

University of Wisconsin - La Crosse
History Department

History 321 – Wisconsin History

Spring 2018

Mondays, Wednesdays, and Fridays, 12:05-1:00, section 01 (3 credits)
334 Wimberly Hall

Instructor Information

Instructor: Dr. Patricia Stovey

Email: pstovey@uwlax.edu

Office Hours: Mondays and Fridays, 3:00-4:00, or by appointment

Office: 403E Wimberly Hall

785-8353

Course Description

This course is an exploration of the history of Wisconsin, focusing on place, people, and the development of regional culture. Special emphasis will be given to environment, native peoples, ethnicity, state politics, and community from the territorial period to the recent past.

Overview

This course explores the history of our state through the theme myth versus reality. Who are we? This is the central question we will be answering throughout the semester. How we understand our state and ourselves connected to myth and has changed over time. Today few would consider Wisconsin a part of the nation's breadbasket, but in the 1850s that is what it was. We have long called ourselves America's dairy land, yet California surpasses us in milk production. Note all the farm talk! Are we farmers or are we loggers, miners, industrialists, urbanites, suburbanites, progressives or conservatives? Are we Norwegian, Hmong, Black, Hispanic? Are we nice? Each label has a history and sometimes a myth that has helped to shape how Wisconsinites understand themselves and their state.

In this class we look at four aspects of Wisconsin's past. We begin with settlement patterns and what attracted people to particular regions. Next we consider the state's environmental history. Aldo Leopold's *A Sand County Almanac* can be read in a number of ways; as memoir, poetry, environmental thesis, or history. We will do the latter, and place Leopold alongside other Wisconsinites identified with the land. Third, the class explores the "Wisconsin Idea," to figure out what it is and how it exists today. Lastly we will study conflict. What – other than an errant Viking fan here or there – divides us? We will focus on three things: geography, demography, and race. We will consider the relationship that urbanites have with their rural counterparts, and what northern Wisconsinites think of their southern kin. In the late 1960s Milwaukee was called the "Selma of the North" because of race issues. Twenty years later the same reference was used to describe a spearfishing controversy in the north. We will address these issues to gain a better sense of our state's history and its complexity.

Work in history develops critical reading, analysis, and communication skills. The emphasis of this course will be on developing those skills through thorough and thoughtful reading, nuanced discussion, and clear writing.

Prerequisites

HIS 101 or 102

Learning Outcomes (Objectives):

All exams, research, and service learning will address the learning outcomes (objectives) set for History 321, "Wisconsin History." They are:

1. Write cleanly and clearly. Clear historical writing includes but is not limited to: correct spelling and grammar, support for ideas using basic background and vocabulary, sufficient reasoning or evidence, and proper attribution.
2. Conduct original historical research using primary and secondary sources.
3. Interpret in their historical contexts an array of primary sources, including, manuscripts, material objects, and visual.
4. Engage critically with historical argument: identifying underlying theories, assumptions, and approaches.
5. Think historically by identifying the unique characteristics of past eras, articulating causality, and analyzing change over time.

Materials & Tools

Required Texts (All books are available through textbook rental.)

Larry Nesper, *The Walleye War: The Struggle for Ojibwa Spearfishing and Treaty Rights* (Lincoln: University of Nebraska Press, 2002)

Wisconsin Cartographers' Guild, *Wisconsin's Past and Present: A Historical Atlas* (Madison: The University of Wisconsin Press, 1998)

Aldo Leopold, *A Sand County Almanac and Sketches Here and There* (Oxford: Oxford University Press, 1949)

Robert C. Ostergren and Thomas R. Vale, eds. *Wisconsin Land and Life* (Madison: The University of Wisconsin Press, 1997)

Olaf F. Larson, *When Horses Pulled the Plow: Life of a Wisconsin Farm Boy 1910-1929* (Madison: The University of Wisconsin Press, 2011)

Randall Davidson, *9XM Talking: WHA Radio and the Wisconsin Idea* (Madison: The University of Wisconsin Press, 2006)

Other Required Materials

1-2 green books

Grading Policies

Calculations: Your final grade will be based on the total number of points you earn from in-class work, research, community service, and two exams.

