

HISTORY 211: UNITED STATES to 1877

Constitution and Historical Perspectives

Winthrop University
College of Arts and Sciences
Department of History
Fall 2020; August 25–December 11

HIST 211 ∞ Section 007 ∞ CRN-11455 ∞ 3 hrs. credit ∞ T-R 11:00-12:15, Viral start and finish with Synchronous Online; mostly face-to-face (fingers crossed).

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Office Hours: M-W 11:00-1:00; M 2:00-4:00; T-R 9:00-10:30; 3:30-5:00 or by appointment. Please come drop in “virtually” anytime via email to discuss any course-related concerns or to simply chat. You are always welcome.

ZOOM invite: <https://winthrop.edu.zoom.us/j/98047520921?pwd=RDlsYWWhyeTI5c1BkK2RMdVRhNmNPUT09>

Course Description: History 211 surveys the political, diplomatic, economic, social, intellectual and ethnic development of the United States beginning with the first immigrants to the Americas and their subsequent “discovery” of Europeans and ending with the fragmentation of the United States and its painful “Reconstruction.” The course will touch both the familiar and the unfamiliar, the famous and the obscure, each playing a significant role in the history of the United States and its place in an evolving and diverse human experience. History 211 meets the **General Education Constitution requirement** and thus will pay particular attention to the context and construction of the U.S. Constitution and its paramount relevance to the continued life of the nation.

Required Reading:

Textbook: Brian Farmer. *Introduction to American History*, Volume 1, Ninth Edition. **Since this is an online course, you will need to choose the textbook + option.** This one is “app-able,” so you will never be without it! See below for special offer:

Ancillary readings for assigned essays:

“The Threat of Anne Hutchinson,” in William Bruce Wheeler, et al, *Discovering the American Past: A Look at the Evidence*, Volume 1 (ISBN-13: 978-0495799849). You may rent this from

<http://www.cengagebrain.com/shop/isbn/9780495799849>

U.S. Constitution and Bill of Rights. Both documents will be posted on Blackboard.

“Reconstructing Reconstruction: The Political Cartoonist and the National Mood,” in William Bruce Wheeler, et al, *Discovering the American Past: A Look at the Evidence, Volume 1* (ISBN-13: 978-0495799849). You may rent this from

<http://www.cengagebrain.com/shop/isbn/9780495799849>

University-Level Competencies (ULCs) that apply to this course are:

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.

- In this course students engage historical debates and analyze historical texts (primary and secondary) that encourage them to exercise critical thinking skills and to hone their ability to wrestle with complex issues and to form defensible well-articulated positions.

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.

- In this course students explore the past and develop an understanding of how that past informs their present, establishing connections across cultures, social groups, and political perspectives from the first “Americans” to the Reconstruction of a fractured Union after the Civil War. Students will appreciate the interdependent nature of a diverse human experience that has produced a history resting on ordinary characters achieving extraordinary ends.

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.

- In this course students will be given opportunities to express their understanding of diverse readings, complex themes, and lecture presentations both on paper and in class interaction.

Outcomes: HIST 211 satisfies both the Historical Perspective and Constitution requirement for the General Education Curriculum by addressing the following:

For Historical Perspectives –

- 1. HIST 211 students will examine** knowledge or ideas through a historical perspective. Historical perspective must be a central focus of the course, not merely a peripheral concern or a method of organizing the material to be studied.
- 2. HIST 211 will enable** students to demonstrate their ability to think historically; identify sound and unsound historical reasoning.
- 3. HIST 211 will enable** students to demonstrate their ability to articulate a philosophy of history or use the “tools” of historiographical study or research.
- 4. HIST 211 will enable** students to demonstrate an understanding of how historical change occurs and be able to identify causes that contribute to change.
- 5. HIST 211 will enable** students to demonstrate their knowledge and appreciation of diverse cultures, aesthetic, and/or intellectual viewpoints and milieus.

