayodeji Oladipo Obayomi: aobayomi@uwm.edu

Course Description
This is the “first half” of the survey in United States history. You may notice, however, that the time span of this first half clocks in at 270 years, whereas the second half, 1877-present is a little more than 140 years.

This brings up the important historical question of origins: how do we date the span of time we call “United States history”? When this continent was “discovered” by Europeans it had long been known and inhabited by native peoples. So, when does U.S. history start? By the time the nation now known at the United States decided to constitute itself as such in 1789, we will be more than 180 years into its history.

Questions like these will inform our study of the past. We will be looking at the many peoples that become the United States, by choice, by forced importation, and by conquest, and at what kind of a nation they became together.
**Course Work**
This is a fully on-line class. Low-key, I don’t believe in on-line classes. I like teaching face to face, and I think something irreplaceable and important happens when we are all in a room together, talking about questions of democracy and history. But, as each and every one of you are aware, these are extraordinary times.

I’ve tried to plan this course so that it accommodates your complicated life. There are very few synchronous (=happening at the same, set time) requirements; you can do the work when you have the time to do it. The class will work best for you if you think about it by weeks and don’t let the work stack up too much.

Two-week extensions on everything but discussion participation will be available for the asking; just contact Dr. Rachel or one of our TAs.

The most time-based component of the course will be our weekly discussion boards. Each week, you will do one or more of the following: read a short article, look at a website, watch a film, talk to someone outside of this class and/or listen to a podcast. You will then engage with your small group in discussion. **Discussion boards will be closed each Sunday evening at midnight. You should try to write your first post by Thursday, so that other students have time to respond to them. That means doing the reading/viewing/listening early in the week.**

**Synchronous (Real Time) Meetings:**
Every student will attend three synchronous meetings class time of Wednesday, 10-10:50. These meetings will take place on Canvas Collaborate Ultra. The first week—Wednesday, September 2—we will meet as a large group to go over the syllabus. Students can ask questions by voice or by text during this time.

Subsequently, each Discussion Crew will meet once during this time. The times for each discussion group are listed on the schedule below.

On November 11, we will have a guest presenter: Lesley Williams, librarian and historian, speaking on plantation weddings. All students should plan to attend.

In addition, two of our TAs will be offering optional discussions on collaborate ultra. These will be held as follows:
- Frank Kalisik: W 11-12
- Mark Ciccone: Th 10-11
- Ayodeji Oladipo Obayomi: F 6-7

**Canvas site:**
Our canvas site opens with general information and week one. Each subsequent week will be available on the Monday that the week begins.

Each week begins with a short, “Five Minutes with Dr. Rachel” video. You should watch this video on Monday, as I will explain the week’s work as well as key concepts. The video will be captioned.

Additionally, I will communicate with you through announcements on Canvas, as well as through email. **Be sure to check your UWM email on a daily basis, or have it forwarded to an account that you do check regularly.**
There are no required purchases for this class. There is a free, open-source e-textbook, the American Yawp (TAY), available on Canvas through a link in the same, introductory module where you found this syllabus. (When you click on the link it will bring up an empty box. You have to click on the title: “TEXTBOOK! The American Yawp” to get to the book.)

There are also links to additional readings, websites, videos and/or podcasts each week. These are required components of the class. All podcasts and videos will either be captioned or be posted along with written transcripts. Students are free to use the written transcripts as they like.

Quizzes
Each week, there will be a quiz on the assigned chapter of TAY (the first week’s quiz will cover the syllabus). These quizzes are designed to be straightforward; they are meant to assess whether you’ve read the chapters in The American Yawp and thought about them a little bit. Quizzes will be due on Tuesdays by midnight. Quizzes are multiple choice and open-book and will be automatically graded.

- **You can skip up to two quizzes without penalty; or else, the lowest two grades will be dropped from the total.**

Worksheets
Each chapter of TAY has a list of primary sources after it. Each week, you should select one of the primary sources and complete a worksheet based on your reading of it. Worksheets will be due on Wednesdays by midnight. We will have them graded and back to you by the following Monday evening.

- **You can skip two worksheets without penalty or have your two lowest worksheet grades dropped.**

Discussion Boards
This course makes use of discussion boards. Discussions will take place in smaller groups, so that students can get to know each other a little over the course of our short summer semester. It’s a good idea to exchange emails with your group so you can help each other out.

Sometimes, the prompts will ask students to do what I call History Homework Lab: take a historical question and ask people in your life – friends, housemates, coworkers, family – how they think about it. Then you report back.