The **in-class** work will be short written assignments focusing on a skill or class discussion. It will range in value and accumulate throughout the semester to a maximum of 60 points. The

research project, *Wisconsin 101*, is worth 220 points. It will be divided into a number of parts whose due dates are spread across the semester. It will require you to do outside reading and research, but you may also use in class readings as well. The assignment includes an annotated bibliography and requires use of the Chicago (also called Turabian) citation style. *WI 101* will be explained thoroughly in a separate handout available and gone over week #1. In the spirit of the Wisconsin Idea – something you will become well versed in – there is also a **service** component to this class. There will be options available to you, but all must be done outside of class time. It is worth 40 points. The **midterm** and **final** will test readings and class lecture through a combination of vocabulary, short answer, and one essay. Each exam will be worth 100 points (midterm + final = 200 points) and be done in class.

Late Assignments, Missed Exams

Assignments are due on the dates indicated in the Course Schedule. For extenuating circumstances that impact your ability to meet deadlines or participate in class activities, you are responsible for alerting me as soon as possible. Please notify me by email: pstovey@uwlax.edu

If absent, points missed on in-class work cannot be made up without proper documentation.

Depending on circumstances, late work may not be accepted. You must take the final exam to pass this class.

Attendance and Participation

I will expect you to come to class ready for discussion, debates, brainstorming, quizzes, role-play, etc., having read **and** taken notes on the assigned reading(s). Some days, in-class notes will come from lecture—already organized for easy study—but on other days note taking will be discussion driven. **Assume that you will be called on!**

Laptops are welcome, but must be used for notes only. You may not have the Internet active or any other windows open when not appropriate. Even if using a laptop, you must have paper handy as well.

Bring assigned readings to class. Have the hardcopies, or electronic access.

I expect you to attend all classes. **This includes class on the Friday before spring break.** Only with proper documentation will any absence be considered excused. If you should miss a class for any reason you are still responsible for all the materials covered that day. Please ask a classmate – not me – for a recap and notes. **Extra- curricular events are not considered excused absences.**

I reserve the right to register an “Eagle Alert” for anyone missing the equivalent of one or more weeks of class.

Please note that you are responsible for alerting me as soon as possible to extenuating circumstances that impact your ability to meet deadlines or participate in class activities (e.g. long-term illness or death in the immediate family). I may request documentation.

Please make sure to fill up water bottles and take care of all bathroom needs before coming to class. This is only a 55-minute class, and no bathroom breaks are given.

Grading Scale

A = 93 – 100%

A/B = 89 – 92%

B = 83 – 88%

B/C = 79 – 82%

C = 70 – 78%

D = 60 – 69%

F = 59% and below

UWL Policies & Supports

Academic Integrity & Misconduct

Academic misconduct is a violation of the UW-L [Student Honor Code](#) and is unacceptable. I expect you to submit your own original work and participate in the course with integrity and high standards of academic honesty. When appropriate, cite original sources, following the style rules of our discipline.

Plagiarism or cheating in any form may result in failure of the assignment or the entire course, and may include harsher sanctions. Refer to the [Student Handbook](#) for a detailed definition of academic misconduct.

For helpful information on how to avoid plagiarism, go to [“Avoiding Plagiarism” on the Murphy Library website](#). You may also visit the [Office of Student Life](#) if you have questions about plagiarism or cheating incidents. **Failure to understand what constitutes plagiarism or cheating is not a valid excuse for engaging in academic misconduct.**

Concerns or Complaints

If you have a concern or a complaint about the course, or me, I encourage you to bring that to my attention. My hope would be that by communicating your concern we would be able to come to a resolution. If you are uncomfortable speaking with me, or you feel your concern hasn't been resolved after bringing it to my attention, you can contact my department chair: jgrider@uwlax.edu.

