Course description and objectives: This course offers students a broad introduction to the political, social, cultural, economic factors that shaped American society from the era of European conquest through Reconstruction. We will explore America’s rich human, economic, and ideological diversity, focusing on the leaders whose actions affected many millions of people as well as the ordinary citizens whose experiences have helped to shape the nation’s social fabric. As with any exercise in critical thought, the study of history involves far more than the simple memorization of names, places, and dates. We will broaden our focus by instead focusing on how and why historical change occurs, and you will be required to synthesize your ideas into written form. The critical reading of primary and secondary sources is a fundamental element of the historian’s craft, and that ability to think critically is one of the key skills that you will use throughout your life. Even if you never use historical knowledge in your professional career, I hope that you come away with a greater appreciation for the intrinsic value of advanced thought and the deeper levels of understanding that it provides.

I’m sure that some of you don’t like history. Please approach this course with an open mind, and that might change. You might not love the study of history by the end of the semester, but you might come to believe that it’s worthwhile and even mildly interesting.

Touchstone goals: This course satisfies the historical perspectives, arts and humanities, and constitutional requirements of the Touchstone Program. It satisfies the following Touchstone goals of the general education program for undergraduates, including the first (“to communicate clearly and effectively in standard English”), the first, second, and fifth points of the third goal (“identify sound and unsound reasoning; analyze and use a variety of information-gathering techniques; and use the library and other information sources competently”), and the fourth goal (“to recognize and appreciate human diversity [both past and present] as well as the diversity of ideas, institutions, philosophies, moral codes and ethical principles”).

As one of the required U. S. surveys, this course also satisfies core requirements for history majors and minors. For that reason, students will satisfy the following goals for student learning outcomes of the history department’s B.A. degrees: the fourth (“Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form”), and the fifth (“Students will be able to discuss critically significant issues and themes of United States history”).

Student goals of the course: This course satisfies the following University Level Competencies (ULCs) for undergraduate students:

ULC 1: Winthrop graduates think critically and solve problems.
ULC 2: Winthrop graduates are personally and socially responsible.
ULC 4: Winthrop graduates communicate effectively.
**Student learning outcomes:** In order to meet these goals, the course is structured to help students realize the following learning outcomes:

1) Students will synthesize information from multiple sources and make critically reasoned written arguments on the basis of that information in both answers to exam questions and in the book review and documents essays (Touchstone goals 1 and 3; ULC/SLO 1 and 4).

2) Students will examine critically primary sources on the slavery debate during the antebellum era and evaluate the social, political, and moral context of the debate (Touchstone goals 1, 3, and 4; ULC/SLO 2 and 4).

**Constitutional requirement:** This course fulfills the constitutional requirement of the general education program by examining critically the origins of the U. S. system in the British Constitution, the problems with the constitution that existed under the Articles of Confederation, the Enlightenment thought on which the U. S. Constitution is grounded, the creation and early precedents involving the Constitution, and amendments 1-15. It will also examine the social and political context that informed the above, and the various interpretations of constitutional law by the courts.

**Required books:**
Maier, Pauline, et. al. *Inventing America: A History of the United States, 2nd edition; vol. 1*
Wood, Gordon. *The Americanization of Benjamin Franklin*

**Required primary source readings, available from the instructor on the course email listserv or on the Dacus course reserves website:**
Dew, Thomas Roderick. Selections from “An Argument Upholding Slavery”
Frethorne, Richard. “Our Plantation is Very Weak”
Furman, Richard. Selections from the “Exposition,”
Walker, David. “Appeal to the Colored Citizens of the World”

**Performance Evaluation:**
- First exam 19%
- Second exam 19%
- Final exam 23%
- Average of quiz grades 15%
- Book review essay 18%
- Attendance and participation 6%

**Grading scale:**
- A (93+); A-minus (90-92)
- B-plus (87-89); B (83-86); B-minus (80-82)
- C-plus (77-79); C (73-76); C-minus (70-72)
- D-plus (67-69); D (63-66); D-minus (60-62)
- F (59 and below)
- S (70 and above)
- U (69 and below)
**Exams:** There will be two midterm exams and a final exam. The final will include both new material and material covered on the first two exams. Each exam will consist of both multiple choice and essay questions. Some questions will be based on material covered in the text but not discussed in class. Study guides will be distributed one week prior to each exam.

