

HIST 212 United States History from 1877 Fall 2020

Instructor: Jason Doom

Contact Information

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Office Location: Bancroft 365

Online Office Hours: Monday/Wednesday 2:00 – 3:00

Preferred Method of Contact: email (Please use professional email etiquette when addressing University professors. I will not respond to emails lacking proper etiquette)

Expected Response Time: Within 24 hours

Course Description

This class is a survey of political, diplomatic, economic, social, intellectual and ethnic developments of United States history from Reconstruction through the present day with particular attention to how recent generations of Americans have interpreted the Federal Constitution. Themes of the class include the rise of America as an industrial and military power, the expansion of the federal government during the Great Depression and war, the changing idea of the United States through the end of the 19th Century and 20th Century, and how rights and freedoms were expanded or restricted in the nation.

As with all history classes, the facts are important but we will also focus on critical thinking and the evaluation of sources. I anticipate that you will come away from the semester with an appreciation for the complexity of the subject matter and recognize how historical events contribute to present realities. I hope that this course ultimately expands every student's understanding of the human condition by looking at individual and group responses to often difficult and challenging situations.

I think we learn best when we engage subject matter in a variety of ways. In this class you will discuss class content, read primary secondary source materials, watch video excerpts, and write response papers. The readings provide insight into the issues relevant to citizens and leaders of the new American nation and the how scholars have interpreted the significant events of the era. I will assume that students have a basic understanding of American history and this class will expand upon previous knowledge. Should you need more information for your written responses and papers, consider referencing the open textbook before sites such as Wikipedia.

Course Goals

Students will understand changes in the US economy, the rise of the United States as a world power, the effects of World War One, World War Two, and the Cold War on American society, and the gradual expansion of rights to all citizens.

Learning Outcomes

Students will examine two narrative texts based on primary source materials from the time period, analyze interpretive issues by writing essay responses, and engage with other students on the subject matter through class discussion.

University Competencies

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.

Required Course Texts

I will not require students to purchase a traditional history textbook. Students will reference an online, open source text entitled *The American Yawp* as a supplement to class lectures.

<http://www.americanyawp.com/>

Technology Requirements

Required Hardware:

A modern computer running Windows 7 or later or OS 10.7 or later

A reliable Internet connection

Built-in or external computer speakers

Webcam and microphone

Required Software:

Blackboard

Microsoft Office ([download here](#))

Google Chrome ([download here](#))

Email Address: You are required to use your Winthrop University email address. All communications about the course will be sent by the instructor to this address, and all communications to the instructor should also use this address.

Grading Policies

Your grades will be displayed in the "Grade Book" function in Blackboard as you complete each module. This will allow you to review your progress.

Interpretive Discussions - 20%

Primary Source Discussions - 20%

Quizzes - 25%

Essays - 25%

Final Paper - 10%

Grading Scale

A	93 - 100%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	D-	60 - 62%
C+	77 - 79%	F	00 - 59%

Discussion Board

Primary Analysis Discussions: Each week you will pick a primary source and write an analysis of that source. The form that you should use is provided on the menu on the left. You will need to provide at least two responses to your peers who chose a different source to write about. You will compare and/or contrast another student's document with the one you have chosen to analyze.

Interpretive Discussions: Each week you will post a response to a prompt. Your response should be carefully thought out and three paragraphs in length. You should answer all parts of the prompt.

In order to receive full credit for the weekly discussions, you must actually engage in discussions with your peers. Your original posting does not constitute a discussion and will not receive full credit. You must post at least two thoughtful discussion responses to earn full credit. ("I agree with your response" does not qualify as a discussion posting.)

