

HISTORY 211: UNITED STATES to 1877

Winthrop University
College of Arts and Sciences
Department of History
Fall 2018; August 20-December 11

HIST 211 ∞ Section 003 ∞ CRN-13327 ∞ 3 hrs. credit ∞ M-W 2:00- 3:15, Kinard 204.

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Office Hours: Bancroft, M 10:00-12:30 & W 12:30-1:30 ∞ Dinkins, T-R 10:00-12:00 or by appointment. Please come by my office to discuss any course-related concerns or to simply chat. You are always welcome.

Course Description: History 211 surveys the political, diplomatic, economic, social, intellectual and ethnic development of the United States beginning with the first immigrants to the Americas and their subsequent “discovery” of Europeans and ending with the fragmentation of the United States and its painful “Reconstruction.” The course will touch both the familiar and the unfamiliar, the famous and the obscure, each playing a significant role in the history of the United States and its place in an evolving and diverse human experience. History 211 will pay particular attention to the context and construction of the U.S. Constitution and its paramount relevance to the continued life of the nation.

Required Reading:

H.W. Brands, et al., *American Stories: A History of the United States*, 3rd ed., Volume 1, To 1877. The text is “app-able” so you will never be without it! I will post on Blackboard details on how to tap REVEL, the online text and supplemental materials.

“The Threat of Anne Hutchinson,” in William Bruce Wheeler, et al, *Discovering the American Past: A Look at the Evidence*, Volume 1 (ISBN-13: 978-0495799849). You may rent this chapter from <http://www.cengagebrain.com/shop/isbn/9780495799849>

U.S. Constitution and Bill of Rights. Both documents will be posted on Blackboard.

“Reconstructing Reconstruction: The Political Cartoonist and the National Mood,” in William Bruce Wheeler, et al, *Discovering the American Past: A Look at the Evidence*, Volume 1 (ISBN-13: 978-0495799849). You may rent this chapter from <http://www.cengagebrain.com/shop/isbn/9780495799849>

University-Level Competencies (ULCs) that apply to this course are:

Competency 1: Winthrop graduates think critically and solve problems. Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually

reexamine their own critical thinking process, including the strengths and weaknesses of their arguments.

Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live. Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens.

Competency 4: Winthrop graduates communicate effectively. Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas.

Outcomes: Students will examine the history of the United States and will appreciate that 1) historical events and eras are dynamic and open to revision--in other words, just because that's how you thought it happened or how the coach said it happened doesn't necessarily make it so, 2) history plays out within the context of its unique moment and, while debate within the current moment may be stimulating, final assessment must ultimately defer to context, and 3) the history of the United States rests on more than the stories of those individuals immortalized by grand portraits and imposing statues; it rests on ordinary individuals with extraordinary stories.

Attendance: Regular attendance is expected and will be considered in the determination of the final average. Cuts in excess of four whether for seemingly legitimate purposes or not will result in a reduction of five points EACH from the semester point total. On the other hand, five points will be awarded to any student who misses no more than two class sessions. **Since attendance is taken at the beginning of each class session, tardiness will likely be recorded as an absence.**

ATTENTION: Attending an occasional class and showing up for the final will not satisfy a financial aid commitment.

Commitment: All members of the community understand that to succeed in classes, students must be active participants in their education while understanding and complying with each course syllabus. Students should plan on spending at least two hours of study for every one hour in class. For example, a 15-credit-hour schedule requires at least a 45-hour commitment per week. Outside preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades.

Make-ups: There are few satisfactory excuses for missing an exam. Death and childbirth (your own in both instances) will justify a make-up. Other excuses may or may not be accepted and will only be considered if documented. **(All makeup exams will be administered the last Friday before Final's week at 7:00 am.)**

Evaluation: There will be three exams, each covering one third of the course material including reading assignments as specified in course outline and supplements as directed. The final exam will also connect broad themes from the entire semester. As a

result, students are encouraged to maintain their course materials from day one to the final exam. In addition to the three exams, three essay opportunities will be provided. You must do **two** of the three. The Constitution essay is required. You may choose either of the other two. The prompts for these will connect with one of the three chapters noted in the required reading section.

Turnitin Instructions:

<http://libguides.library.winthrop.edu/turnitin>

ID: 18754658
Turnitin Password: anybodyhome

The total possible points for the term will be 400 (300 for exams and 100 for essays).

A = 372-400 pts : Indicates exceptional understanding and demonstrated mastery of material presented and satisfaction of course objectives.

A- = 360-371 pts:

B+ = 348-359 pts : Indicates above average understanding of the material presented and satisfaction of course objectives.

B = 332-347 pts:

B- = 320-331 pts:

C+ = 308-319 pts : Indicates average understanding of material presented and satisfaction of course objectives.

C = 292-307 pts:

C- = 280-291 pts:

D+ = 268-279pts: Indicates adequate understanding of material presented and minimum satisfaction of course objectives.

D = 252-267 pts:

D- = 240-251 pts:

F = 000 – 239 pts: Indicates inadequate understanding of material presented, unsatisfactory performance on course objectives, and necessitates repeat of course.

COURSE OUTLINE

Part I FINDING, BUILDING AND LOSING AN AMERICAN EMPIRE

Dates: 22 August – 19 September

Text material: Brands, chapters 1-5.3.

Exam: 24 September*

Week One : Introduction.

Week Two: Collision of Cultures

Week Three: English North America: The Beginning.

Essay One due 12 September

Week Four: Then there were Thirteen—Outlier colonies, the Carolinas, Georgia, revival and the Great War for Empire.