**Book review essay:** You must write a 1500-1700-word review essay of *The Americanization of Benjamin Franklin*. Please submit your paper to turnitin.com before midnight on the due date; you should not submit a hard copy. Feel free to bring a rough draft of your essay to me in advance of the due date. (If you do this, please hand in the rough draft on the due date.) Complete guidelines will be distributed separately.

**Quizzes:** Quizzes on the assigned readings will be held at various points during the semester. I will usually announce these in class or via the listserv at least one day prior to the quiz, but you should do the readings for **every class** in order to be prepared. There are two types of quiz questions: one is comprised of short answer (10 words or less) questions based on the readings in *Inventing America*. The other is a brief (100-150 word) in-class or out-of-class essay on the primary source readings and individual chapters in *The Americanization of Benjamin Franklin*. I do my best to come up with short answer questions that are covered at paragraph length or more in the reading assignments. As you read, do not try to memorize the all of the facts in each chapter; most questions will be based on paragraph-length discussions of facts or concepts. For questions from *Inventing America*, pay close heed to the headings in red, blue, or bolded black ink. A few questions may be drawn from illustrations or maps. There will usually be several extra-credit questions on each quiz, so while individual quiz grades may exceed 100, that figure is the maximum average grade for all quizzes in calculating your final grade for the course. I drop the lowest quiz when calculating the average score; no makeup quizzes will be given.

**Late papers:** Late book review essays will be penalized ten points for papers handed in at any time during the first week following the due date, ten points for an additional week, and twenty-five points for those handed in after that. Late papers for any out-of-class quizzes will not be accepted.

**Blackboard:** The course module on Blackboard is accessible via the login at https://bb-winthrop.blackboard.com/webapps/portal/frameset.jsp. If you cannot access the course module, please contact the Instructional Technology Center. Handouts, study guides, announcements, and other information will be posted there. One or more quizzes may be done via Blackboard.

**Turnitin.com:** You must submit your out-of-class essays to Turnitin.com by midnight on the due date. If you fail to submit an assignment to Turnitin by the time I calculate final grades for your class, you will receive a zero for that assignment. **The turnitin course ID number is 9279589, and the password is maier (case-sensitive).**

**Attendance and participation:** I will deduct one point from this portion of your grade for each unexcused absence. Arriving late or leaving early counts as one-half absence if you have not informed me of this in advance. If you come late to class, you must inform me of this after class, as you will have been marked absent. I strongly encourage you to attend **each class**. You are more than welcome to contribute to the class by raising relevant issues, making comments, and asking questions. However, engaging your classmates in conversation or otherwise disrupting class will not be tolerated and will adversely affect this portion of your grade.
**Personal technology:** Per the Arts and Sciences policy, the use of phones, laptops, or any other electronic device is prohibited unless I approve it. This includes texting.

**Email listserv:** You are responsible for any information distributed via the listserv. If you have an active winthrop.edu email account, you should be automatically included in the listserv. If you registered late or for any other reason are not included on the listserv, I cannot add you to it. You must self-subscribe at [http://www.winthrop.edu/acc/classlist.htm](http://www.winthrop.edu/acc/classlist.htm).

**Cheating:** Any student caught cheating will automatically receive a zero on that assignment, plus an additional five-point deduction from your final average. If I see a phone in your hand during an exam, I must assume that you are cheating. Plagiarism, or the unattributed use of the words or ideas of another author, constitutes cheating. I do my best to deter cheating in this class, so please do not attempt it. I don’t want to do the paperwork, and you really don’t want to get caught.

**Students with disabilities:** If you have a disability and need specific accommodations, please contact the Office of Disability Services at 323-3290. Once you have your official notice of accommodations, please contact me as soon as possible.