6. HIST 211 also adheres to the following by requiring a minimum of eight pages of evaluated writing: Historical Perspective Component courses must include a significant writing component.

For Constitution –

- 1. In HIST 211 students read,** write, and speak standard English on topics related to the essentials of the United States Constitution, the Declaration of Independence and the Federalist Papers.
- 2. When successfully completed, HIST 211 students understand** American institutions and ideals and appreciate how their culture is influenced by these factors.
- 3. In HIST 211 students understand** how their roles in school, work and community involvement are impacted by the structures and ideas emanating from the Constitution, Declaration of Independence, and the Federalist Papers.
- 4. In HIST 211 students recognize** problems and issues that confront citizens.
- 5. After successfully completing HIST 211 students are** able to analyze and effectively choose among the choices available to citizens confronting problems and issues.
- 6. After successfully completing HIST 211 students understand** their civic responsibilities.
- 7. HIST 211 satisfies the following by requiring a minimum of eight pages of evaluating writing: Constitution Component** courses must include a writing component: a single paper or combination of assignments totaling eight pages of evaluated writing or at least four evaluated writing assignments.

NOTE: The writing assignments for this class will include essays that examine primary documents/sources and that require critical thinking and historical analysis. One of these essays involves a detailed examination of the Constitution and Bill of Rights.

Rakestraw's Extra Outcomes: Students will examine the history of the United States and will appreciate that 1) historical events and eras are dynamic and open to revision--in other words, just because that's how you thought it happened or how the coach said it happened doesn't necessarily make it so, 2) history plays out within the context of its unique moment and, while debate within the current moment may be stimulating, final assessment must ultimately defer to context, and 3) the history of the United States rests on more than the stories of those individuals immortalized by grand portraits and imposing statues; it rests on ordinary individuals with extraordinary stories.

COURSE FORMAT: This course is divided into three learning modules. Each module includes a task list, a study guide, reading assignments, and an assessment (quizzes and/or essay). All assessments must be completed by the posted due date and time. Quizzes will close promptly at the dates and times specified in the class schedule, which is posted in the Course Orientation module on Blackboard. Late submissions will not be accepted.

Reading assignments are listed in the material for each module -- they include chapters in the textbook, primary documents either uploaded or linked to a website, and

supplementary materials which will be found within the module and/or linked to external sites.

If you are unable to resolve link problems, report these problems to me immediately by e-mail. Reporting problems after due dates/ times is too late.

Publisher Information:

This course utilizes content provided by the publisher of the course textbook. Instructions for linking to BVT Lab are provided in Blackboard.

Note: Section code for BVT Lab is J4DF72

Respondus Lockdown Browser:

This course requires the use of Lockdown Browser for online exams. Lockdown Browser is, as the name implies, a web browser like Microsoft Edge, Apple Safari, Google Chrome, or Mozilla Firefox, and is installed on your computer in the same manner. You can install Respondus using the link below. More information on Respondus is available in Blackboard.

<http://www.respondus.com/lockdown/download.php?id=158741422>

Technology Requirements:

To navigate this course successfully you will need

- 1) a “modern” computer running Windows 7 or later or Mac OSX 10.7 or later
- 2) A reliable internet connection
- 3) Built-in or external computer speakers
- 4) Webcam and microphone
- 5) Microsoft Office software
- 6) Google Chrome or Mozilla Firefox web browsers
- 7) Respondus Lockdown Browser (see above)

COURSE REQUIREMENTS: Read. Keep up with assigned reading. Take notes on assigned reading. Make connections between assigned reading and course PowerPoint/ Zoom presentations. Complete all assessments by the due dates.

Attendance: Regular attendance for synchronous sessions is expected and will be considered in the determination of the final average. Absences exceeding four whether for seemingly legitimate purposes or not will result in a reduction of five points EACH from the semester point total (religious holidays and university-mandated absences are exempt).