The Student Academic Non-Grade Appeals process can be found in the Student Handbook (<https://www.uwlax.edu/student-life/student-resources/student-handbook/#tm-non-academic-misconduct--chapter-uws-17->

Eagle Alert System

This class will be participating in the [Eagle Alert System](#) through WINGS. The system is designed to promote student success. If I notice that you are experiencing difficulties early in the semester (e.g., low assignment scores or a limited participation), I may note this information and you will receive an email indicating that I have entered feedback. The link in the email will take you to WINGS where you can login to see the feedback. I encourage you to meet with me and/or refer to the helpful campus resources listed on UW-L's [Student Success](#) page.

Students with Disabilities

Any student with a documented disability (e.g. ADHD, Autism Spectrum Disorder, Acquired Brain Injury, PTSD, Physical, Sensory, Psychological, or Learning Disability) who needs to arrange academic accommodations must contact The ACCESS Center (165 Murphy Library, 608-785-6900, ACCESSCenter@uwlax.edu) and meet with an advisor to register and develop an accommodation plan. In addition to registering with The ACCESS Center, it is the student's responsibility to discuss their academic needs with their instructors. Students are ultimately responsible to communicate their needs with the instructor in a timely manner.

Review the ACCESS Center website at: <http://www.uwlax.edu/access-center/>

Desire2Learn also provides information about their Accessibility resources, at:

<https://documentation.desire2learn.com/en/Accessibility>

Veterans and Active Military Personnel

Veterans and active military personnel with special circumstances (e.g., upcoming deployments, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to me. For additional information and assistance, contact the [Veterans Services Office](#). Students who need to withdraw from class or from the university due to military orders should be aware of the [military duty withdrawal policy](#).

Academic Services and Resources at UW-L

Below are several student services available to students:

- Academic Advising Center: <http://www.uwlax.edu/advising/>
- ACCESS Center (formerly Disability Resources): <http://www.uwlax.edu/access-center/>
- Career Services: <http://www.uwlax.edu/careerservices/>
- Counseling and Testing Center: <http://www.uwlax.edu/counseling/>
- Financial Information: <http://www.uwlax.edu/financial-information/>
- Murphy Library: <http://www.uwlax.edu/murphylibrary/>
- Multicultural Student Services: <http://www.uwlax.edu/mss/>
- Records and Registration: <http://www.uwlax.edu/records/>
- Student Handbook: <http://www.uwlax.edu/Student-Life/Student-handbook/>
- Student Support Services: <http://www.uwlax.edu/sss/>
- Tutoring (Murphy Learning Center): <http://www.uwlax.edu/murphy-learning-center/>
- Veteran Services: <http://www.uwlax.edu/veteran-services/>
- Writing Center: <http://www.uwlax.edu/writingcenter/>

Technical Support:

For assistance with technical difficulties visit the Eagle Help Desk in 103 Wing Technology Center. You can also call (608-785-8774) or email (itssupport@uwlax.edu) for help. Help Desk

hours are Monday through Thursday from 7:30 am to 6:30 pm, and Friday from 7:30 am to 4:30 pm.

For tips and information about Desire2Learn (D2L) visit the student support page, at <http://www.uwlax.edu/D2L/Help-for-students/>. If you prefer, begin your D2L journey with a [Video Tour](#) of features.

Need help making sure your computer is set up correctly for online coursework? D2L's [System Check](#) ensures that your computer and web browser are configured to properly access their system.

Our Legal Obligations to You: Please go to <https://www.uwlax.edu/info/syllabus/>

Course Schedule

Course assignments and procedures are subject to change as I see fit.

Who are We?