You must post your responses within the threads I start for each week. To do this, click on the question and then hit "reply" found below the question I have posted. I will not grade responses outside of the original thread of my question and will also not grade replies posted to another unit's discussion question. Your comments should reflect careful thinking and should be phrased in proper English (you know - capitalization, correct spelling, punctuation, complete sentences, etc. I expect you to cite page numbers when quoting the textbook, and you should enclose the direct quote in quotation marks. Here is how you do that: "The Red Scare nonetheless left a lasting mark on American life." (773) Students who turn in discussion responses that include direct quotes from the text not enclosed in quotation marks and that does not cite a page number from the text will receive a grade of zero for that assignment. These discussions will be closely monitored and no foul language, personal insults, or meandering off topic will be tolerated. Students who break the rules will be warned once; if they continue to violate the rules, they will receive a zero for the Weekly Discussion grade for the entire semester.

I realize that these instructions are lengthy so I have provided an example of a primary source analysis and an appropriate response:

C. William Manning was a yeoman farmer and supporter of Thomas Jefferson. (165) In 1798 he wrote about his concerns about the direction of the young United States in "The Key of Liberty," an essay that he submitted to his local paper in Massachusetts. The newspaper chose not to print the lengthy essay and it was not published until 1922 when Harvard professor Samuel Eliot Morrison discovered the document at the Manning family's estate. Morrison indicates that the Manning's residence served also as a tavern so perhaps Manning was exposed to various political views by travelers who stopped at his place. (Samuel Eliot Morrison and William Manning. "William Manning's The Key of Liberty." *The William And Mary Quarterly* no. 2 (1956): 202. *JSTOR Journals*, EBSCOhost, p. 202-203, 208 (accessed October 17, 2017))

Manning was primarily concerned about the influence in government by citizens in the country who did not labor at their jobs such as the "merchant, physician, lawyer, and divine, the philosopher and schoolmaster, the judicial and executive officers." (171) Manning was suspicious of those who earned income from interests and fees since they wished lower rates for labor for their own personal benefit. He was even more suspicious of those who served in government whom he believed only profited when others suffered. Manning believed both groups benefited when laborers such as himself remained poor. He feared that the government of the United States was structured to benefit certain groups while taking advantage of the labors of farmers such as himself. He went as far to say that the scheming of such persons have always destroyed such attempts at a free government.

Manning's opinions seem consistent with Republican rhetoric of the period. As a farmer, he was both proud of his role in society and suspicious of those who did not farm. Jefferson and other Republicans in early America praised the agrarian lifestyle and felt it was superior to manufacturing and trading. They believed that farmers held an ethic that all members of the new country should emulate. Such strong language informed the political rhetoric of the early United States and provides insight into much of the political divisions between the Jeffersonian Republicans and Federalists.

Possible response:

I agree with Jason that Manning's language is consistent with Republican rhetoric. In the first source in the chapter, Thomas Jefferson wrote that "those who labor in the earth are the chosen people of

God.” (166) Such grandiose language would be well received by farmers such as Manning and these farmers might grow even more suspicious of professionals and those in the government. The Republican insistence upon a weak federal government would resonate with citizens like Manning. Manning was suspicious of the other group because of economic concerns while Jefferson’s language was more philosophical. Even though both Jefferson and Manning were farmers, it does seem like there are differences between the two since Manning had a small farm while Jefferson farmed a large estate with slaves. Did Jefferson truly understand the economic realities of the yeoman farmer or did he make his appeal to gain their political support?

Quizzes

Students will take one quiz each week. The quizzes will correspond to the chapters in the American Yawp. The quiz will close at 11:59 pm on Friday. The quizzes are not timed and you can take them as many times as you like. The highest grade will be recorded. The questions come from a test bank so you will probably see mostly different questions in each attempt. In order to do well on the quizzes, read the chapter closely and take notes.

Writing Assignments

Students will write 2-page essays (12 pt. font/double spaced/1 inch margins) for the first five weeks. These short writing assignments are not meant to be overviews or summaries. Rather, essays should answer the instructor’s prompt with evidence from the textbook, lectures, and any extra readings. Post each paper to SafeAssign by Saturday 11:59 pm.

Rubric for papers:

A: This is a clearly written, well-organized essay with no grammatical errors or major stylistic problems. The introduction includes insightful historical context and the thesis is original and interesting. The body of the essay supports the thesis with well-integrated and well-chosen evidence drawn from text, lecture, films, and handouts. The essay demonstrates that the student has a solid command of the course material.