**Exact dates for exams will be announced well in advance to permit adequate procrastination. It is the student's responsibility to keep abreast of any information pertinent to this class*

Week Five: Residue from the Great War for Empire and the road to revolution.

Week Five: First Exam, 24 September.

Part II From Revolution to Nation

Dates: 26 September – 24 October

Text material: Brands, chapters 5.4-10.

Exam: 29 October

Week Six: The Revolution Begins: Common Sense to Independence.

Week Seven: The Revolution and the Atlantic World—the impact of foreign intervention, victory and the fragile Confederation.

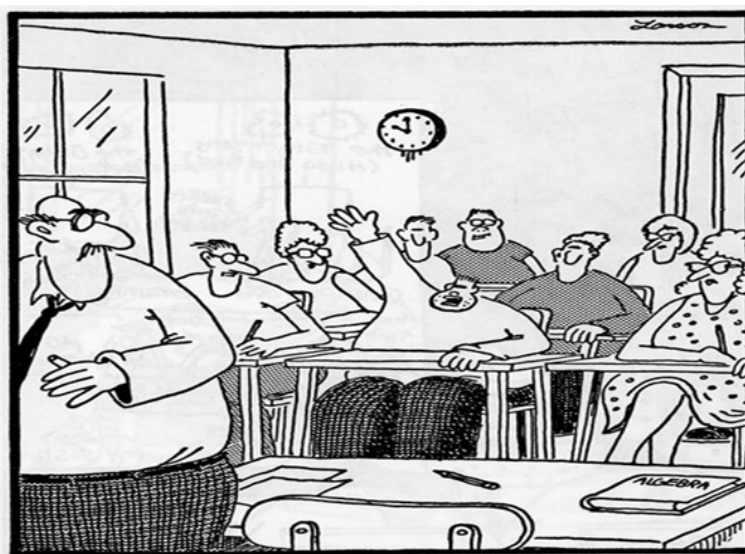
Week Eight: A New Constitution. **Constitution Essay due 10 October**

Week Nine: Ratification—Federalists in charge.

Week Ten: Spring Break

Week Eleven: Nationalism, Sectionalism, and Expansionism.

Week Eleven: Second Exam: 29 October



"Mr. Osborne, may I be excused? My brain is full!"

Part III EXPANSIONISM, SECTIONALISM, AND CATASTROPHE

Dates: 31 October – 3 December

Text material: Brands, pages 290-376.

Final Exam: Wednesday, 5 December @ 3:00

Week Twelve: Texas, Oregon and Manifest Destiny.

Week Thirteen: The Republic Unravels; **Essay Three due 14 Nov.**

Week Fourteen: The Republic Fractures - Armageddon

Week Fifteen: Reconstruction.

Week Sixteen: Final Exam: Wednesday, 5 December @ 3:00

CLASS RECORDS (A SIMILAR WORKSHEET MAY BE REQUIRED WITH SIGNATURE AT FINAL)

Exam One Score: _____

Exam Two Score: _____

Exam Three Score: _____

Essay One: _____
Constitution Essay: _____
Essay Two: _____

Cuts by date: 1) _____ 2) _____ 3) _____ 4) -5 5) -10 pts. 6) -15 pts. 7) -ouch! (Winthrop 25% policy = automatic F)

STUDENT CODE OF CONDUCT: As noted in the Student Conduct Code: “Responsibility for good conduct rests with students as adult individuals.” The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook* which can be accessed at: <http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf> Dishonesty is a serious offense in all its forms, whether lying about reasons for an absence or missed assignment or cheating on a test or misrepresenting borrowed material as your own. It can result in a failing grade on a test, assignment, or the course, or even dismissal from the university.

ACTUAL AND VIRTUAL CIVILITY: All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors. Students are expected to be prompt to class and attentive during class and to respect their fellow classmates’ interest in hearing and learning the material presented. Students who are disruptive in any way will not be counted present for the particular class session. **THIS INCLUDES CELL PHONES!** They must be deactivated at the start of class. Habitual infractions--**INCLUDING TEXT MESSAGING, TWEETING, OR WHATEVER CREATIVE WAY OF COMMUNICATING COMES ALONG**--will be noted as an absence, inadequate class performance, and ultimately may result in a failing grade for the course.

DO NOT POKE THE GORILLA

These are a few examples of things that irritate the professor and should be avoided in **ALL** classes: 1) drumming on the table with fingers or pen/pencil 2) yawning 3) whispering 4) eye-rolling 5) attempting to impress a potential date with inappropriate banter 6) eating in class 7) leaving and returning [always make your bathroom stop before class] 8) failing to assist with classroom tasks such as desk rearrangement 9) arriving late and leaving early [each of which will result in an absence] 10) thing that you thought would be on this list because you also find it annoying:_____.

COMPUTER RULES: Laptops may be used in class **ONLY** with prior permission and assignment to a computer seat. To retain computer privileges, students must e-mail class notes to me immediately following each class session. Failure to do so will result in loss of privileges for the term.

STUDENTS WITH DISABILITIES/NEED OF ACCOMMODATION FOR ACCESS: Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu. Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

ACADEMIC SUCCESS CENTER: Winthrop's Academic Success Center is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success. Note that these services are not just remedial or for students who are failing. Good students become even better by becoming more focused on what makes them successful.

WINTHROP'S OFFICE OF NATIONALLY COMPETITIVE AWARDS

(ONCA): ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

***THE ABOVE SCHEDULE AND PROCEDURES ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.**