

The United States to 1877
HIST 176, Section 1
CBB 165
Spring 2022

CONTACT INFORMATION:

Dr. Lee Willis
Office: CCC 459
Office hours: T,W 2:00-3:00 PM on Zoom and by appointment
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REQUIRED TEXTS:

James L. Roark, et. al., *The American Promise: A History of the United States, vol. I, 8th ed.* (Bedford/St. Martin's, 2020). (text rental)

David Hackett Fischer, *Paul Revere's Ride* (Oxford University Press, 1994). (for purchase)

Melton McLauren, *Celia, A Slave* (University of Georgia Press, 1991). (for purchase)

COURSE DESCRIPTION:

This course will investigate the development of North American and U.S. history from the establishment of European colonies in the Americas to the end of the Civil War Era. We will break down these centuries into six shorter eras: Colonial America, the American Revolution, the Early Republic, the Age of Jackson, Antebellum America, and the Civil War Era. Each of these units will include several lectures in which I will make general arguments (with specific examples) to illustrate and identify the significance of the period.

COURSE OBJECTIVES and LEARNING OUTCOMES:

This course meets the General Education Program requirements for Historical Perspectives and U.S. Diversity. By the end of this course, you will be able to:

1. Use primary sources as evidence to answer questions about historical change.
2. Describe differences among interpretations of colonial America and early United States history.
3. Analyze institutional and cultural change in American society.
4. Describe how people and institutions in the United States have constructed diverse identities and cultures.
5. Explain how individuals in the United States have responded to the experience of discrimination and inequality.
6. Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.

GRADING/EVALUATION:

Grades in this course will consist of two exams, two book précis, primary source analyses (reaction papers), and attendance. All assignments, including exams, will be submitted on Canvas. Your final grade will be determined as follows:

Two exams: 50 %

Short papers (book précis): 25%

Primary source reaction papers: 15%.

Attendance: 10%

Grading scale: (percentages)

A = 93-100

C+ = 77-79

D- = 60-62

A- = 90-92

C = 73-76

F = 0-59

B+ = 87-89

C- = 70-72

B = 83-86

D+ = 67-69

B- = 80-82

D = 63-66

ASSIGNMENTS/RESPONSIBILITIES:

Attendance policy: First and foremost, students are expected to attend class. I will take attendance at every meeting. You are granted 3 unexcused absences. Every unexcused absence after that will result in a 2-point penalty in your final grade. For example, if you miss 5 classes (which is 2.5 weeks out of a 15-week class), that will result in a 4-point penalty in your final average. In general, I do not grant excused absences except in cases of a documented medical situation or a documented campus-approved event (field trips, athletic events). Students who miss a class are responsible for that class's content and must make their own effort to contact a peer in class to obtain any notes or other materials from the missed class.

Face covering requirement: All students, employees and visitors to any UW-Stevens Point campus or facility will be required to wear face coverings when inside campus buildings. This policy is in effect until further notice.

Reading: I encourage you to complete all of the reading assignments in the Roark textbook. This reading is assigned to provide a framework for the material covered in class lectures. Reading the material before coming to class will make the lectures much more beneficial to you. You should read both the Fischer and McLaurin monographs carefully and critically.

Précis: You must write brief analytical reviews of both the Fischer and McLaurin books. I will provide a template and guide for writing these papers on the course Canvas site.

Exams: We will have a midterm and final exam. Both exams will be in essay format and submitted online in Canvas. The final exam will not be cumulative (it will only cover the material from the second half of the course).

Reaction papers: These assignments are designed to expose you to primary sources and the kind of evidence that historians use to understand historical context and change. Each reaction paper will be taken online in Canvas.

Major due dates:

Monday, February 28: *Paul Revere's Ride* précis due

Wednesday, March 16: Midterm Exam

Wednesday, April 27: *Celia, A Slave* précis due

Wednesday, May 18: Final Exam

Personal Responsibility:

On occasion, students in this course have used the work of others rather than doing it themselves. Cheating also includes giving your work to others. I take disciplinary action through Student Affairs against such students.

Cheating is a serious offense against honest students.

I direct you to <http://www.uwsp.edu/centers/rights>. See Chapter 14, *Student Academic Standards and Disciplinary Procedures*, pages 5 -10, for the disciplinary possibilities if you are caught cheating.

Equity of Educational Access:

UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu.

COURSE CONTENT AND OUTLINE:

PART ONE: COLONIAL AMERICA

Week of January 24: The Origins of an Atlantic World. Read pp. 1-51 in Roark.

Week of January 31: Colonization in the 17th century. Read pp. 52-105 in Roark; and introduction and chapter 1 in Fischer.

Week of February 7: Part of the Empire. Read pp. 106-135 in Roark and continue reading Fischer.
Reaction paper #1 due Monday, February 7 in Canvas.

PART TWO: REVOLUTIONARY AMERICA

Week of February 14: Declarations of Independence. Read pp. 136-167 in Roark continue reading Fischer. **Reaction paper #2 due Wednesday, February 16 in Canvas.**

Week of February 21: Patriots and Loyalists; Radicals and Conservatives. Read pp. 168-199 in Roark and finish Fischer.

Monday, February 28: ***Paul Revere's Ride* précis due**

PART THREE: THE EARLY REPUBLIC

March 2: Political culture in the Early Republic. Read pp. 200-259 in Roark.

Week of March 7: Honorific Politics, Good Feelings, and Hard Feelings. Read pp. 260-291 in Roark.

Monday, March 14: The War of 1812: Status Quo Antebellum?

Wednesday, March 16: Midterm exam due in Canvas.

Week of March 21: SPRING BREAK, NO CLASS

PART FOUR: THE AGE OF JACKSON

Week of March 28: The Election of 1828 and the Market Revolution. Read pp. 292-310 in Roark. **Reaction paper #3 due on Wednesday, March 30 in Canvas.**

Week of April 4: The Rise of the Common Man? Read pp. 311-321 in Roark. Continue reading *Celia*.

Week of April 11: Women, Whigs, and Democrats. Begin reading *Celia, A Slave*.

PART FIVE: ANTEBELLUM AMERICA

Week of April 18: Expansion and Sectional Tension under Polk. Read pp. 322-387 in Roark. **Reaction paper #4 due on Wednesday, April 13 in Canvas.**

Week of April 25: Bleeding Kansas, Bleeding Sumner, and the Rise of the Republicans. Read pp. 388-417 in Roark.

Wednesday, April 27: *Celia, A Slave* précis due

PART SIX: THE CIVIL WAR ERA

Week of May 2: The Secession Crisis and the beginnings of war. Read pp. 418-453 in Roark.

Week of May 9: Confederate collapse and Reconstruction. Read pp. 454-483 in Roark. **Reaction paper #5 due Monday, May 9.**

Wednesday, May 18, 12:00 noon: Final Exam due in Canvas