By Thursday each week, students should have completed the supplementary reading, watching, interviewing, and/or listening listed under that week on our course syllabus. By midnight on Thursday, each student should post an initial response (3-4 sentences) to the prompts available at the discussion board.

Our TAs will frequent the discussion boards, contributing valuable insights and suggestions, once the discussions have begun on Thursday.

By Sunday, each student should engage the responses of at least 4 students and at least one TA response in posts of 2-3 sentences, each. **It doesn't count as a response to simply agree or disagree; explain your thoughts.**

Discussions will be graded as follows:
Initial posts @ 2 points; follow-up posts @1 point; 1 point= excellent work on all. Up to one additional follow-up post can count.

**Midterm and final reflections:**
In the middle of the semester and at the end, students will fill out and submit guided reflections on this class. These reflections will ask you to consider what and how you are learning in this class. **These are not exams;** they are low-stakes, graded reflections aimed at helping you as well as the History 151 team figure out how it's going.

**Extra Credit:**
On occasion there will be extra credit opportunities, usually in the form of attending on-line events and writing a paragraph about them. If you have a suggestion for an extra-credit assignment you can talk to Dr. Rachel or a TA.

You can do up to five extra credit assignments for 2 points each towards your final grade. The first one will be on October 2 from 3:30-4:30: Dr. Ronak Kapadia “Reimagine Everything: How Insurgent Aesthetics and Queer Collective Care are Transforming Our Worlds”.


**Accessibility**
The University of Wisconsin Milwaukee supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty [me] of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. Faculty [I], will work either directly with the student [you] or in coordination with the Accessibility Resource Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA.

**Course Objectives**
Here are the learning outcomes for this class:

1. Take care of yourself: your body, mind, spirit and community in this extraordinary time;
2. Learn to respect your intellectual life and education as a gift that no one can steal from you;
3. Come to understand how the everyday incidents—the small victories and constant abrasions of life and politics—are deeply grounded in histories and cultural practices;
4. Form an appreciation of the importance of penetrating, thorough critical thinking and use it, in every way possible, to guide and protect one’s future life and work;
5. Gain the highest respect for intellectual rigor, including self-respect;
6. Fight for the dignity and justice of all peoples, regardless of race, religion, national background, gender, or sexuality;
7. Become a lifelong advocate for public support of public higher education because you have witnessed the way it has changed your life.
Many students in this class are not History majors. Nonetheless, this course is a component of our ongoing attempt to instill a general historical literacy into majors and non-majors, alike, on the grounds that you don’t have to be a history major to have a past or to be interested in it.

Here are the History Department learning outcomes:

- Awareness of a variety of historical methods and interpretations and familiarity with a range of historical literature.
- Ability to discuss general issues, such as causes and consequences, change and continuity, identity and culture (race, gender, class, ethnicity, religion).
- Ability to read and analyze primary and secondary sources, collect information and formulate conclusions, write in a literate and cogent manner.

**Grading**

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<tr>
<th>Component</th>
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<tr>
<td>Discussion Board Participation</td>
<td>30%</td>
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<tr>
<td>Weekly quizzes</td>
<td>30%</td>
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<tr>
<td>Weekly worksheets</td>
<td>30%</td>
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<tr>
<td>Midterm &amp; Final Reflection</td>
<td>10%</td>
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**Course Schedule**

**EVERY WEEK:**

1. Watch “Five Minutes with Dr. Rachel” video ✓
2. Read assigned chapter in TAY ✓
3. Complete quiz (Tuesday by midnight) ✓
4. Select primary source. Complete worksheet (Wednesday by midnight) ✓
5. Watch/listen/read/discuss. Post initial responses to discussion prompts (Thursday by midnight) ✓
6. Engage in discussion with your group and TAs. Respond @ least 4 times to people in your group; at least once to TA comments. ✓

**Week One, Introduction- September 2-6**

- Syllabus quiz due Sunday night
- Listen:
  - “What Matters,” episode #2: “Say Her Name: A conversation with Tamika Mallory and Taylor Family Attorney Lonita Baker”
- Introductory discussion board
  - First posts due Friday night
  - Responses due by Sunday @ midnight
- No worksheet due!