Week #1

M 1/22

Course introduction and semester-long themes

W 1/24

Michael Perry, "Wisconsin," in Richard Sisson, Christian Zacher, and Andrew Clayton, eds., *The American Midwest: An Interpretive Encyclopedia* (Bloomington: Indiana University Press, 2007), 51-54.

WI's Past and Present, "Forward," and "Glaciers," pp. xi-xii, and 36-7.

Object Histories and WI 101

F 1/26

David E. Kyvig, Myron A. Marty, *Nearby History: Exploring the Past Around You*, chapter 8, "Artifacts" excerpt, pp. 147-153. (Available on D2L)

www.wi101.org Carefully read the description and stories for "Old Abe the War Eagle," the "MEPPS Fishing Lure," and one other. Your choice!

Week #2

M 1/29

No Assignment

WI 101 guest speaker: Dr. Tom Broman

W 1/31

Intro to manuscript collections and the Area Research Center (ARC)

Blood and Money

Settlement Patterns and Small Town Formation

F 2/2

Ostegren and Vale, chapter 8 "The Euro-American Settlement of Wisconsin, 1830-1920," pp. 137-162.

WI's Past and Present, “Anglo-Americans & British Isles Immigrants,” “Becoming German American,” “Scandinavian Settlement,” “European Immigration,” and “African American Settlement,” pp. 16-23, 26. (**Attention:** This is an assigned reading, but all subsequent readings from *WI's Past and Present* are optional.)

Week #3

M 2/5 Ostergren and Vale, chapter 23 “Northern Exposures: Bird’s-Eye Views of Nature and Place on Wisconsin’s Lake Superior Coast During the Summer of 1886,” pp. 470-488.

*Class will meet in the ARC

W 2/7 Intro to the La Crosse Public Library Archives (LPLA)

*Class will meet at 12:15 near the LPL Archives room (second floor).

F 2/9 Research Day

Week #4

M 2/12 Ostergren and Vale, chapter 10 “Creation of Towns in Wisconsin,” pp. 197-220.

W 2/14 Ostergren and Vale, chapter 21 “A Pretty Strange Place: Nineteenth-Century Scenic Tourism in the Dells,” pp. 424-449.

WI 101: Object proposals due (20 points)

Wisconsin’s Land Ethic

F 2/16 Ostergren and Vale, chapter 22, “Northwoods: Back to Nature?” pp. 450-469.

WI 101: Object proposal peer review due (10 points)

Week #5

M 2/19 William Cronon, “Landscape and Home: Environmental Traditions in Wisconsin,” available at: <http://www.williamcronon.net/articles.htm>

In-class reading: *WI's Past and Present*, “Changes in Rural Society” and “Transportation Networks,” pp. 48-51.

WI's Past and Present, “Timber, River & Mill” and “Harvesting the Crops,” pp. 42-44.

W 2/21 Lynne Heasley, chapter 1, “Intended Consequences: Soil Conservation,” in *A Thousand Pieces of Paradise: Landscape and Property in the Kickapoo Valley* (Madison: The University of Wisconsin Press, 2005), pp. 21-46.

F 2/23 Leopold, “Foreword” and “January – April” pp. vii-ix; 3-30.

Week # 6

M 2/26 No assignment
In-class video: *Green Fire* (excerpt)

W 2/28 Research Day

F 3/2 Leopold, “April – July” pp. 30-50.

WI 101: Annotated bibliography and object description due (50 pnts)

Week #7

M 3/5 Leopold, “August – November” pp. 51-73.

W 3/7 Leopold, “November – December” pp. 73-92; “Wisconsin,” (selections) pp. 95-104, 108-116.

F 3/9 Midterm

Week #8

Spring Break – No classes

Week #9

M 3/19 No class (NHD is tomorrow!)

