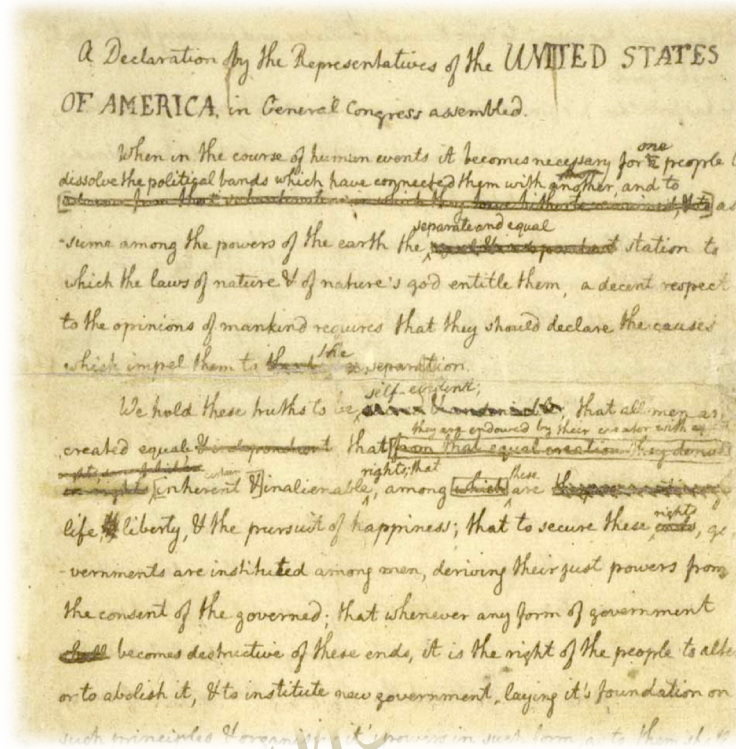


## THE HISTORIES OF THESE UNITED STATES TO 1877

HIST 176, sec. 3, Spring 2018

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Fragment of the Original Rough Draft of the Declaration of Independence, June 1776, by Thomas Jefferson w/minor emendations by John Adams and Benjamin Franklin  
<http://www.loc.gov/exhibits/treasures/images/uc004215.jpg>

### WELCOME!

This course provides an overview of the histories of a wide range of people and events in the places that, by the end of the 1780s, would become known as *these* United States of America (plural). By the end of the 1870s, though, they had expanded and coalesced into *The* United States of America (singular). As the document above hints, making a nation proved challenging—a work always in progress and subject to struggles of every sort across all generations then or since. Far too often, however, we say “America” or “Americans” as if these terms have obvious meanings and relationships to a known national entity that showed up in the 1770s and pretty much endured intact ever since. Here we will question those givens and habits.

We will undertake inquiries on two related analytical and ethical problems: 1) how US History is made in documentaries and textbooks; and 2) what we mean when we use the terms “America” or “Americans.”

## OVERVIEW OF OUR JOURNEY

The first half of U.S. history is a fascinating period not just for one nation, but the world, well narrated in scholarly and popular circles, but little understood. How people continue to make that past present to suit their own needs and questions is an even greater source of fascination.

Here we will work together to deepen your understanding of these histories and how they have been and still are made and told. The course is wholly online. You will take some weekly comprehension quizzes, but no exams, and the content has been designed to offer some flexibility for scheduling, but you'll need to plan from the outset to meet weekly deadlines and dedicate 7 – 9 hours per week to HIST 176.

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### 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>.

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### REQUIRED MATERIALS

You will need the following, which are both available through the University Store. Please make sure you have access to the text no later than the first Friday of the semester and the Toplin book no later than 1 March. You'll also make extensive use of other materials as well, some of which will be available via D2L's E-Reserves, the university library, or online archives and exhibits. For your MNPP project, you may also use materials available through your local library.

Paul Boyer et al., *The Enduring Vision: A History of the American People*, 9<sup>th</sup> ed., Vol. I (Cengage, 2018). Available as a rental text.

Robert Brent Toplin, ed. *Ken Burns's The Civil War: Historians Respond*. New York and Oxford: Oxford University Press, 1996. Available to purchase.

