

**History 151**  
**American History, 1607-1877**  
**Indigenous-Settler Contact-Reconstruction**

Summer Session I  
May 31- June 25, 2022

Instructor: Dr. Rachel Ida Buff

email me if you'd like to make an appointment

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I'm around Thursday 1-2 on zoom, but can be available @ other times

**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 as the United States decides 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. I've tried to plan it 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; weekly work is due on Fridays, but there will be no penalties for late work, if completed by June 25.

The most time-based component of the course will be our weekly discussion boards. Each week, you will read a short article or two, watch a film, and/or listen to a podcast and then engage with your classmates in discussion about them. *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.*

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

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.***

### Reading:

**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 an additional article each week. **Primary sources for the weekly assignments are also available through *The American Yawp*.**

### Quizzes

Each week, there will be a quiz on the assigned chapters of TAY (the first week’s quiz will also have a few questions about 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 Wednesdays by midnight. Quizzes are multiple choice and open-book and will be automatically graded.

### 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 Fridays by midnight. I will have them graded and back to you by the following Monday evening.

### 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.

By Thursday each week, students should have completed the supplementary reading, watching, 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. By Sunday, each student should engage the responses of 3-4 students AND THE INSTRUCTOR 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.

### Optional History Café:

Once a week, there will be an optional class meeting/discussion in real time. You can bring questions or concerns to this conversation, and we can discuss the course material. In order to accommodate people's work schedules,

**NOTE: If you participate in any ONE of the History Cafés, I will drop your lowest quiz grade.**

### Course Objectives

Here are the learning outcomes for this summer 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*

- *In order to receive a passing grade in this course, students must complete ALL assigned work.*

Discussion Board Participation (4@ 9%)	36%
Weekly quizzes (4 @ 8%)	32%
Weekly worksheets (4 @ 8%)	32%

**NOTE:** If you participate in any ONE of the History Cafés, I will drop your lowest quiz grade.

### Course Schedule

Before class starts:

- ⇒ Check out syllabus
- ⇒ Watch Introductory Five Minutes with Dr. Rachel
- ⇒ Syllabus Quiz due Weds 6/02 by midnight.

Week One (May31-5):

- **Watch:** Video: Five Minutes (or more) with Dr. Rachel, #1
- **Read:** TAY, Chapters 1-2
- **Quiz #1** due Fri, 6/03 by midnight
- **Worksheet #1** due Sunday, 6/05 by midnight
- **History Café:** 10 -11 am, Wednesday
- **Discussion Board:** first post by Thursday @ midnight. finish posting by Sunday, 6/06 @ midnight

- Read: Jean O'Brien, "Firsting and Lasting: Writing Indians out of Existence"
- Watch: *Rutherford Falls*, episode #1 (you'll need to download the Peacock app, which is free until you get to episode 4 and want to binge the whole thing)
- Respond to each discussion board prompt at least once
- Respond to instructor and other student comments (3-5 times)

Week Two (June 6-12):

- **Watch:** Video: Five Minutes or More with Dr. Rachel, #2
- **Read:** TAY, Chapters 4 & 6
- **Quiz #2 due Weds, 6/08 by midnight**
- **Worksheet #2 due Friday, 6/11 by midnight**
- **History Café: 2-3 pm, Friday**
- **Discussion Board: first post by Thursday @ midnight. Finish posting by Sunday, 6/12 @ midnight**
  - Read:
    - The 1619 Project, Slave Auction Sites by Anne C. Bailey and Dannielle Bowman
    - Two articles on efforts to prohibit the 1619 project
  - Watch: *Africans in America*, Part 1: "the Terrible Transformation"
  - Respond to each discussion board prompts at least once
  - Respond to instructor & other student comments (3-5 times)

Week Three (June 13-19):

- **Watch:** Video: Five Minutes or More with Dr. Rachel, #3
- **Read:** TAY, Ch. 8 & 11
- **Quiz #3 due Weds, 6/15 by midnight**
- **worksheet #3 due Friday, 6/17 by midnight**
- **History Café: 7-8 pm Tuesday**
- **Discussion Board: first post by Thursday @ midnight. Finish posting by Sunday, 6/19 @ midnight.**
  - Watch: *A Midwives Tale*
  - Read, "Shay's Rebellion: Reclaiming the Revolution"
  - Respond to each discussion board prompt at least once
  - Respond to instructor & other student comments 3-5 times

Week Four (June 20-26):

- **Watch:** Video: Five Minutes OR More with Dr. Rachel, #4
- **Read:** TAY, Ch. 12, 14-15

- Quiz #4 due Weds, 6/22 by midnight
- Worksheet #4 due Friday, 6/24 by midnight
- History Café: 8-9 am, Friday
- Discussion Board: first post by Thursday @ midnight. Finish posting by Sunday, 6/27 @ midnight
  - Read: Ta-Nehisi Coates, “The Case for Reparations”
  - Watch: *Africans in America*, part IV, “Judgement Day”
  - Respond to each discussion board prompts at least once
  - Respond to instructor and other student comments (3-5 times)