On a more positive note, five points will be awarded to any student who misses no more than two synchronous sessions. **Since attendance is taken at the beginning of each class session, tardiness will likely be recorded as an absence.**

ATTENTION: Attending an occasional class and showing up for the final will not satisfy a financial aid commitment.

Note: The official attendance policy outline in your student handbook states:

“If a student’s absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N if the student withdraws from the course before the withdrawal deadline; after that date, unless warranted by documented extenuating circumstances as described in the Withdrawal from Courses section of the University catalogs, a grade of F or U shall be assigned.” Note: The grading policy for fall 2020 has eliminated the grade of F.

Commitment: All members of the community understand that to succeed in classes, students must be active participants in their education while understanding and complying with each course syllabus. Students should plan on spending at least two hours of study for every one hour in actual or virtual class. For example, a 15-credit-hour schedule requires at least a 45-hour commitment per week. Outside preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades.

Make-ups: There are few satisfactory excuses for missing an exam. Death and childbirth (your own in both instances) will justify a make-up. Other excuses may or may not be accepted and will only be considered if documented. **(All makeup exams will be synchronously administered the last Friday before Final's week at 7:00 am.)**

Evaluation:

- There will be **three** in-class or online synchronous exams, each covering one third of the course material including reading assignments as specified in course outline and supplements as directed. The final (or third exam) will connect broad themes from the entire semester. As a result, students are encouraged to maintain their course materials from day one to the final exam. The exams are valued at 100 points each.
- In addition to the three exams, three essay opportunities will be provided. You must do **two** of the three, **each** producing a properly structured, soundly argued essay of a minimum of **4-5 pages (1000-1200 words)**. Note: Papers falling below the minimum word count will not be scored. **The Constitution essay is required.** The essays are valued at 50 points each for a potential of 100 semester points (the equivalent of a major exam grade).
- Students will also submit weekly quizzes from the textbook BVT Lab. There will be a total of ten quizzes as scheduled on the class calendar below. Each quiz will be valued at 10 points for a potential total of 100 semester points (the equivalent of a major exam grade).
- Finally, since more time is available, you will have one last chance to demonstrate your mastery of **historical perspective and the Constitution** with a comprehensive essay opportunity on the final exam.

Students should expect to produce no less than 8-10 pages of evaluated writing in this class.

Turnitin Instructions:

<http://libguides.library.winthrop.edu/turnitin>

ID: 26091837

Turnitin Password: drowssap

The total possible points for the term will be 500 (300 for exams, 100 for essays, 100 for quizzes).

A = 475-500 pts : Indicates exceptional understanding and demonstrated mastery of material presented and satisfaction of course objectives.

A- = 450-474 pts:

B+ = 435-449 pts: Indicates above average understanding of the material presented and satisfaction of course objectives.

B = 425-434 pts:

B- =400-424 pts:

C+ = 385-399 pts: Indicates average understanding of material presented and satisfaction of course objectives.

C= 375-384 pts:

C- =350-374 pts:

CR = 300-349pts: Indicates adequate understanding of material presented and minimum satisfaction of course objectives.

UN = 000–299 pts: Indicates inadequate understanding of material presented, unsatisfactory performance on course objectives, and necessitates repeat of course.

COURSE OUTLINE

Module 1

FINDING, BUILDING AND LOSING AN AMERICAN EMPIRE

Dates: August 25 – September 22

Text: Farmer pages 1-117

Exam: September 29

Week One: Introduction.

Student tasks:

- 1) Attend Zoom class sessions
- 2) Attend BVT Lab Discussion Forum if scheduled
- 3) Complete weekly quiz 1 on BVT Lab by Friday August 28th 11:59pm

Week Two: Collision of Cultures.

Student tasks:

- 4) Attend Zoom class sessions
- 5) Attend BVT Lab Discussion Forum if scheduled
- 6) Complete weekly quiz 2 on BVT Lab by Friday Sept. 4th 11:59pm

Week Three: English North America: The Beginning.

