

History 211-006&008, U. S. History to 1877—Fall 2018

Instructor: Dr. Ian Michie

Course: HIST 211-006&008; CRNS: 13330&14588

Time and Site: TR 3:30-4:45—Owen G02; 5-6:15—Owen G01

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Office Hours: TR 1:30-3:25

Course description and objectives: This course offers a broad examination of cultural, social, political, and economic changes from European conquest of North America through Reconstruction. The period of study provides a diverse arena of leaders, communities, ideas, and events that influenced the colonial, early republic, and Civil War eras. By investigating specific important moments in American history the students will gain a useful understanding of the events, people, and institutions that defined our past and define us still. The course also provides a means for the student to exercise his or her skills when thinking, writing, and talking about the history, allowing an environment for developing ways to contrast and compare the past with our present day. In addition, the schedule will allow the student to engage with and think critically about artifacts and documents from the period/s of study, examining what historians call primary sources. The class offers these objectives to further sharpen students' application of historical study to their educational development and to demonstrate how understanding the past is a necessary tool when giving meaning to the present.

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 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.

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 documents essays (ULCs 1 and 4/SLOs 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 (ULCs 2 and 4/SLOs 2 and 4).

Constitution requirement: This course fulfills the constitution requirement of the general education program by examining critically the origins of the U. S. system in the British Constitution, the Enlightenment thought on which the U. S. Constitution is grounded, the problems with the constitution that existed under the Articles of Confederation, 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, including the role the Federalist Papers played in the ratification debate, and the various interpretations of constitutional law by the courts. It will also compare and contrast the expansive

promises made in the Declaration of Independence with the more sober and conservative worldview that informed the Constitution.

Required books:

- Eric Foner: *Give Me Liberty*, 5th edition. ISBN: 9780393614176

Books are available at the campus bookstore. Any extra reading material will either be posted on Blackboard or handed out in class.

Blackboard:

We will be using Blackboard for readings, assignments, announcements, and email communication. It will help to become familiar with it as soon as possible. I will post an active syllabus through Blackboard that may change through the course of the semester. Keep a hard copy with your notes and refer to the online copy as needed. Supplementary reading material will also be posted on Blackboard.

Most reading material for this course other than the text book will be located in the **Information** section of Blackboard including secondary texts, primary sources, and any other related material.

COURSE REQUIREMENTS AND POLICIES:

*******Laptops and other electronic devices are not permitted unless the student provides a letter of accommodation from the Office of Accessibility*******

As your instructor I hope to effectively guide you through this material, but a few rules are necessary to ensure that this process is as enriching and productive as possible.

Attendance: It is very important that you attend every class session. Absences will affect your final grade. **More than five unexcused absences will result in a failing grade.** Habitual lateness will also be reflected in your final grade. Try to be prompt in getting to class. If there is a problem getting to class on time please let me know as far in advance as possible.

Cell phones and other electronic devices must be turned off at all times. If I **SEE** a cell phone it will result in an unexcused absence for the day. **The use of any electronic devices in this class is prohibited.**

All course requirements must be completed to receive a passing grade for the class. Students should keep copies of all graded assignments until the end of the semester.

Assigned Reading and Notes: History requires a great deal of reading. The best strategy for this is to allow at least a couple of hours a day for reading. The quizzes and discussions in this class are designed to assess your understanding and analysis of the material. Taking notes while reading is a very effective way to focus on what can sometimes be dense or complicated subjects. The more you understand the progression and cause of events by careful reading, the easier the other assignments will be.

Each week there will either be an open notes quiz, an open notes discussion, or an in-class primary source exercise, based on the reading and lecture from the previous week. All of these activities will be counted toward your final assignment grade. The **best** results will come from those who have taken the

time to write notes as they read and attend lecture. You will need **a notebook and a reliable writing utensil/s every class.**

Position Papers: The student will complete approximately seven one-page, single-spaced take-home written assignments throughout the course. These assignments will be a position paper focusing on important questions in the history of the U.S. A handout on how to approach and complete these papers will be posted on Blackboard before the first paper is due.

Exams: There will be two exams during the session, a mid-term and a final.

Academic Integrity: The student must not misrepresent work that is not their own. This is called plagiarism. Any student practicing plagiarism will be reported to the Office of Academic Affairs for further action, and receive a failing grade in this class. It is very important to me to hear your own interpretation of the material in your own words. If you strive toward this goal, consistently attend class, study for tests and quizzes, and participate thoughtfully in discussion you will be successful in the course.

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 precedence over any past versions. If you have any questions, please feel free to ask.

Evaluation:

Attendance and Participation	15%
In-class Assignments.....	15%
Position Papers.....	20%
Midterm	25%
Final	25%

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)

Schedule

Week 1:

Aug 21: Class Introduction, Syllabus, Critical Thinking Exercise

Aug: 23: The New World

Foner: Chapter 1

Week 2:

Aug 28: Beginnings of English America, 1607-1660

Foner: Chapter 2 (quiz, discussion, or exercise)

Aug 30: **Position Paper #1 Due**

Week 3:

Sep 4: Creating Anglo-America, 1660-1750

Foner: Chapter 3 (quiz, discussion, or exercise)

Sep 6: Lecture/Discussion

Week 4:

Sep 11: Slavery, Freedom, and the Struggle for Empire to 1763

Foner: Chapter 4 (quiz, discussion, or exercise)

Sep 13: **Position Paper #2 Due**

Week 5:

Sep 18: The American Revolution, 1763-1783

Foner: Chapter 5 (quiz, discussion, or exercise)

Sep 20: Lecture/Discussion

Week 6:

Sep 25: The Revolution Within

Foner: Chapter 6 (quiz, discussion, or exercise)

Sep 27: Material Culture Exercise for position paper #3

Week 7:

Oct 2: Founding a Nation, 1782-1791

Foner: Chapter 7 (quiz, discussion, or exercise)

Oct 4: **Position Paper #3 Due**

Week 8:

Oct 9: Securing the Republic, 1791-1815

Foner: Chapter 8 **Review**

Oct 11: **Midterm Exam**

Week 9:

Oct 16: The Market Revolution, 1800-1840

Foner: Chapter 9 (quiz, discussion, or exercise)

Oct 18: **Position Paper #4 Due**

Week 10:

Oct 23: Democracy in America, 1815-1840

Foner: Chapter 10

Oct 25: Lecture/Discussion

Week 11:

Oct 30: The Peculiar Institution

Foner: Chapter 11 (quiz, discussion, or exercise)

Nov 1: **Position Paper #5 Due**

Week 12:

Nov 6: The Age of Reform. 1820-1840

Foner: Chapter 12

March 27: Material Culture Exercise for position paper #6

Week 13

Nov 8: A House Divided, 1840-1861

Foner: Chapter 13 (quiz, discussion, or exercise)

Nov 13: **Position Paper #6 due**

Week 14:

Nov 15: A New Birth of Freedom, The Civil War, 1861-1865

Foner: Chapter 14 (quiz, discussion, or exercise)

Nov 20: Lecture/Discussion

Week 15:

Nov 22: "What is Freedom," Reconstruction, 1865-1877

Foner: Chapter 15 (quiz, discussion, or exercise)

Nov 26: Lecture/Discussion

Nov 28: Wrap-up/review. **Position Paper #7 Due**

Final Exam: TBA