**The Wisconsin Idea
What is it?**

W 3/21 Jack Stark, “The Wisconsin Idea: The University’s Service to the State,” (selection), pp. 1-14. Available through Google, “The Wisconsin Idea,” then look for this: <http://legis.wisconsin.gov/lrb/pubs/feature/wisidea.pdf>

F 3/23 Stark, “The Wisconsin Idea” (selection), pp. 31-49.

Chancellors of the University of Wisconsin. Have this site handy as a reference while reading the Stark assignment. Chancellor names will be used with the assumption that you know who they are and when they served. Available at: <http://www.chancellor.wisc.edu/past-leaders.pdf>

WI’s Past and Present, “Progressive Era,” “Federal Elections in Wisconsin,” “Population & Representation,” and “State Government” pp. 72-3; 80-5.

Week #10

M 3/26 Research Day and Writing Day

- W 3/28 John Milton Cooper, Jr., "Why Wisconsin? The Badger State in the Progressive Era" *The Wisconsin Magazine of History* (Spring, 2004), 14-25. (Available through Jstor).
- F 3/30 Davidson, chapters 19-22, "The Farm Program," "The Homemakers' Program," "The Wisconsin School of the Air," and "The Wisconsin College of the Air," pp. 243-291.

WI 101: Draft, part II or III due (20 points)

Week #11

- M 4/2 Story Matkin-Rawn, "Afield with: Ranger Mac Conservation Education and School Radio during the Great Depression, *The Wisconsin Magazine of History* (Autumn, 2004), pp. 2-15 (Available through Jstor).

Wisconsinites One Big Happy Family?

- W 4/4 Robert Peters, *Crunching Gravel: Growing up in the Thirties* (San Francisco: Mercury House, Incorporated, 1988) pp. 3-6, 8-9, 11-19; Larson, *When Horses Pulled the Plow*, pp. 3-8, 10-14, 33-8. (Peters is available through D2L.)
- F 4/6 Peters, *Crunching Gravel*, pp. 19-26, 63-67; Larson, *When Horses Pulled the Plow*, pp. 99-101, 112-13, 116-19, 126-30.

Week #12

- M 4/9 No Assignment
In-class video: Vel Phillips (excerpts)

- W 4/11 Patrick Jones, *The Selma of the North: Civil Rights Insurgency in Milwaukee*, (Cambridge: Harvard University Press, 2009) pp. 80-100
- F 4/13 Jones, *The Selma of the North*, pp. 100-108

WI 101: Draft part II or III due (20 points)

Week #13

- M 4/16 Jack Dougherty, *More than One Struggle: The Evolution of Black School Reform in Milwaukee* (Chapel Hill: The University of North Carolina Press, 2004) pp. TBA
- W 4/18 Margaret Rozga, "March on Milwaukee," *The Wisconsin Magazine of History* (Summer 2007), pp. 28-39. (Available through Jstor)
- WI's Past and Present*, "African American Settlement," and "Newest Arrivals," pp. 26-29.

Erica Metcalfe, "Commanding a Movement: The Youth Council Commandos' Quest for Quality Housing," in *Wisconsin Magazine of History*, (Winter 2014-2015), pp. 2-15.

F 4/20 No assignment

WI's Past and Present, "Early Cultures" and "Native & European Encounters" pp. 2-5.

Week #14

M 4/23 Nesper, chapter 3, "Hunting, Fishing, and 'Violating'" pp. 43-64.

W 4/25 Nesper, chapter 4, "The War Begins" pp. 65-106.

F 4/27 Nesper, chapter 5, "The War Within" pp. 107-126.

WI 101 due

Week #15

M 4/30 David R. Wrone, "The Economic Impact of the 1837 and 1842 Chippewa Treaties," in *American Indian Quarterly* (spring 1993) Vol. 17, no. 3, pp. 329-340 (Available through Jstor.)

W 5/2 Ostregren and Vale, chapter 26, "Wisconsin is Almost Anywhere," pp, 521-527.

F 5/4 No assignment – last class

Final exam

W 5/9 2:30-4:30