

HISTORY 176:
United States to 1877

Fall 2017: Section 1
11:00-11:50 a.m. MWF in 227 CCC

Professor Kaminski

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Office Hours: 1:00 T, 10:00 W, and by appointment

History 176 examines society, culture, and politics in America from the settlement of North America to post-Civil War Reconstruction. Since its beginning, the United States has been a country made up of many different groups of people. This course reflects that diversity by exploring the experiences of women, Native Americans, and African Americans, and by looking at class and regional differences. Doing so provides an appropriately complex view of the interconnectedness between politics and people. Knowledge of the political, social, and cultural foundations of the United States and the country's development through the post-Civil War period is crucial to understanding present-day national and international concerns.

This course is part of the General Education Program's Historical Perspectives category, designed to teach students to:

Use primary sources as evidence to answer questions about historical change.
Describe differences among interpretations of the past.
Analyze institutional and cultural changes in one or more human societies over time.

History 176 is also part of the General Education Program's U.S. Diversity category, designed to teach students to:

Describe the various dimensions of diversity and marginalization within the United States.
Explain the means by which one or more persistently marginalized groups in the U.S. have negotiated the conditions of their marginalization.

This will all be accomplished through exams and essays based on lectures and assigned readings.

REQUIRED READING

Text Rental:

Oakes, et. al, eds., *Of the People*, 3rd edition, with sources, Vol. I
(available at text rental)

Make sure to have the correct edition and volume.

Purchase:

Karen Ordahl Kupperman, *Roanoke: The Abandoned Colony* (2nd ed.) --and--
Frederick Douglass, *Narrative of the Life of Frederick Douglass*

COURSE REQUIREMENTS

All assignments must be completed. Failure to do so will result in a failing grade for the class.

1. Exams

Three 50-minute exams cover textbook reading assignments, lectures, and anything else that might be presented in class. The exams are objective, a combination of multiple choice and identifications. All three exams must be taken on the dates listed on the syllabus.

Make-up exams are given only in documented cases of illness, a death in the family, a required trip for another class or a university sports team, and military service, and when I have been consulted in advance. Failure to take an exam means receiving a failing grade (a zero) for that exam and failing the course.

2. In-class Essays

There will be one in-class essay on the *Roanoke: The Abandoned Colony* and one on the *Narrative of the Life of Frederick Douglass*. The assigned book and the textbook may be used while writing the essay. Study guides will be posted on D2L.

Both of these essays must be completed on the dates listed on the syllabus. Failure to write an essay means receiving a failing grade (a zero) for that essay and failing the course.

Make-ups are given only in documented cases of illness, a death in the family, a required trip for another class or a university sports team, and military service, and when I have been consulted in advance.

Extra Credit

You may, at my discretion, earn up to three extra points on your final grade if you regularly participate in class by asking and answering questions that are pertinent to the material. These points will not be awarded to any student who violates the policy about electronic devices (see below).

Grading criteria for the essays are roughly as follows:

A (90-100): demonstrates both a fine command of historical information (ideas, names, places, dates, etc.) from the book and an informed interpretation of that information.

B (80-89): demonstrates a command of historical knowledge but contains a weak interpretation.

C (70-79): demonstrates a command of historical knowledge but completely lacks an interpretation.

D (60-69): shows weakness of historical knowledge and lacks an interpretation.

F (59-1): shows inaccurate historical knowledge and lacks an interpretation, and/or is incomplete.

0: a portion or portions are copied from another student's work; the work has no historical or intellectual value.

Point equivalents for letter grades for exams and essays are as follows:

93-100: A; 90-92: A-

87-89: B+; 83-86: B; 80-82: B-

77-79: C+; 73-76: C; 70-72: C-

67-69: D+; 63-66: D; 60-62: D-

59 and below: F

0: blank or incomplete work

Check Desire2Learn (D2L) at least once a week for any new information on the class.

Graded assignments (exams and essays) will be returned two weeks after the completion date. I do not keep an electronic grade book. It is your responsibility to collect and keep your graded assignments and to keep a tally of your progress in the course.

GRADE DISTRIBUTION

3 Exams: 75% (25% each)

Book Essay #1 on Kupperman, *Roanoke*: 15%

Book Essay #2 on Douglass's autobiography: 10%

Reminder: All assignments must be completed. Failure to do so will result in a failing grade for the course.

