

## HISTORY 176: United States to 1877

UW-Stevens Point

Fall 2022

Professor Brett Barker, Ph.D.

MW 2:00-3:15 PM

Class 81379 SEC 01

CBB 161

MW 3:30-4:45 PM

Class 82417 SEC 03

CBB 161

### Contact Information:

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Office Hours: Mon. 11-12 and by appointment (in person or via Zoom)

### Course Objectives:

This course examines American history from the beginning of human habitation of North America through the era of the Civil War. Its aim is to help students gain a basic understanding of the major themes and developments in politics, society, economy, and culture in America during the first three centuries of European settlement. By the end of the semester students should have gained specific knowledge and skills that will prove useful in their college career.

Knowledge: a demonstrated understanding of the following:

- the diversity and complexity of native cultures at the time of contact with Europeans
- the founding of European colonies in North America, and the variety present among them
- the development of the English mainland colonies and their growing rift with Great Britain
- the introduction of slavery and its importance in U.S. history
- the causes, course, and consequences of the Revolution for the U.S. and its residents
- the economic and political development of the United States 1776-1877
- the causes, course, and consequences of the Civil War
- the changes in everyday life and work for ordinary Americans between 1607 and 1877

Skills: success in this course will also require demonstration of the following:

- the ability to read and listen with critical perception
- the ability to analyze and synthesize course materials
- the ability to distinguish between knowledge, values, beliefs, and opinions
- the ability to use evidence to support assertions about the past

### Attendance:

**You must attend class.** Past experience indicates that students who attend irregularly always do poorly in the course. As a courtesy to the instructor and other students, **please arrive on time and turn off your cell phone and computers. Texting or computer use in class is prohibited unless allowed by an official accommodation plan.** Repeated violation of this rule will result in a significant lowering of your class citizenship grade (see below). You are expected to be in class every meeting—if you have to miss for a legitimate reason, please inform the professor.

**Grading Scale:**

	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+	60-66	D	0-59	F

**Required Texts:**

Eric Foner, *Give Me Liberty!*, vol. 1 (seagull 6<sup>th</sup> edition). You get this free through text rental.  
*Narrative of the Life of Frederick Douglass*. ISBN: 978-0486284996  
 Primary Sources (available for free on Canvas site)

**Lectures, Readings, and Assignment Schedule:**

Dates	Reading	Other Assignments
Sep. 7	<i>Give Me Liberty!</i> Ch. 1 (skim)	
Sep. 12-14	<i>Give Me Liberty!</i> , Ch. 2	
Sep. 19-21	<i>Give Me Liberty!</i> , Ch. 3	
Sep. 26-28	<i>Give Me Liberty!</i> , Ch. 4	
Oct. 3-5	<i>Give Me Liberty!</i> , Ch. 5	Identification Exam (Oct. 5)
Oct. 10-12	<i>Give Me Liberty!</i> , Ch. 6	
Oct. 17-19	<i>Give Me Liberty!</i> , Ch. 7	
Oct. 24-26	<i>Give Me Liberty!</i> , Ch. 8	1 <sup>st</sup> Essay Exam (Oct. 26)
Oct. 31-Nov2	<i>Give Me Liberty!</i> , Ch. 9	
Nov. 7-9	<i>Give Me Liberty!</i> , Ch. 10	
Nov. 14-16	<i>Give Me Liberty!</i> , Ch. 11	
Nov. 21	<b>Douglass, all</b>	Douglass Essay (due Nov. 26)
Nov. 28-30	<i>Give Me Liberty!</i> , Ch. 12	
Dec. 5-7	<i>Give Me Liberty!</i> , Ch. 13	
Dec. 12-14	<i>Give Me Liberty!</i> , Ch. 14	
<b>Final Exam:</b>	Monday, Dec. 19 at 11:59 PM in Canvas	

**Grading:** Course grades will be based on the following:

**20% Class Citizenship:** Not only should you attend class, but you are also expected to participate in discussions. In evaluating your participation grade, I will consider your attendance, the quantity and quality of your contributions, and your willingness to listen and interact with other students while integrating your comments into the flow of discussion.

**20% Quizzes, and In-Class Work:** Most of this will consist of the weekly quiz grades, although there may occasionally be other short in-class writing assignments. **In-class writing assignments and quizzes cannot be made up.**

**10% Identification Exam:** In-class Oct. 5

**15% 1<sup>st</sup> Essay Exam:** In-class Oct. 26

**15% Douglass Essay:** Submit to Canvas by Nov. 26

**20% Final:** Due in Canvas at 11:59 PM on Monday, Dec. 19

### **Two Important Notes about the Course:**

1. Weekly assignments are due on the dates specified, unless you make prior arrangement with the instructor. Late work will be penalized.
2. Academic Honesty and Classroom Behavior: This course is part of the UW-Stevens Point academic community, an academic community that is bound together by the traditions and practice of scholarship. Honest intellectual work – on examinations and on written assignments—is essential to the success of this community of scholars. Using classmates’ responses to answer exam questions or disguising words written by others as your own undermines the trust and respect on which our course depends. The work in this course is challenging and will demand a good deal of each of you. I have every confidence that each of you can succeed. Doing your own work will enhance your sense of accomplishment when the semester comes to a close.