**Syllabus change policy:** I will do my best to adhere to the syllabus, but weather emergencies, illness, or other unavoidable circumstances may require deviations from it. I will inform students in class, via email, and/or on Blackboard regarding any changes. The syllabus posted on Blackboard will always take primacy over any past versions. If you have any questions, please don’t hesitate to ask.

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**Course Schedule MW 12:30**

Jan 12: Course introduction; the origins of European exploration and conquest; the collision of cultures in the Americas and the Columbian Exchange

Jan 14: European conquest of North America; the origin and growth of the Chesapeake colonies: indentured servitude, exploitation, and unrest
   - Readings: Maier, pp. 15-57 and 81-82 (on Bacon’s Rebellion)

Jan 19: MLK holiday

Jan 21: The English Reformation, Puritanism, and the origin and growth of the New England colonies
   - Readings: Maier, pp. 38-39 (the Reformation), 57-72, 97-102

Jan 26: The origin and growth of the Middle Colonies; the imperial systems of North America
   - Readings: Maier, pp. 73-81; 82-97
   - Wood, Introduction and Chapter 1
Jan 28: The origin and growth of the Carolina colony; the slave trade and slavery in the Americas; the transition to a slave labor system in the southern colonies; slavery in the New England and middle colonies
  • Readings: Maier, pp. 109-118

Feb 2: Economic and population growth during the 18th century
  • Readings: Maier, pp. 103-109; 118-32
  • Wood, Chapter 2

Feb 4: The Enlightenment and the Great Awakening; the Seven Years’ War
  • Maier, pp. 132-37
  • Wood, Chapter 3

Feb 9: The colonial crisis
  • Readings: Maier, pp. 138-155

Feb 11: The outbreak of the Revolutionary War; the Enlightenment ideology and the Declaration of Independence
  • Readings: Maier, pp. 155-74
  • Wood, Chapter 4

Feb 16: The Revolutionary War in the Middle and Southern colonies; Yorktown and the Treaty of Paris of 1783

Feb 18: First Exam

Feb 23: The new nation under the Articles of Confederation
  • Readings: Maier, Chapter 6
  • Wood, Chapter 5

Feb 25: The framing of the Constitution and the ratification debate
  • Readings: Maier, Chapter 7
  • Book review due to turnitin by midnight

March 2: Washington and the fragile new nation
  • Readings: Maier, Chapter 8

March 4: The Hamiltonian and Jeffersonian visions of America; the rise of the first party system and the Adams administration

March 9: Jefferson and the Republican ascendancy; the War of 1812
  • Readings: Maier, Chapter 9 (except 280-86)

March 11: The Jacksonian era, the expansion of democracy, and the second party system
  • Readings: Maier, pp. 302-311; Chapter 11 (except 319-21)

March 16-20, Spring Break
March 23: The Market and Transportation Revolutions and early industrialization
  • Readings: Maier, pp. 280-302; 313-14; 319-22

March 25: Industrialization, cont’d.
  • Readings: Maier, pp. 341-45; 355-69

March 30: Immigration; the Second Great Awakening and the roots of antebellum reform
  • Readings: Maier, Chapter 13

April 1: Antebellum reform movements; antislavery
  • Selections from essays by William Lloyd Garrison and David Walker

April 6: Second Exam

April 8: The antebellum South: class structure, planter hegemony, and the proslavery ideology
  • Readings: Maier, pp. 341-55
  • Selections from essays by Richard Furman and Thomas Roderick Dew

April 13: The world of the slaves: labor, family, culture, religion, and resistance; free blacks

April 15: Manifest Destiny; the Mexican War, and the Compromise of 1850
  • Readings: Maier, pp. 395-96; Chapter 14

April 20: The sectional crisis and the path to war
  • Readings, Maier, Chapter 15

April 22: The election of 1860, secession, and the outbreak of the Civil War
  • Readings: Maier, Chapter 16

April 27: The Civil War, cont’d.; Reconstruction
  • Readings: Maier, Chapter 17

Final Exam: 11:30 am Wednesday, April 29