CLASSROOM INSTRUCTIONS

1. Attendance: It is your responsibility to attend class on a regular basis. I do not post my lectures or PowerPoint presentations nor do I provide notes to students for any reason.

If you do not come to class, you will be poorly prepared for the exams. At the end of each lecture I will review key terms that will show up on the exams. That is the only time and place the terms will be available—they will not be posted on D2L or distributed as handouts. So if you miss a class, you will have to ask another student for that information or do without it.

2. Arrive on time. If, for some very compelling reason, you have to leave early, you must notify me in advance and sit in an aisle or front row seat so that your departure is not distracting. If you are tardy, take the first most easily accessible seat.

3. Computers (laptops or tablets), phones, audio and visual recording devices, etc. must be turned off and put away during class. No one has permission to photograph or record anything in the classroom.

4. Only one person talks at a time (this is usually me). If you have a question, raise your hand and wait to be called on.

5. E-mails are a form of professional communication and therefore must conform to high standards of politeness and respect. I will answer questions about the class via e-mail, except in instances where the answer is available from the syllabus. If you don't receive a response from me within 24 hours, Monday through Friday, it means you already have that information--you just have to look for it.

I am willing to discuss your progress in the class at any point in the semester, but if you are having trouble with the course material (as evidenced with a D or F on the first assignment), you should get in touch with me sooner rather than later. The office hours listed at the top of the syllabus indicate the scheduled times I am available for such conversations. I am available at other times as well.

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.

Please review this link for additional information on rights and responsibilities:
<http://www.uwsp.edu/dos/Documents/CommunityRights.pdf>

SCHEDULE OF LECTURES AND READINGS:

Lecture topics may be rearranged at my discretion.

Week 1: Sept. 5-8

Course Introduction

Worlds in Motion

Readings: *Of the People*, ch. 1

Begin Kupperman, *Roanoke: The Abandoned Colony*

Week 2: Sept. 11-15

Colonial Outposts

Reading: *Of the People*, ch. 2

Week 3: Sept. 18-22

Economics, Religion, and English Settlement

Reading: *Of the People*, ch. 3

Week 4: Sept. 25-29

Competing Empires on the North American Continent

Reading: *Of the People*, ch. 4

Wednesday, Sept. 27: In-class essay on Kupperman, *Roanoke: The Abandoned Colony*

Week 5: Oct. 2-6

North America in the 18th Century

Reading: *Of the People*, ch. 5

Week 6: Oct. 9-13

Conflict in Britain's North American Empire

Reading: *Of the People*, ch. 6

Wednesday, Oct. 11: Exam #1 (covers lectures and readings from Weeks 1-5)

Week 7: Oct. 16-20

Revolution: Creating a New Nation

Reading: *Of the People*, ch. 7

Week 8: Oct. 23-27

Building a Republic

Reading: *Of the People*, ch. 8

Week 9: Oct. 30-Nov. 3

A Growing and Changing Country: Expansion and War

Readings: *Of the People*, ch. 9

Begin the *Narrative of the Life of Frederick Douglass*

Week 10: Nov. 6-10

Jacksonian "Democracy"

Reading: *Of the People*, ch. 10

Week 11: Nov. 13-17

The Era of Reform

Reading: *Of the People*, ch. 11

Wednesday, Nov. 15: Exam #2 (covers lectures and readings from Weeks 6-10)

Week 12: Nov. 20-22

Manifest Destiny

Reading: *Of the People*, ch. 12

Happy Thanksgiving

Week 13: Nov. 27-Dec. 1

The Politics of Slavery and the Unraveling of the Union

Reading: *Of the People*, ch. 13

Week 14: Dec. 4-8

War for Union and Emancipation

Reading: *Of the People*, ch. 14

Wednesday, Dec. 6: In-class essay #2 on the *Narrative of the Life of Frederick Douglass*

Week 15: Dec. 11-15

To Bind Up the Wounds: Reconstruction

Reading: *Of the People*, ch. 15

Exam #3

Thursday, Dec. 21 at 2:45-3:35 p.m. (covers lectures and readings from Weeks 11-15)

Alternative times for Exam #3 will be offered only for students who have more than three finals scheduled for the same day. Family/holiday/travel will not be considered as valid excuses, so make your end-of-the-semester plans accordingly. If you skip this exam, you will fail the course.