HIST 151: American History: 1607 to 1877

Fall 2017, Section 401
MW, 11:00-10:50, Engelmann 105
Final exam: Saturday December 16, 12:30-2:30

Professor: Greg Carter, cartergt@uwm.edu,
Office hours: MW 2:00-3:00, Holton 347
TA: Ken Bartelt, barteltk@uwm.edu
TA: William Buonincontro, buoninc2@uwm.edu
TA: Cody Schreck, schreckc@uwm.edu

COURSE DESCRIPTION:
Intercollegiate Studies Institute’s 2007 survey, “What Will They Learn?” found that 7,000 college seniors, on average, got the equivalent of an “F” on their sixty-question test on United States history and institutions.¹ In 2012, even though History is one of seven core subjects taught in college, only seventeen percent of college graduates could attribute the phrase, “government of the people, by the people, for the people” to Abraham Lincoln’s Gettysburg Address.² Yearly articles like these point to college curricula as the reason why students are not gaining the general knowledge they need to be informed adults.

History 151: American History, 1607-1877 is one of the classes at University of Wisconsin-Milwaukee that attempts to give you this knowledge. On one hand, this is a lower-level elective that may remind you of high school. On the other, this may be the last time that you study U.S. History in a structured way for the rest of your life. What you do here will influence your attitudes towards others’, your understanding of contemporary issues, and what you teach your children decades from now.

GER AREAS:
This course counts towards the fulfillment of the university’s general education requirements (GER) in the social sciences.

Social Science
  1. Definition: A branch of science dealing with study of human behavior and the organization, development, and consequences of human activity.
  2. Criteria: A course should reflect one or more of the following intellectual foci as its primary instructional purpose:
     a. the study of intrapersonal, interpersonal and/or socio-cultural factors associated with individual behavior, collective action, or societal development;
     b. the study of human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships;

c. the study of capacities for and/or techniques of creating behavior acquisition and change;
d. the study of methodologies designed for conducting inquiry into human behavior, collective action, societies, or cultures; or
e. exploration of the alternative theoretical frameworks which have been used to offer meaningful explanations of social phenomena.

This course counts towards the GER because it holds as its primary instructional purpose the study of intrapersonal, interpersonal, and/or socio-cultural factors associated with individual behavior, collective action, or societal development in the context of the civil rights movement. Using the discipline of History to examine the civil rights movement provides an opportunity to study human collectivities, organizations, institutions, and cultures, their infrastructures and interrelationships. At the same time, by opening up the time span and the racial groups under examination, this course presents alternative theoretical frameworks, offering meaningful explanations of social phenomena. Tests and quizzes will reinforce this mission. Specifically, this course satisfies the criteria of the social science area of the GER by having as a major learning goal that of understanding the organizational and institutional structures that brought about the civil rights movement (criterion b) and for how institutional change has brought about behavioral change, especially the attitudes and actions of those groups who initially resisted the Civil Rights Movement and who may seek to reverse its results (criterion c).

**LEARNING GOALS:**
- Awareness of a variety of historical methods and interpretations and familiarity with a range of historical literature.
- Ability to discuss general issues, such as causes and consequences, change and continuity, identity and culture (race, gender, class, ethnicity, religion).
- Ability to read and analyze primary and secondary sources, collect information and formulate conclusions, write in a literate and cogent manner.
You are required to buy two items for this class: 1) volume one of Eric Foner’s *Give Me Liberty* (fifth edition), published by W.W. Norton & Co.; and 2) access to Norton’s InQuizitive review and assessment site.

As of mid-August, these options appeared to work. It is up to you to double-check the terms and get the materials on time.

- $65 - Buy the new book from [https://uwm.ecampus.com/give-me-liberty-american-history-seagull/bk/9780393614183](https://uwm.ecampus.com/give-me-liberty-american-history-seagull/bk/9780393614183), and it will include the registration/access card.
- $64 - Buy the new book from [https://www.amazon.com/Give-Me-Liberty-American-History/dp/0393614182](https://www.amazon.com/Give-Me-Liberty-American-History/dp/0393614182), and it will include the registration/access card.
- $43 - Rent the book from [https://uwm.ecampus.com/give-me-liberty-american-history-seagull/bk/9780393614183](https://uwm.ecampus.com/give-me-liberty-american-history-seagull/bk/9780393614183) and purchase the InQuizitive access separately at [https://digital.wwnorton.com/givemeliberty5sv1](https://digital.wwnorton.com/givemeliberty5sv1).
- $30 - Rent the eBook from [https://digital.wwnorton.com/givemeliberty5sv1](https://digital.wwnorton.com/givemeliberty5sv1), which includes access to InQuizitive.

