MISSION AND PROGRAM GOALS: The mission of the Department of History at Winthrop University is to promote in students historical skills and knowledge. Our students develop the habit of critical thinking and the capacity for “historical thinking.” Historical thinking means developing a firm grasp of the multiplicity and intricacy of historical causes and effects, an understanding of how knowledge is a human construct, an ability to think from a global perspective, and an appreciation for the variety and approaches of historical interpretation. Students also advance their fluency in written and oral expression and argumentation. Students develop the skills to conduct independent research.

COURSE GOALS: This course is intended to teach the students that history is a dynamic discipline more than the sum total of names and dates. Students will read, write, and critically analyze while grasping the concepts of the study of history and its application to their present lives through lectures, assigned readings, writing assignments, and exams. Students will be asked to apply what they have learned in a comprehensive sense and relate the significance and majesty of history as it applies to events, personalities, policies, and programs of the past.

University-Level Competencies (ULCs)
Winthrop’s University-Level Competencies (ULCs) identify learning outcomes that apply across all undergraduate programs and that all Winthrop graduates attain. These capacities are essential preparation for working productively and living meaningfully in the contemporary and emerging world. The ULCs were approved by Faculty Conference in October 2010.

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 2: Winthrop graduates are personally and socially responsible.

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and
reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good.

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.

**STUDENT LEARNING OUTCOMES:**

1. Students will be able to communicate effectively core themes, ideas, and subject matter, in both written and oral form.
2. Students will demonstrate an ability to comprehend and explain major issues in historiography.
3. Students will demonstrate the ability to conduct independent research, applying basic research methods in history such as using search tools, finding primary and secondary sources, and assessing critically those sources.
4. Students will be able to discuss critically important developments of global history, especially issues and events significant to areas outside the United States.
5. Students will be able to discuss critically significant issues and themes of United States history.

**Touchstone Goals:**

1. This course meets the following student goals in the Touchstone program:
   - Goal One: to communicate clearly and effectively in standard English.
   - Goal Three: to use critical thinking, problem-solving skills, and a variety of research methods.
Goal Four: to recognize and appreciate human diversity (both past and present) as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles.

Goal Six: to understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilizations.

Goal Seven: to examine values, attitudes, beliefs, and habits which define the nature and quality of life.

2. This course meets the following student goals related to the historical perspective component:
   1.1 Read, write and speak standard English
   1.2 Analyze written, spoken, and nonverbal messages from a variety of disciplines
   1.3 Understand and practice rhetorical techniques and styles by writing and by giving oral presentations.
   3.1 Identify sound and unsound reasoning
   3.2 Analyze and use a variety of information gathering techniques
   4.1 Analyze diverse world cultures, societies, languages, historical periods, and artistic expressions.
   4.2 Understand cultures in their own terms and in terms of the diversity of ideas, institutions, philosophies, moral codes, and ethical principles
   4.3 Understand the nature of social and cultural conflict and methods of resolution
   6.0 To understand aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts throughout the history of civilization.

4. Students in this course are expected to achieve the following learning objectives related to the historical perspective component:
   1.1.1 Read, write and speak standard English on historical topics
   1.2.1 Critically read significant primary and/or secondary sources on historical questions. Students should be able to understand their reading, as well as spoken and non-verbal messages.
   1.3.1 Understand and practice rhetorical techniques and styles by speaking and writing on historical subjects. Speaking might include formal oral presentations, informal class discussion or small group discussions, or peer review. The writing component should include demonstrated writing competencies appropriate to the level of the course. This should be demonstrated through a number of evaluated writing assignments.
   3.1.1 Identify sound and unsound historical reasoning
   3.2.1 Conduct guided and independent research on historical topics, using electronic and print resources.
   3.2.2 Discriminate among, and competently assess, the value of a variety of information resources (e.g. print sources, visual media, internet sources, performances, exhibitions, interviews).
   4.0.1 Demonstrate knowledge of diverse cultural, aesthetic, and/or intellectual viewpoints and milieus.
   4.0.2 Demonstrate ability to “think historically,” i.e., they appreciate both the differences and the relationships between past and present and how past eras differ from one another.
4.0.3 Demonstrate an understanding of how historical change occurs and what causes it.
4.0.4 Articulate a philosophy of history or be able to use the “tools” of historiographical study and research.
4.1.1 Demonstrate knowledge of significant information specific to the topic, time period, or culture addressed.
4.1.2 Analyze, synthesize, and critically evaluate “difference” and the value of diversity. Put in its most fundamental expression, students should be aware of and resist the easy temptation to equate “different” with “inferior” or “wrong”.
4.2.1 Demonstrate an appreciation of universal themes or “human constants” across historical periods; e.g., basic needs, gender relations, poverty, wealth, property relations, political movements, aesthetic values, and religious experience.
4.3.2 Identify the root causes of historical change or conflict and articulate methods of conflict resolution.
4.3.3 Demonstrate recognition of historical causes for present realities.
4.3.4 Demonstrate awareness of the impermanence of present circumstances and the inevitability of change in future realities.
6.0.1 Demonstrate knowledge of how artistic forms and expressions have changed over time periods, cultures, and disciplines.
6.0.2 Demonstrate understanding of the relationships among various art forms within their socio-historical contexts.
6.0.3 Critically evaluate the connections between the arts and society

**TOUCHSTONE REQUIREMENTS:** This course relates to Goal One (To communicate clearly and effectively in standard English) by requiring students to articulate their ideas both in writing and speech. Goals Three (To use critical thinking, problem-solving skills, and a variety of research methods) and Four (To recognize and appreciate human diversity --- both past and present – as well as the diversity of ideas, institutions, philosophies, moral codes, and ethical principles) are covered in the student’s requirement of critical analysis and studying the multi-cultural tapestry that comprises American history. Goal Seven (To examine values, attitudes, beliefs, and habits which define the nature and quality of life) is accomplished by imparting to the students an appreciation of their history and heritage.