Student tasks:

- 7) Attend Zoom class session
- 8) Attend BVT Lab Discussion Forum if scheduled
- 9) Complete weekly quiz 3 on BVT Lab by Friday Sept. 11th 11:59pm

NOTE: Unless otherwise directed we are scheduled to be in class in Tillman (Old Main) auditorium on Tuesday of week three.

Week Four: Then there were Thirteen—Outlier colonies, the Carolinas, Georgia, revival and the Great War for Empire.

Student tasks:

- 10) Attend class as scheduled
- 11) Attend BVT Lab Discussion Forum if scheduled
- 12) **“Hutchinson” essay due Tuesday Sept. 15th 11:59pm on Turnitin**

Week Five: Residue from the Great War for Empire and the road to revolution.

Student tasks:

- 13) Attend class as scheduled
- 14) Attend BVT Lab Discussion Forum if scheduled
- 15) Complete weekly quiz 4 on BVT Lab by Friday Sept. 25th 11:59pm

Week 6.1: **First Exam (100 points) Tuesday September 29th IN CLASS or SYNCHRONOUS (TBD)**

Module 2

FROM REVOLUTION TO NATION

Dates: October 1 – October 22

Text: Farmer, pages 117-300.

Exam: October 27

Week 6.2: The Revolution Begins: From *Common Sense* to a **Declaration of Independence.**

Student tasks:

- 1) Attend class as scheduled
- 2) Attend BVT Lab Discussion Forum if scheduled
- 3) Complete weekly quiz 5 on BVT Lab by Friday Oct. 2nd 11:59pm

Week Seven: The Revolution and the Atlantic World—the impact of foreign intervention, victory and the fragile Confederation.

Student tasks:

- 4) Attend class as scheduled
- 5) Attend BVT Lab Discussion Forum if
- 6) Complete weekly quiz 6 on BVT Lab by Friday Oct. 9th 11:59pm

Week Eight: A New Constitution.

Student tasks:

- 7) Attend class as scheduled
- 8) Attend BVT Lab Discussion Forum if scheduled
- 9) **Constitution Essay due Tuesday October 13th 11:59 PM on Turnitin**

Week Nine: Ratification, *Federalists Papers*—Federalist Party in charge.

Student tasks:

- 10) Attend class as scheduled
- 11) Attend BVT Lab Discussion Forum if scheduled
- 12) Complete weekly quiz 7 on BVT Lab by Friday Oct. 23rd 11:59pm

Week Ten: Nationalism, Sectionalism, and Expansionism.

Student tasks:

- 13) Attend class as scheduled
- 14) Attend BVT Lab Discussion Forum if scheduled
- 15) **Second Exam (100 points), Tuesday, October 27th IN CLASS or SYNCHRONOUS (TBD)**



Module 3

EXPANSIONISM, SECTIONALISM, AND CATASTROPHE

Dates: October 29 – December 3
Text material: Farmer, pages 301-455.
Final Exam: December 8 @ TBD Respondus Lockdown

Week eleven: Texas, Oregon and Manifest Destiny.
Student tasks:
1) Attend class as scheduled
2) Attend BVT Lab Discussion Forum if scheduled
3) Complete weekly 8 quiz on BVT Lab by Friday Nov. 6th 11:59pm

Week Twelve: The Republic Unravels
Student tasks:
4) Attend class as scheduled
5) Attend BVT Lab Discussion Forum if scheduled
6) Complete weekly quiz 9 on BVT Lab by Friday Nov. 13th 11:59pm

Week Thirteen: The Republic Fractures – Armageddon
Student tasks:
7) Attend class as scheduled
8) Attend BVT Lab Discussion Forum if scheduled

9) **“Nast” Essay due Tuesday November 17th on Turnitin by 11:59 PM**

Week Fourteen Turkey Day!!!! Note: First Thanksgiving was in 1619 at Berkeley Plantation Virginia and there were no pilgrims!!