B: This essay adequately addresses the assigned question or topic. The thesis may be weak or uninspired. Evidence is adequate yet lacks a complex analysis. There are a few grammatical, stylistic, and/or organization problems.

C: This essay has a weak thesis and disregards the most important and obvious evidence. It may also suffer from a combination of problems including insufficient depth of analysis, numerous grammatical errors, and poor presentation and organization. A C paper often incorporates a conversational or casual tone that is inappropriate in formal writing.

D: This essay lacks a thesis and, as a result, the evidence presented does not support an argument. The essay may also demonstrate that the student has some awareness of the material, but cannot incorporate it into an argument that addresses the assigned question or topic. The essay might also lack sufficient writing skills required in a freshman college course.

F: This paper was probably written at the last minute and contains no thesis, little understanding and use of the material, insufficient or inappropriate evidence, and serious writing problems.

Late Work Policy

Late assignments will receive a grade reduction for each 24-hour period. Assignments submitted more than 5-days late will be graded.

Plagiarism Policy

For a high profile example of plagiarism and the cost of such carelessness

see: <http://www.nytimes.com/2014/07/24/us/politics/montana-senator-john-walsh-plagiarized-thesis.html>

For other information on plagiarism, see:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml> and <http://owl.english.purdue.edu/owl/resource/589/01/>

Online Etiquette

Your behavior and communication in this course is expected to be clear, professional, and courteous at all times. Open and honest expression is at the core of The Winthrop Experience, but never at the cost of respect or civility. As Winthrop students, you should demonstrate the ability to hold deliberate, articulate, and even-tempered discussions.

Annoying, disruptive, and threatening conduct is completely unallowed, and the instructor reserves the right to remove you from the course in the event that you demonstrate such behavior.

Communication Guidelines

Communication will be an integral part of this course. Make sure that you:

Check your Winthrop email and the discussion board at least three times per week (more often is better).

Be patient. Do not expect an immediate response when you send a message. Generally, 24 hours is considered reasonable amount of time to receive a reply.

Be courteous and considerate. Being honest and expressing yourself freely is very important but being considerate of others online is just as important as in the classroom.

Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.

Do not use all caps. This makes the message very hard to read and is considered "shouting." Check spelling, grammar, and punctuation. Compose messages and posts in a word processor, then copy and paste the message into the discussion or message. Save the Word document as a backup for yourself in case you lose your Internet connection. You can re-send the message right away if you saved your work.

If you want to send a personal message to the instructor or to another student, use email rather than the discussions.

Be patient. Do not expect an immediate response when you post to a discussion.

Respect each other's ideas, feelings and experience.

Be courteous and considerate. It is important to be honest and to express yourself freely, but being considerate of others is just as important and expected online, as it is in the classroom.

Online Course Statement

Students who are enrolled in online courses are entitled to the campus resources made available to on-campus students. These resources include admissions counseling and health services, library, student services, and recreational facilities. Questions regarding access to these resources should be directed to the assigned academic advisor.

Writing Center

The Writing Center, located in 242 Bancroft Hall, provides free consultation and tutoring. You are encouraged to seek assistance there when drafting or revising your essays. The Writing Center's website is particularly helpful, and contains information on everything from documenting sources correctly, to punctuating correctly, to evaluating Internet sources (see www.winthrop.edu/wcenter). Please call the Writing Center to schedule an appointment well in advance of your assignment due date (803-323-2138) or schedule an appointment online <https://winthrop.mywconline.com/>.

Academic Success Center

Winthrop's Academic Success Center (ASC) is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or success@winthrop.edu. For more information on ASC services, please visit www.winthrop.edu/success.

Students with Disabilities/Need of Accommodations for Access:

Winthrop University is committed to providing access to education. If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, accessibility@winthrop.edu, as early as possible to discuss your concerns.

Student Code of Conduct

As noted in the Student Conduct Code: "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the "Student Conduct Code Academic Misconduct Policy" in the online Student Handbook.

Syllabus Change Policy

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.