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### INTENDED LEARNING OUTCOMES

In this course you will learn to:

- Describe events from past cultures, societies, or civilizations
- Recognize and begin to work with the different kinds of evidence that historians use to offer diverse perspectives on the meanings and interpretations of the many pasts that make up this society's present(s)
- Identify and consider the role of human agency in shaping events and historical change
- Reflect critically on the practices of historical causality
- Evaluate competing historical claims that frequently inform the present
- Serve as a colleague in a non-hierarchical space devoted to learning, ferreting out and analyzing historical resources, finding sources in the society where excellent historical information is regularly provided, and engaging in lively conversations with timely candor.

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### TECHNOLOGY AND ACCESS

This course is being hosted on a website located on UWSP's D2L system. Course access opens at midnight on the first day of classes. To reach the course, go to <uwsp.edu> and click on the D2L link at the top of the page. Log in to D2L with your university logon ID and password. You will see the D2L courses you are enrolled in. Click on *HIST 176 American History to 1877*. A "News Item" space will appear in the middle of the page. I will place any course announcements here. Please make a habit of checking this space on Mondays and Fridays. You can browse through the various menu items to look at course content (syllabus, assignments, and weekly agendas will be posted here), discussions, and so on.

Enrolling in an online course means that you'll need to have regular access to a working computer and D2L. Broadband, cable, or DSL are the best options for this course: neither dialup nor cell phones will function well enough for you to download presentations or upload assignments with graphics or images embedded. If your home computer and connections aren't capable of this level of access, please arrange to use one on campus. If you miss two or more assignments (discussion posts or online assignments, for example) due to computer issues and do not resolve the issues prior to Week Eight, I may ask you to drop the class.

**If you have not already familiarized yourself with D2L, you must do so the first week of class.** This is a good time to test your computer's audio settings; to practice downloading and uploading files; to ensure that you can access streaming videos, lecture links, podcasts, quizzes, and documents; and to be sure you are comfortable with that process. **If you're not, call the university's helpline, 715.346.4357.** Their technicians can help you troubleshoot any problems that arise. *Access to the course ultimately is your responsibility, and the syllabus quiz is designed to ensure that you're connected in Week 1. Should any problems arise later, you need to get in touch with techs asap and resolve the issue. Problems usually arise from some incompatibility in your computer browser or software, so you must get assistance from the people who are trained to assist with that! !*

*If you call the helpline and cannot get your problem resolved, please send me an email that includes the tech's name with whom you spoke.*

Since technological glitches can and will arise, waylaying the best of plans, you should get into the habit of preparing uploads ahead of time rather than waiting till the last minute. You should also plan to participate in online discussions and Comprehension Quizzes in a timely way and definitely no later than the defined close of that activity.

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### **SPINE OF THE COURSE**

This *Syllabus* is your map to this course. Read through it and make notes of all deadlines. Then complete the required syllabus quiz on D2L *no later than midnight on Thursday of Week 1*, so that you are ready for Week 2 by Monday. If you receive a score of less than 90%, please review your answers and the syllabus again and retake the quiz. Your ability to do well in this course relies on your understanding of the requirements and due dates and being able to open all materials on your computer.

NOTE: Although we are meeting wholly online, our discussions require that we all show up in a regular, timely manner. ***Beginning in Week 2, your initial discussion assignments and weekly CQs will be due on Thursdays by noon; occasional follow-ups will be due as noted in that week's agenda: please plan to get your prep completed early in each week.***

There is a dedicated discussion topic on D2L for questions about the course that will remain live throughout the semester.

***Weekly Agendas*** include links to your core assignments and all materials you will need for the week. Unless otherwise noted, all initial assignments will be due at noon on Thursdays. Each agenda goes “live” no later than 6:00 AM on the Friday before the week begins, to allow you to work ahead, if you wish.

I will periodically provide additional materials for your consideration: e.g., links to lectures, period music, art exhibits, primary sources, or secondary analyses. These will appear under the given week's agenda in consecutive order. Some will be recommended or optional and marked as such; everything else is required. You should work through each week's materials in the order they appear on the agenda—and definitely well in advance of making your discussion posts.

***Readings and Film Viewings*** have been calibrated to be manageable. *Enduring Vision* will provide you with a thorough understanding of the main periods, events, and transformations that undergird our efforts. Although reading the entire chapter(s) would be preferable, I will provide you guidance regarding building skills for skimming and reading for key information. You will also viewing several films and documentaries,

investigating how popular histories are made and consumed, and using a wide range of materials.

