

**The United States to 1877**  
**HIST 176, Section 1**  
**Spring 2018**  
**CPS 326**

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**CONTACT INFORMATION:**

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Office hours: Tuesday, 1:00-2:00 PM; and Wednesday, 11:00-12:00 noon; 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* (Bedford/St. Martin's, 2007). (text rental)

Robert A. Gross, *The Minutemen and Their World* (Hill & Wang, 1976). (for purchase; also available on reserve in the library.)

Melton McLauren, *Celia, A Slave* (University of Georgia Press, 1991). (for purchase; also available on reserve in the library.)

**COURSE DESCRIPTION:**

This course will investigate the development of 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 describe significant events of United States history to 1877 and you will be able to identify the people who helped shape those events. You will be able to identify various dimensions of diversity and marginalization within the United States and how persistently marginalized groups, particularly enslaved people, negotiated the conditions of their marginalization. You will be able to recognize the varieties of evidence that historians use to offer diverse perspectives on the meaning of the past. And at the end of this course you will be able to evaluate competing historical claims that inform the present.

**COURSE POLICIES:**

Attendance in this course is very important. Failure to attend class regularly will significantly decrease your class participation grade (see "grading/evaluation" below). Furthermore, most lectures will include information that is not in the textbook.

## GRADING/EVALUATION:

Grades in this course will consist of two tests, two book précis, class participation, and a final exam. The results from the exams will be posted on Desire2Learn. Your final grade will be determined as follows:

Three exams: 60 %

Short papers (book précis): 25%

Class participation: 15%. Based on five (5) in-class reaction papers (3% each)

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:

Class participation: First and foremost, students are expected to attend class. On separate occasions during the semester, you will be given five (5) written assignments to evaluate a document or comment on an audio-visual presentation. These assignments will be unannounced. Students with an unexcused absence on that date will receive 0% on that assignment. (these assignments are also discussed on the following page under “reaction papers”)

Class conduct: Perpetual tardiness, talking, eating, or any other behavior disrespectful to the instructor and your fellow students will not be tolerated. Please turn off or silence your phone and keep tucked away in your backpack. You may use a laptop to take notes, but out of consideration to your classmates, do not display distracting sites or images during class. If your behavior disrupts the class, you may be asked to leave.

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 Gross and McLaurin monographs carefully and critically.

Précis: You must write brief analytical reviews of both the Gross and McLaurin books. I will provide a template and guide for writing these papers on the course D2L site.

Exams: During the semester, there will also be three exams covering the material in the lectures and reading. The format of these tests will be multiple choice and essay. The third test will be given as the final exam. It will not be cumulative (it will only cover the material from the last third of the course). Exam grades will be posted on D2L.

There will no review sessions for the tests, nor will there be extra review sheets. (I will, however, post the lecture PowerPoint slides on D2L.) The reading, the lectures, and the notes that you take function as review. If you need extra help, please come see me during office hours or make an appointment. I will be happy to meet with you.

Makeup exams are only offered in the event of a conflict with a university-related event, observation of a religious holiday, an illness, or an injury (verified by documentation). Absences for other personal reasons must be excused by the instructor 24 hours before the scheduled exam.

Reaction papers: On five (5) occasions during the semester, there will be in-class writing assignments called reaction papers. These assignments are **unannounced** (akin to pop quizzes). You will be asked to write approximately 350 words on a given topic or question. Correct grammar and punctuation is expected, but these assignments function more as journals for you to express your ideas about the course. Reaction papers are designed to expose you to primary sources and the kind of evidence that historians use to understand the past. Each reaction paper counts as 3% of your overall grade. If you are absent (unexcused) on a day that a reaction paper is given, you will lose 3% from your overall average. Reaction papers can only be made up in the event of a conflict with a university-related event, an illness, or an injury (verified by documentation).

Major due dates:

Wednesday, February 14: *The Minutemen and Their World* précis due

Monday, February 26: First Exam

Wednesday, April 4: Second Exam

Wednesday, April 18: *Celia, A Slave* précis due

Thursday, May 17, 10:15-12:15: 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:**

If you have a learning or physical challenge which requires classroom accommodation, please contact the UWSP Disability Services office with your documentation as early as possible in the semester. They will then notify me, in a confidential memo, of the accommodations that will facilitate your success in the course.

Disability Services Office, 103 Student Services Center, Voice: (715) 346-3365, TTY: (715) 346-3362, <http://www.uwsp.edu/special/disability/studentinfo.htm>.

## COURSE CONTENT AND OUTLINE:

### PART ONE: COLONIAL AMERICA

Week of January 22: The Origins of an Atlantic World and the beginnings of English settlement in North America. Skim pp. 3-49 and read pp. 53-64 in Roark.

Week of January 29: Colonization in the 17<sup>th</sup> century. Read pp. 65-99 in Roark.

Week of February 5: Part of the Empire. Read pp. 103-127 in Roark.

### PART TWO: REVOLUTIONARY AMERICA

Week of February 12: Declarations of Independence. Read pp. 185-199 in Roark. ***Minutemen and their World* précis must be uploaded to the D2L dropbox by 9:30 AM on February 14.**

Week of February 19: Patriots and Loyalists; Radicals and Conservatives. Read pp. 200-207 in Roark.

Monday, February 26: **First Exam.**

### PART THREE: THE EARLY REPUBLIC

March 2: Political culture in the Early Republic. Read pp. 211-221 in Roark.

Week of March 5: The War of 1812, Good Feelings, and Hard Feelings. Read pp. 222-230; 235-255.

### PART FOUR: THE AGE OF JACKSON

Week of March 12: The Election of 1828, the Market Revolution, and another Great Awakening. Read pp. 259-273 in Roark.

Week of March 19: The Rise of the Common Man? Read pp. 273-281; 315-339 in Roark.

Week of March 26: NO CLASS, SPRING BREAK

Monday, April 2: Women, Whigs, and Democrats.

Wednesday, April 4: **Second Exam.**

### PART FIVE: ANTEBELLUM AMERICA

Week of April 9: Expansion and Sectional Tension under Polk. Read pp. 285-299 in Roark.

Week of April 16: Bleeding Kansas, Bleeding Sumner, and the Rise of the Republicans. Read pp. 343-356 in Roark. **Précis on *Celia, A Slave* must be uploaded to D2L dropbox by 9:30 AM on Wednesday, April 18.**

Week of April 23: The Secession Crisis. Read pp. 356-365 in Roark.

PART SIX: THE CIVIL WAR

Week of April 30: A Very Bloody Affair. Read 369-380 in Roark.

Week of May 7: Confederate collapse and aftermath. Read pp. 380-395 in Roark.

**Thursday, May 17, 10:15-12:15: Final Exam**