The book is also on reserve at the UWM Library, but please don’t rely on that for any length of time.

I recommend keeping the book after the course ends. Believe me, there will be plenty of times (trivia night, settling a bet, trying to remember a president’s name...) you’ll wish you could refer to it later, and it’s more reliable than Googling.

**Course Requirements:**

- **Attend all classes:** Missing class will have a direct effect on your grade, even without our recording it. The TA’s will make a roll call at each of their meetings. I will do so on days with visibly low attendance, rewarding those who are present. Because of its ability to disrupt class, lateness may result in an unexcused absence.
• **Read all assigned texts:** You have around 40-80 pages of reading a week. I will give guidance on how to approach them, but it is up to you to manage your time and come to class familiar with the material.

• **Participate actively:** Preparing well before class is the best way to get the most out of each session. Laptop or tablet use for note-taking is acceptable, but users will sit in a section of the lecture hall. Conspicuous surfing will result in a penalty to your participation and attendance grade. Put away all other devices for the whole class period. Power them down to avoid disruptions from ringing, vibrating, or notifications. Pay attention to the class; for example, don’t talk, giggle, or share glances with friends. Violations of these standards may lead to your final grade decreasing by 10%.

• **Complete all assignments on time:** Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving 72 hours late will receive an “F” (60%).

**MAJOR ASSIGNMENTS:**

• **Discussion questions:** Every time your discussion section meets, print and bring one thoughtful discussion question based on that week’s material. You will do this via D2L’s Discussions page. These should reflect your engagement with the readings and lectures, and be of a caliber that will inspire conversation in your discussion section.

• **InQuizitive assignments:** Every week you will [INQUIZITIVE] to gauge your comprehension that (same) week’s material. It will be due before 11:59 PM on Saturdays.

• **Tests:** There will be two tests, one during Week 5 and the other during Week 10. They will cover the material since the previous test. Most likely, they will combine some questions you’ve seen on the quizzes and some new ones, plus a few short answer questions. I will announce these well in advance, and use both preceding classes as review sessions.

• **Personal reflection paper:** Reflect on what you have learned in this course. Which unit was completely new to you? Which lesson seemed familiar, yet incorporated a perspective new to you? What popular conceptions do you now want to challenge? Use *Give Me Liberty* and as many references to lectures and discussions as you deem necessary explore the three dimensions of freedom Foner lists in the Preface. Your reflections on the questions above should clarify how your perspective and the dimensions themselves have changed in time.

  A successful essay will blend your personal perceptions with the lessons from the course. It will be four to five pages with double spacing (and no extra space between paragraphs), twelve-point font, and one-inch margins. In supporting your assertions, you must refer to specific passages in the course readings at least four times. You will submit it via D2L’s Dropbox by 11:59 AM, Saturday, December 16.

  We’ll give more guidelines during Week 6. In the meantime, you might get a head start by starting a journal on the assignment.

• **Final exam:** This two-hour exam will take place in our usual meeting space. Two-thirds of it will repeat questions from the first two tests, and the last third will be new questions covering the material since Week 10.
<table>
<thead>
<tr>
<th>Grade Distribution:</th>
<th>Grade Scale:</th>
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</thead>
<tbody>
<tr>
<td>Lectures: 5%&lt;sup&gt;3&lt;/sup&gt;</td>
<td>92-100 A</td>
</tr>
<tr>
<td>Discussion sections: 20%&lt;sup&gt;4&lt;/sup&gt;</td>
<td>90-91 A-</td>
</tr>
<tr>
<td>InQuizitive assignments: 15%</td>
<td>88-89 B+</td>
</tr>
<tr>
<td>Test 1: 15%</td>
<td>82-87 B</td>
</tr>
<tr>
<td>Test 2: 15%</td>
<td>80-81 B-</td>
</tr>
<tr>
<td>Personal reflection paper: 10%</td>
<td>78-79 C+</td>
</tr>
<tr>
<td>Final exam: 20%</td>
<td>72-77 C</td>
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<tr>
<td></td>
<td>70-71 C-</td>
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<td>68-69 D+</td>
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<td>62-67 D</td>
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<td>60-61 D-</td>
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<td>0-59 F</td>
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**Links to InQuizitive Assignments**