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**Lectures** will occur in two formats: a brief weekly ‘setup’ pdf and/or audiofile that focuses your reading and studies; and periodic short audio or video lectures that provide more in-depth consideration of particular points. All materials will be available when the week’s agenda goes live (6 AM Friday of the preceding week).

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**Comprehension Quizzes (CompQs)** are short weekly open-book quizzes designed to help you test your comprehension of the readings and lectures, as well as to help us avoid one of the perennial problems of history courses: uninformed opinions passing for analysis and critical inquiry. If you do the assignments and take good notes, using *Enduring Vision* like a workbook, the CompQ should help you to demonstrate your increasing mastery of the material. *These quizzes, one required final project (see next section), and online discussion posts will serve as both your midterm and final exams.*

Ten CompQs—each worth 3 points—will be given during the semester. The first three quizzes will allow you to make two attempts so that you can get familiar with the process. If you wish, you can even use the first attempt to see the questions prior to doing the assignments for the week: in effect, using the quiz as a study guide. CompQs will be available for a 6-day period, opening with the agenda each week, to allow for some flexibility in your schedule. *Quizzes close on Thursdays at noon*, and each must be taken before the scheduled close of that particular quiz or be forfeited as a zero. The review period opens right after the quiz has closed (allowing you to review the questions and your answers).

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**Liberty Point Tavern discussions** will begin in Week 1 with Introductions. Instead of taking a midterm or final exam, you will participate in these discussions each week. I will use this space to assess your skills as well as hear your reflections—and will often ask you to respond to questions I raise in setup pdfs. All initial posts are due no later than noon on Thursdays, and if I ask you to respond to peers, these follow-up posts will be due by the date specified in the agenda—so please allow sufficient prep time!

Your professional skills points (4/week) will come from your participation here, so please use the suggestions I have provided in the Guidelines & Resources module on how to prepare for and participate in effective, collegial discussions (not merely conversations!). I expect you to speak from evidence gleaned during your readings and prep—*not opinion or hazy recollection of having read/viewed something somewhere that’s sort of flying off the top of your head just to get this requirement out of the way*, but well-organized notes: properly attributed to the sources from which you got the information and meaningfully relevant to the discussion at hand. Your posts should clearly demonstrate that you have done the readings and assignments for the week. You cannot do this at the last minute, so

please develop a practice of diligent note-taking and organization before you enter the second week of the course.

**One CompQ bye-week** is available to everyone during the course of the semester. This means that you can opt not to complete the CompQ for one week, but still receive full points for that quiz. The bye-week is not a suggestion that you should totally skip that material, of course: I would advise at least a quick read of the chapters in *Enduring Vision* and any supplemental materials. But you do not have to attend to the material as you would if studying for a quiz. My goal is for you to have this option if you really need it at some point. To ensure that the bye-week is tabulated correctly for everyone (even those of you who may opt to take all 10 quizzes), you begin the semester with 3 points of extra credit. These points will appear in the gradebook by the third week of the course.

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**Additional Extra Credit** options will be made available to you by Week 4; these are due by the dates listed next to the projects. You may earn a maximum total of 4 additional extra credit points for the semester.

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### CONNECTIONS

In any course, communication is important, but in an online setting, it is critical. In the first week of the semester, you need to work diligently to make sure you understand how we will proceed, the protocols I have set up for communicating with each another, what the main projects and responsibilities are, and what you need to pay attention to each week.

**D2L Tools** for connecting with one another when it's convenient for each of us—rather than at a set time each week in one place—are powerful, but they are practically worthless if they are not used. I'm streamlining Course Content as much as possible and will do my best not to overwhelm you with information or materials at the start, but if I go to the trouble of uploading things, you need to review them as requested. This will make later weeks much more enjoyable for you.