*****RETURN TO REMOTE ON TUESDAY DECEMBER 1st. *****

Week Fifteen: Putting Humpty Dumpty Back Together
Student tasks:
10) Attend Zoom as scheduled
11) Attend BVT Lab Discussion Forum if scheduled
12) Complete weekly quiz 10 on BVT Lab by Friday Dec. 4th 11:59pm

Final Exam (120 points): Tuesday, December 8 on Respondus.

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* which can be accessed at:

<http://www2.winthrop.edu/studentaffairs/handbook/StudentHandbook.pdf>

Dishonesty is a serious offense in all its forms, whether lying about reasons for an absence or missed assignment or cheating on a test or misrepresenting borrowed material as your own. It can result in a failing grade on a test, assignment, or the course, or even dismissal from the university.

MASKING EXPECTATIONS: Winthrop requires that all students adhere to safety practices that will minimize the transmission of COVID-19 within the campus community. Accordingly, Students are expected to engage in social distancing and wear a cloth face mask while on campus. Failure to comply with this requirement in the classroom will result in dismissal from the current class meeting. Repeated violations will be reported to the Dean of Students as a violation of the Student Conduct Code. Students with conditions that prohibit the wearing of a face mask should discuss this with their instructor and/or contact the Office of Accessibility to arrange appropriate accommodations.

ACTUAL AND VIRTUAL CIVILITY: All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of and understanding toward both peers and professors. Students are expected to be prompt to synchronous sessions and attentive during class and to respect their fellow classmates’ interest in hearing and learning the material presented. Students who are disruptive in any way will not be counted present for the particular class session. **THIS INCLUDES CELL PHONES!** They must be deactivated at the start of class. **Habitual infractions--INCLUDING TEXT MESSAGING, TWEETING, OR WHATEVER CREATIVE WAY OF COMMUNICATING COMES ALONG--**will be noted as an absence, inadequate class performance, and ultimately may result in a failing grade for the course.

DO NOT POKE THE GORILLA

These are a few examples of things that irritate the professor and should be avoided in **ALL** classes actual or virtual: 1) drumming on the table with fingers or pen/pencil 2) yawning 3) whispering 4) eye-rolling 5) attempting to impress a potential date with inappropriate banter 6) going off camera routinely 7) failing to demonstrate proper netiquette 8) thing that you thought would be on this list because you also find it annoying:_____.

STUDENTS WITH DISABILITIES/NEED OF ACCOMMODATION FOR ACCESS:

Winthrop University is committed to providing accessible learning experiences and equal access to education for all students. The syllabus is available in alternate formats upon request.

If you are a student with a disability (including mental health concerns, chronic or temporary medical conditions, learning disabilities, etc.) and you anticipate or experience academic barriers due to the condition, please contact The Office of Accessibility (OA) for information on accommodations, registration, and procedures. After receiving approval for accommodations through OA, please make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely manner.

OA contact information: accessibility@winthrop.edu; 803-323-3290; 307 Bancroft Hall Annex.

If you have questions about accessibility statements, or would like to discuss the provision of accommodations or services, please contact us. Information about OA's services and accommodations are also available on the OA website.

ACADEMIC SUCCESS CENTER: Winthrop's Academic Success Center 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. Note that these services are not just remedial or for students who are failing. Good students become even better by becoming more focused on what makes them successful.

WINTHROP'S OFFICE OF NATIONALLY COMPETITIVE AWARDS (ONCA): ONCA identifies and assists highly motivated and talented students to apply for nationally and internationally competitive awards, scholarships, fellowships, and unique opportunities both at home and abroad. ONCA gathers and disseminates award information and deadlines across the campus community, and serves as a resource for students, faculty, and staff throughout the nationally competitive award nomination and application process. ONCA is located in Dinkins 222. Please fill out an online information form at the bottom of the ONCA webpage www.winthrop.edu/onca and email onca@winthrop.edu for more information.

THE ABOVE SCHEDULE AND PROCEDURES ARE SUBJECT TO CHANGE IN THE EVENT OF EXTENUATING CIRCUMSTANCES.