- Using InQuizitive (Due 9/9)  
  [https://digital.wwnorton.com/24473](https://digital.wwnorton.com/24473)
- Chapter 2 (Due 9/16)  
  [https://digital.wwnorton.com/24474](https://digital.wwnorton.com/24474)
- Chapter 3 (Due 9/23)  
  [https://digital.wwnorton.com/24476](https://digital.wwnorton.com/24476)
- Chapter 4 (Due 9/30)  
  [https://digital.wwnorton.com/24477](https://digital.wwnorton.com/24477)
- Chapter 5 (Due 10/14)  
  [https://digital.wwnorton.com/24478](https://digital.wwnorton.com/24478)
- Chapter 7 (Due 10/21)  
  [https://digital.wwnorton.com/24479](https://digital.wwnorton.com/24479)
- Chapter 8 (Due 10/28)  
  [https://digital.wwnorton.com/24480](https://digital.wwnorton.com/24480)
- Chapter 9 (Due 11/4)  
  [https://digital.wwnorton.com/24481](https://digital.wwnorton.com/24481)
- Chapter 11 (Due 11/18)  
  [https://digital.wwnorton.com/24482](https://digital.wwnorton.com/24482)
- Chapter 13 (Due 12/9)  
  [https://digital.wwnorton.com/24483](https://digital.wwnorton.com/24483)
- Chapter 14 (Due 12/9)  
  [https://digital.wwnorton.com/24485](https://digital.wwnorton.com/24485)
- Chapter 15 (Due 12/16)  
  [https://digital.wwnorton.com/24489](https://digital.wwnorton.com/24489)

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<sup>3</sup> You can earn this 5% by following the guidelines under “Attend all classes” and “Participate actively,” above.

<sup>4</sup> This consists of: participation (10%), attendance (5%), and discussion questions (5%).
### Your Typical Week

<table>
<thead>
<tr>
<th>Before Monday</th>
<th>Watch this chapter’s Author Videos.</th>
<th>Suggested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before Monday</td>
<td>Print out the chapter outline and check the items that your instructor assigns or covers in class.</td>
<td>Suggested</td>
</tr>
<tr>
<td>Before every lecture</td>
<td>Read the chapter.</td>
<td>Mandatory</td>
</tr>
<tr>
<td>After every lecture</td>
<td>Read your notes and flag any concepts, list items, or names you need our help with.</td>
<td>Suggested</td>
</tr>
<tr>
<td>In discussion</td>
<td>Print and bring discussion question.</td>
<td>Mandatory</td>
</tr>
<tr>
<td>In discussion</td>
<td>Discuss concepts and review facts. Prepare for tests and other written assignments. Further explore resources.</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Before 11:59 PM Saturday</td>
<td>Complete the InQuizitive assignment and review the feedback after each question.</td>
<td>Mandatory</td>
</tr>
</tbody>
</table>

### Policies:

**Attendance:** The only excused absences are those because of medical reasons, military service, UWM team membership, religious practices, immediate family member health, or death. Things like weddings, job hunting, or apartment shopping don’t count. Be prepared to bring documentation as soon as possible to get approval. If you need an extension or a make-up date because of an excusable absence, please contact your TA as soon as possible. If the occasion arises that I must miss class, I will make arrangements to make up for the missed time; these may include extra assignments, readings, or meeting times.

**Late assignments:** Unexcused late assignments will lose 10% for missing the initial deadline, and another 10% for every twenty-four hours after that. Assignments arriving with 72 hours of unexcused late will receive an “F” (60%).

**Academic misconduct:** **CHEATING AND PLAGIARISM ARE UNACCEPTABLE, AND WILL RESULT IN COURSE FAILURE.** If requirements are unclear, or if you find an assignment overwhelming, it is best to consult me beforehand so we can work out something.