**DISABILITIES:** If you have a disability and need classroom accommodations, please contact Gena Smith, Coordinator, Services for Students with Disabilities.

**REQUIRED READING:** The following book is required for this course and will be available as a paperback at The Bookworm at Winthrop University.


Since lectures will not necessarily follow the textbook (*The American Journey*), **you would be wise to keep up your reading in this book with about a chapter a week.** At the outset of each lecture I will place on the board an outline of the day’s lecture as well
as announce the subject of the subsequent lecture. Thus, you will always be aware of the topics under discussion and can gauge your reading accordingly.

**ATTENDANCE:** New material will be presented at each lecture and you will be responsible for this material on exams. The Winthrop attendance policy will be used for this course. I will take attendance at each class primarily for the purpose of learning names but attendance records will factor in the assigning of final grades. Ultimately, of course, the decision to come to class is yours. But if you choose to come to class you are expected to arrive **on time** and remain for the **entire** class period. **AND DO NOT BRING CELL PHONES TO CLASS.**

**COURSE REQUIREMENTS:** There will be **three exams** (two exams during the semester and one final exam), each counting approximately **one-third** of the final grade. Each will cover only their respective sections of the course as well as the appropriate readings. There will also be a writing assignment, **the details about are at the end of this syllabus.** Final grades for this course will **not** be assigned solely on the basis of a mathematical formula. Elements such as improvement, interest, and attendance, will be taken into consideration when final grades are assigned and will be particularly helpful in instances when grades are “borderline.” Because only one book is assigned in this course it must be read and read closely to do well on the exams!! **I do not use the plus/minus system of grading/**

**IMPORTANT INFORMATION:** Please read the following points and commit them to memory!

(1) Please understand that cheating will not be tolerated. Studying together is fine and encouraged. But remember that in the end your work must be your own. Cheating will be dealt with severely.

(2) **I DO NOT GIVE MAKE-UP EXAMS.** Please do not ask for one.

(3) Get to **class on time.** If you persist in arriving to class late, you will **not** be given credit for attendance if I have already taken the class roll.

(4) Please do not use tape recorders during the lectures. Note taking is part of the learning process and I will build into my lectures opportunities for you to “catch-up”. At other times, you need only to ask me to slow-down or even stop if you need a few seconds.

(5) I pride myself on being accessible to my students to help or advise them on matters that are both within and without the course content. I am willing to assist in whatever manner I may be helpful. My office phone number is **323-4677** and **my office is 358 Bancroft.** Please leave a message and I will try to return your call as soon as possible. My email is **silvermanj@winthrop.edu.**
(6) **Leave your cell phones in your handbag or pocket. Do NOT** put them in your laps, the desk, the floor, or anywhere else where they make distract you.

(7) Questions you should **never** ask me:

a) “How many classes have I, (or can I,) miss?”
b) “I came in late, have you got me?”
c) “Can we go outside?”
d) “Do we have to know this?” or “Is this going to be on the test?”
e) “What do we need to have read for the exam,? or When is our exam,? or When is our final exam?” (They are all on the syllabus!)
f) “Have you graded the tests yet?”
g) “When is the make-up exam?”
h) “Can we postpone the exam?”

**SEMESTER SCHEDULE, LECTURE TOPICS, AND ASSIGNED READINGS:**

January 12  Introduction

January 14, 21  Reconstructing America: The Legacy of Failure

January 26  The Triumph of Industrialism

Jan. 28   The Politics of the Gilded Age

Feb 2, 4        Gilded Age Society: The Rise of Popular Protest

February 9,      The Rise of American Imperialism

February 11  FIRST EXAM

**Required Reading for First Exam:**  Goldfield, et al., *The American Journey*, chapters 16-20 and 22.

February 16  Immigration and Urbanization

February 18, 23  The Progressive Era

Feb 25, Mar 2  World War One and Its Aftermath

March 4, 9    America in the 1920s: Roaring and Out of Control
March 11, 23  The New Deal

March 25  SECOND EXAM


March 30, April 1  World War Two: Causes and Consequences

April 6, 8  America in the 1950s: Anxiety and Nervousness

April 13, 15  The Turbulent 1960s: Revolution and Reaction

April 20, 22  The 1970’s thru the 1990’s

April 27  The New Millennium


**FINAL EXAM—TBA**
WRITING ASSIGNMENT FOR HISTORY 212
DR. SILVERMAN

Choose three people from your textbook that, if you could, you would like to invite to sit down and talk with at the same time. THEY MUST COME FROM THIS VOLUME OF THE TEXTBOOK.

1. Why did you choose these three people?
2. What do you plan to ask them?
3. How do you think they will interact with one another? Will they argue? Or, will they agree with one another?
4. How do you think they will answer your questions?
5. YOUR PAPER MUST BE HISTORICALLY ACCURATE.

The paper must be 4-5 pages typed.
You may hand it in anytime you wish, but absolutely no later than the Monday you return from Spring Break, March 24th.