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**News** items, located on the D2L course home page, will be where you can expect to see announcements for the course. Please get into the habit of checking in a couple times each week (Mondays and Fridays would be ideal) so that you'll catch any posts re: the upcoming week and see any wrap-up comments for the discussion. *I will not typically remind you about due dates in the news section. Due dates are not 'news'; both you and I need to plan in advance to meet these dates, so please go through the syllabus now and enter all due dates into your personal calendar.*

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**Web Connections**, both formal and informal, are important to the success of an online course. The more you participate, the more you will learn. The deeper your passion for

this period and our efforts to engage it, the richer and more rewarding your experience here will be. I encourage you to connect in as many ways as possible here.

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**Office Hours:** My scheduled online/phone office hours for this semester are Wednesdays 2:30–3:30 p.m. and by appointment. I’ve outlined how to schedule an appointment in my Virtual Office on D2L.

If you make an appointment to meet with me, please be available and on time. I understand that internet access can sometimes fail—mine does so on occasion—and in those instances we simply have to accept the limitations of these technologies and reschedule as soon as we’re able to reconnect. But it is important that we each do our best to show up for any appointments scheduled.

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**Email** allows us the magic of being in touch at any time of the day or night, which is convenient but unrealistic: none of us should try to be available at all hours! I will not ask this of you; you should not expect it of me. Please feel free to send me an email at any time, and know that I will respond as soon as I can. You should know, however, that I do not respond to or send emails about the course after hours or on weekends, so not hearing from me in those periods is no cause for concern. You should also know that I only check email twice a day and that I send out very few course emails. If you get one from me, please check to see if I have requested a response: if I have, please reply as soon as you can.

**Please do not send me emails with general questions about the course or requirements.** If you have a question, some of your peers almost certainly do as well, and therefore your post should show up on a discussion board so that everyone can benefit from it (in my online office space on D2L: [hm Office/Questions about the Course/Requirements](#)). If you need to contact me about a personal matter specific to you and no one else, feel free to use email. **However, if you do send me an email, the subject line should always include HIST 176 and your last name.** This helps me keep my inbox and folders organized and allows faster responses.

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**Virtual Lounge:** You can use this section (nested in my virtual office) to plan in-person study/discussion sessions, if you like, or simply to visit with your peers and me about the course topics and themes. What surprises you? What perplexes you? What befuddles you? What questions or quandaries keep emerging? How are the film versions of these histories connecting or colliding with your readings? What would you most want to know from any of the people in a particular period, if you were allowed to ask just one of them one question? Etcetera.

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## REQUIREMENTS AND EVALUATION

Here is the rubric for grades and evaluation that I will use for your work. A complete description of each component can be found on D2L under the module titled Guidelines and Resources.

A. Professional Skills	48
Preparation, Participation, Timeliness, Content – 12 weeks @ 4 points/week	
B. Comprehension Quizzes (CQ)	30
10 open-book online quizzes, each worth 4 points Two tries allowed on first three quizzes	
C. <i>Early American Places</i> Project	22
<b>TOTAL:</b>	<b>100</b>

### Grading scale:

A	93–100%	C	73–76.9%
A-	90–92.9%	C-	70–72.9%
B+	87–89.9%	D+	67–69.9%
B	83–86.9%	D	63–66.9%
B-	80–82.9%	D-	60–62.9%
C+	77–79.9%	F	59.9 and below

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**DEADLINES:** Due dates are listed in this syllabus, on weekly agendas, and in the course calendar on D2L. Unless you have a verified medical or family emergency, your assignments must be submitted by their due dates or your grade will drop by one full letter grade per day.

Meeting due dates shows respect for yourself and your work. It also shows that you respect yourself, me, and my time and schedule, and it is a skill you must master for any career you pursue. In cases of illness, accidents, or deaths (of family or friends), please contact me via email *as soon as you can*. Any extensions require documentation and will be dealt with on a case-by-case basis.

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**POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM:** Academic dishonesty is not only strictly forbidden by UWSP; it is also fundamentally disrespectful to you, to your peers, and to me. Examples of this behavior include plagiarism: copying anyone



else's work and presenting it as your own without proper citation. If you quote four words or more from *anyone for any reason* (discussion, assignments, etc.), *you must insert double quotation marks around the material and cite the source properly and in full*. Period. No exceptions. If you paraphrase someone else's words, *you must insert single quotation marks around the material and cite the source*. If you use someone's general idea or argument—even if you don't use their words—you must cite the source. This is a critical skill for scholars, and I expect you to follow it to the letter.