Additionally, the classroom environment is a unique opportunity for students to share ideas, opinions, discuss classroom and course content. As each student is entitled to contribute in class, specific expectations are necessary to ensure a thriving classroom environment. Expectations include: arriving to class on time, being prepared for class, no electronic devices, unless authorized to do so, any loud shouting, excessive side conversations, arriving to class under the influence of any alcohol or drugs, profane language, and verbal or physical threats, intimidation of any kind, or any other behavior that may be disruptive to the professor or other students. If any of this behavior is exhibited, you may be asked to leave the class for the day. Any continued disruptive behavior may result in a referral to the Dean of Students Office.

### **Students with Disabilities:**

The University has a legal responsibility to provide accommodations and program access as mandated by Section 54 and the Americans with Disabilities Act (ADA). The university’s philosophy is to not only provide what is mandated but also convey its genuine concern for one’s total well-being. If accommodations are needed, please contact the instructor as well as the Disability and Assistive Technology Center (DATC), located on the Stevens Point campus. Students can also pick up an application for accommodations packet in the Solution Center. DATC contact information:  
(715) 346-3365 (Voice)  
(715) 346-3362 (TDD only)  
or via email at [datctr@uwsp.edu](mailto:datctr@uwsp.edu)

**Office Hours and Appointments:** Every one of you should come visit me during my office hours this semester. My office hours are time set aside for students, and successful students take advantage of them. Whether it’s a simple question or a serious problem in the course, you should never hesitate to drop in or make an appointment if my office hours do not fit your schedule.

### **Changes to the Syllabus:**

I have tried to make this syllabus as accurate, complete, and helpful as possible. I do not anticipate changing any elements of this course, but I reserve the right to do so. Any changes will be announced in class with as much advance notice as possible.

## **COVID and the Classroom:**

As of the writing of this syllabus, we seem to be coming out of the pandemic. I hope we can have a “normal” class and the sustained interaction that is at the heart of a college course. That said, if you have COVID symptoms or a diagnosis, stay home and stay safe as recommended by the CDC. Good campus information can be found here:

<https://www3.uwsp.edu/coronavirus/Pages/communications.aspx>

## **A Brief Guide to Succeeding in this Course**

**1. Reading:** There is a lot of reading in this course, and to do well **you must start reading right away and keep up with the reading.** You must complete the week’s reading **before** Monday’s class and you will take a quiz most Mondays to make sure that you have. The text contains a lot of detail, and you should take notes, which may be used during the quiz. See me if you’d like more guidance in how to do this.

**One other piece of advice about reading:** many students believe that they can “multi-task,” meaning they can read the textbook while watching TV, checking Facebook, or talking with friends. I am convinced that this is not true. If you are struggling with the reading and the quizzes, try this experiment: for one week, read the text in an absolutely quiet room (without music) and take notes. You may be surprised how much your comprehension improves. This is the environment in which I do all my reading. It might take a little getting used to, but it might also be just what you need to succeed.

**2. Class Meetings:** most classes will consist of both lecture and discussion. Here’s what I intend you to get out of each: **Lecture:** My lectures are not just simple restatement of the text—that’s why it’s **important for you to both read the text and attend class.** The **lectures** are really interpretive narratives, or stories, meant to provide a coherent view of the week’s materials. I will offer this content in a way I think makes sense, and I will challenge you to show that you understand the material. As you listen, take notes, especially of dates, names, and statistics. But also listen to the analysis of the past offered: note events and people you recognize from the text that are also mentioned in lecture, but pay special attention to the explanation of why things happened, and the analysis of cause and effect.

In the end, success in this course requires that you be able to explain the American past (analysis) and you provide evidence for your explanations (content). It is critical that you are an active participant and this course will be strengthened if during lecture and discussion you tell me the ideas, concepts, and interpretations with which you are struggling. I am willing to take the time to do whatever you need to understand the material.

**Discussion** is a chance for you to practice analyzing course materials and a chance for me to better understand what you understand and what is still unclear to you and your classmates. This course will be **much more rewarding** if you, and your classmates, come to class prepared and willing to talk.

**3. Exams (ID and Essay):** Many students have little experience taking exams that require significant writing, and many others have anxiety about them. These types of exams are not easy, but they test what’s really important in a history course. If you have questions or concerns, come see me **before the test.**