UWM expects each student to be honest in academic performance. Failure to do so may result in discipline under rules published by the Board of Regents (UWS 14). The most common forms of academic dishonesty are cheating and plagiarism.

Cheating includes:
- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam; or,
- Using information or devices that are not allowed by the faculty; such as using formulas...
or data from a computer program, or using unauthorized materials for a take-home exam; or,

- Obtaining and using unauthorized material, such as a copy of an examination before it is given; or,
- Fabricating information, such as data for a lab report; or,
- Violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation; or,
- Collaborating with others on assignments without the faculty's consent; or;
- Cooperating with or helping another student to cheat; or,
- Other forms of dishonest behavior, such as having another person take an examination in your place; or, altering exam answers and requesting the exam be re-graded; or, communicating with any person during an exam, other than the exam proctor or faculty.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,
- Paraphrasing materials or ideas of others without identifying the sources.

Academic integrity means honesty concerning all aspects of academic work. Students are encouraged to consult with faculty to develop:

- Correct procedures for citing sources of information, words and ideas.
- Ways to properly credit collaborative work with project team or study group members.
- Strategies for planning and preparing for exams, papers, projects and presentations.
- Alternative procedures for quiz/exam conditions in classroom environment where cheating has been observed.

If a student is charged with academic misconduct, there are specific procedures, including the right of appeal, which must be followed by UWM. Sanctions imposed by the university in response to academic misconduct range from reprimands to expulsion. COURSE FAILURE IS LIKELY.

Students with disabilities. Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. http://www4.uwm.edu/sac/SACltr.pdf

Religious observances. Accommodations for absences due to religious observance should be noted. http://www4.uwm.edu/secu/docs/other/S1.5.htm

Students called to active military duty. Accommodations for absences due to call-up of reserves to active military duty should be noted. Students: http://www4.uwm.edu/current_students/military_call_up.cfm
Employees: http://www4.uwm.edu/secu/docs/other/S40.htm
Incompletes. A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. http://www4.uwm.edu/secu/docs/other/S31.pdf

Discriminatory conduct (such as sexual harassment). Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. http://www4.uwm.edu/secu/docs/other/S47.pdf

Academic misconduct. Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. http://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Complaint procedures. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. http://www4.uwm.edu/secu/docs/other/S49.7.htm

Grade appeal procedures. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. http://www4.uwm.edu/secu/docs/other/S28.htm

Other The final exam requirement, the final exam date requirement, etc. http://www4.uwm.edu/secu/docs/other/S22.htm
CLASS SCHEDULE

Week 1 (September 6)
   WE: Orientation
   SA: InQuizitive assignment due

Week 2 (September 11, 13): Skip Chapter 1
   Foner, Ch. 2
   SA: InQuizitive assignment due

Week 3 (September 18, 20)
   Foner, Ch. 3
   SA: InQuizitive assignment due

Week 4 (September 25, 27)
   Foner, Ch. 4
   SA: InQuizitive assignment due

Week 5 (October 2, 4): No discussion sections, no InQuizitive assignment
   MO: REVIEW SESSION
   WE: TEST

Week 6 (October 9, 11)
   Foner, Ch. 5
   SA: InQuizitive assignment due

Week 7 (October 16, 18): Skip Chapter 6
   Foner, Ch. 7
   SA: InQuizitive assignment due

Week 8 (October 23, 25)
   Foner, Ch. 8
   SA: InQuizitive assignment due

Week 9 (October 30, November 1)
   Foner, Ch. 9
   SA: InQuizitive assignment due

Week 10 (November 6, 8): No discussion sections, no InQuizitive assignment
   MO: REVIEW SESSION
   WE: TEST

Week 11 (November 13, 15): Skip Chapter 10
   Foner, Ch.11
   SA: InQuizitive assignment due
Week 12 (November 20, 22): Skip Chapter 12, no discussion sections, no InQuizitive assignment
   Foner, Ch. 13
   WE: NO CLASS

Week 13 (November 27, 29)
   Foner, Ch. 14
   SA: Two InQuizitive assignments due

Week 14 (December 4, 6)
   Foner, Ch. 15
   SA: InQuizitive assignment due

Week 15 (December 11, 13): No quiz
   MO: TBD
   WE: REVIEW SESSION
   SA: PERSONAL REFLECTION ESSAY DUE, FINAL EXAM