If you plagiarize even in a limited manner, you will receive a zero for the assignment; no re-tries are permitted in such cases, and your final grade will reflect this choice on your part. If you plagiarize a significant portion of any assignment, you will be reported for academic misconduct per the University's policy on academic integrity.

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**POLICY ON NON-ATTENDANCE AND NON-PARTICIPATION:** Online courses require your presence and attention. The tactic of enrolling but doing nothing (in order to keep student loans or grants, for examples) is no longer viable, because instructors are required to report non-attendance.

If you enrolled in this course prior to the start of classes and do not complete the first week's activities by the deadline, you will be marked as non-attending. If you enrolled late, you need to complete the work just as everyone else does and be caught up before we begin Week 2.

Two consecutive weeks of non-attendance at any point in the semester without communication with me (documentation of medical issue, for example) will be reported to the registrar's office. This does affect student loan eligibility and payouts, so if you are enrolled in this course, you should plan to participate in a timely manner from the outset.

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### **COURSE SCHEDULE ON D2L BY WEEKLY AGENDAS**

*Important Note:* Only core readings, film viewings, and deadlines are presently listed in the schedule available at the end of this syllabus and on D2L. Additional materials and films will be provided in the agenda for each week.

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### **SCHEDULE OF WEEKLY AGENDAS – AN OVERVIEW**

<b><i>Weekly Topics</i></b>	<b><i>Reading – check weekly agenda for supplementals</i></b>	<b><i>CQ/Project Activities – all deadlines midnight</i></b>
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1: 1/22 Welcome and Introduction	Syllabus and D2L	Syllabus Quiz & Liberty Point Tavern Intro – Due 1/25
2: 1/29 Native Peoples of America, <b>to 1500</b>	Prologue & Ch. 1, <i>Enduring Vision</i>	CQ 1 & Liberty Point Tavern post – Due 2/1
3: 2/5 An Atlantic World, <b>1400 – 1625</b>	Ch. 2, <i>Enduring Vision</i>	CQ 2 & Liberty Point Tavern post – Due 2/8
4: 2/12 Colonial Societies, <b>1625 – 1700</b>	Ch. 3, <i>Enduring Vision</i>	CQ 3 & Liberty Point Tavern post – Due 2/15
5: 2/19 Bonds of Empire, <b>1660 – 1750</b>	Ch. 4, <i>Enduring Vision</i>	CQ 4 & Liberty Point Tavern post – Due 2/22
6: 2/26 Roads to Revolution, <b>1750 – 1776</b>	Ch. 5, <i>Enduring Vision</i>	CQ 5 & Liberty Point Tavern post – Due 2/29
7: 3/5 Forging an Independent Republic, <b>1776 – 1788</b>	Chs. 6 & 7, <i>Enduring Vision</i>	CQ 6 & Liberty Point Tavern post – Due 3/8
8: 3/12 At War and Peace, <b>1789 – 1824</b>	Chs. 8 & 9, <i>Enduring Vision</i>	CQ 7 & Liberty Point Tavern post – Due 3/15
9: 3/19 Holiday	None – Enjoy!	None
10: 3/26 Democracy's Structures, <b>1824 – 1860</b>	Chs. 10 & 11, <i>Enduring Vision</i>	CQ 8 & Liberty Point Tavern Post – Due 3/29
11: 4/2 Slavery, South and North, <b>1830 – 1860</b>	Ch. 12, <i>Enduring Vision</i>	CQ 9 & Liberty Point Tavern Post – Due 4/5
12: 4/9 Immigration, Expansion, & Sectional Conflict, <b>1840 – 1861</b>	Ch. 13 & 14, <i>Enduring Vision</i> Begin reading Toplin, viewing <i>The Civil War</i>	CQ 10 & Liberty Point Tavern Post – Due 4/12
13: 4/16 A Most Uncivil Civil War, <b>1861 – 1865</b>	Ch. 15, <i>Enduring Vision</i>	MNPP initial posts – Due 4/19

14: 4/23 Reconstruction & Resistance, <b>1865 – 1877</b>	Ch. 31, <i>Enduring Vision</i>	MNPP peer responses – Due 4/26
15: 4/30 – 5/10 Wrap-up	Evaluations & Final Comments	Comments close 5/7

*We make the past present*