**Week Two- September 7-16**

- Read:
“What If We Talked about European History the Way We talk About Native American History”


Watch: Before Columbus

Real-time meeting: Discussion Crews 1 & 2 with Dr. Rachel, collaborate ultra

Week Three- September 14-20
Read:
- TAY, Chapter 2
- “Settler Colonialism”

Listen:
- “This Land” podcast, episode #2

Real-time meeting:
- Discussion Crews 3 & 4 with Dr. Rachel, collaborate ultra

Week Four- September 21-27
Read:
- TAY, Chapter 3
- The 1619 Project, “Capitalism and Slavery”

Watch, Africans in America, Part 1: The Terrible Transformation

Real-time meeting:
- Discussion Crews 5 & 6 with Dr. Rachel, collaborate ultra

Week Five- September 28-October 4
Read:
- TAY, Chapter 4

Watch:
- A Midwives’ Tale

Browse
- Martha Ballard’s Diary On-Line

Real-time meeting:
- Discussion Crews 7 & 8 with Dr. Rachel, collaborate ultra

Week Six- October 5-11
- NO PRIMARY SOURCE WORKSHEET
- NO SYCHRONOUS SESSION

Read:
- TAY, Chapter 5

Watch:
- Liberty in the Air: Slavery and the Making of America
Week Seven- October 12-18
➢ Read:
  o TAY, Chapter 6
  o The U.S. Constitution and first 12 Amendments
➢ Watch:
  o Shay’s Rebellion, Cartoon
  o Africans in America, Part 3: Brotherly Love
➢ Browse: America’s Black Holocaust Museum, Exhibit:
  o Nat Turner’s Rebellion: Horrific or Heroic?
➢ Real-time meeting:
  o Discussion Crews 9 & 10 with Dr. Rachel, collaborate ultra

Week Eight- October 19-25
➢ Read:
  o TAY ch. 7
  o Tiya Miles, “The Lost Letter of Mary Anne Battis”
➢ Listen:
  o This Land Podcast, #4: The Tribe
➢ Real-time meeting:
  o Discussion Crews 11 & 12 with Dr. Rachel, collaborate ultra

Week Nine: October 26- November 1
➢ Midterm Reflection Due Sunday
➢ No worksheet
➢ Real-time meeting:
  o Discussion Crews 13, 14 & 15 with Dr. Rachel, collaborate ultra

Week 10- November 2- 8
➢ Read:
  o TAY, ch. 9
  o Dewey Clayton, “The Electoral College: An Idea Whose Time Has Come and Gone”
  o Gerald R. Webster, “The Purpose and Limitations of the Electoral College”
➢ Real-time meeting:
  o Discussion Crews 16, 17 & 18 with Dr. Rachel, collaborate ultra
EXTRA CREDIT: Post a picture of yourself with a sealed absentee ballot or an “I voted” sticker.

Week 11- November 9-15
- Read:
  - TAY ch. 10
  - Anne C. Bailey on Slave Auction Sites
  - Caroline Randall Williams, “You Want a Confederate Monument? My Body is a Confederate Monument”
  - Lesley Williams, “Plantation Weddings Should be Gone with the Wind”
- Worksheet: This week, instead of selecting a source, students will all write on Harriet Jacobs’ Rape and Slavery
- Real-time meeting: entire class: presentation/discussion
  - Lesley Williams: “Plantation Weddings Should Be ‘Gone with the Wind’

Week 12- November 16-22
- Read: TAY, ch. 11
- Watch: Foreigners in Their Own Land
- Real-time meeting:
  - Discussion Crews 19, 20, & 21 with Dr. Rachel, collaborate ultra

Week 13: November 23-29
- Read: TAY, ch 12
- Listen: This Land podcast, episode #8, “The Next Battleground”
- Real-time meeting:
  - Discussion Crews 19, 20, & 21 with Dr. Rachel, collaborate ultra

Week Fourteen- November 30-December 6
- Read:
  - TAY, Chapter 13
  - “How the Civil War Became the Indian War”
- Watch: Mississippi’s Free State of Jones
- Real-time meeting:
  - Discussion Crews 25 & 26 with Dr. Rachel, collaborate ultra

Week Fifteen- December 7-13
- Read:
  - TAY, Chapter 14
  - The Reconstruction Amendments
  - Nikole Hannah-Jones, “What is Owed?”
- Watch: 13th
Real-time meeting:
  - Discussion Crews 27 & 28 with Dr. Rachel, collaborate ultra

Week Sixteen: December 14-16
- Read:
  - TAY, Chapter 15
- No worksheet/no discussion
- Final Reflection due Sunday night