

MWF 9:55am-10:45am
Humanities 1121
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Office Hours: MWF 9:00am-9:45am, 11:00am-11:30am

Teaching Assistants
Chris Hommerding
Leah Webb-Halpern

Required Texts

Cashman, Sean Dennis. *America in the Gilded Age*, Third Edition (New York: New York University Press, 1993).

Howe, Daniel Walker. *What Hath God Wrought: The Transformation of America, 1815-1848*. (New York: Oxford University Press, 2009).

Levinson, Sanford and Bartholomew Sparrow, editors. *The Louisiana Purchase and American Expansion, 1803-1898*. (Lanham, MD: Rowman & Littlefield Publishers, 2005).

Woodworth, Steven E. *This Great Struggle: America's Civil War*. (Lanham, MD: Rowman & Littlefield Publishers, 2011).

HIS150 A to Z

Academic Integrity and Plagiarism

Academic integrity encompasses the originality and honesty of work submitted in an academic setting. We can focus on tests and papers as issues of academic integrity in this course. You will not be allowed to use outside materials nor work with other students during in-class exams. I will work with your teaching assistants to eliminate cheating during in-class assignments. The punishment for cheating or plagiarism in HIS150 is a failing grade for the semester.

Each work submitted in lecture or discussion section must be an original work that cites sources when necessary. This requirement becomes important with your final paper as well as written work for your discussion sections. You must attribute quotes and original ideas from other authors to meet the "original work" criterion. The Writing Center offers a great guide on plagiarism at http://writing.wisc.edu/Handbook/QPA_plagiarism.html. Cheating and plagiarism not only damage the integrity of another person's work but diminish the value of your grade.

Accommodations

Students with special needs and requests must arrange accommodations with the McBurney Center (<http://www.mcburney.wisc.edu/>) early in the semester. You must inform your teaching assistant about accommodations after visiting the McBurney Center. Discussions about special needs and accommodations should take place within the first two weeks to avoid confusion later in the semester.

Additional Reading

The required texts listed above were selected to work in concert with lecture and discussion materials. I will also assign scholarly articles and primary sources throughout the semester to add new dimensions to these materials. These assignments will be explained along with required text reading at the end of Wednesday lectures. The electronic reserves at the College Library will be posted at the beginning of the semester on the Learn@UW page for HIS150.

Assignments

Research Paper 25%

Research is a critical component of learning history because books, newspapers and letters bring history to life. You are tasked with researching a topic selected from a posted list and producing a paper as your final project. This paper must be at least six pages in length, single-sided, 11-point Calibri font. Guidelines, research and writing tips as well as a topic list will be posted to Learn@UW by Friday, September 16th.

Discussion Grade 30%

Your discussion grade is dictated by assignments and evaluations created by your teaching assistant. These assignments are explained in the discussion syllabus handed out during your first discussion section.

Exams 45% (Three exams @ 15% each)

Each exam listed on the schedule below covers all reading, discussions and lectures through the lecture prior to the exam. The format of the exam includes three short answer questions and an essay question. You must address material from reading, discussions and lectures to complete these sections successfully. Exams will be completed during lecture; prepare to complete your work in 50 minutes.

Course Expectations

Attendance

Your attendance in class and discussion is necessary if you want to earn a good grade in HIS150. My lectures delve deep into the events described in the textbook while adding nuances unavailable in your assigned reading. Missing a single lecture can be detrimental to your performance in the class. I cannot conduct full attendance every lecture given the size of the class but it will become clear while grading assignments which students have attended lecture. Your TA will keep track of attendance in discussion sections.

Distractions in the Classroom

The lecture and discussion environments are best served when everyone is focused on the task at hand. With 144 students in the room, whispering and phone ringing can distract attention from lectures. These

problems worsen when breaking into your discussion sections. Each student is expected to treat fellow students with respect by keeping noise to a minimum. I will not accept students who listen to music, answer their phones, send texts or play games on their laptops. These behaviors will earn my ire at the least and lead to pop quizzes during lecture with repeated infractions.

Grade Scale

Assignment grades as well as your final grade will be carefully determined to ensure fairness while avoiding grade inflation. Our primary concern as teachers is to ensure that course grades accurately reflect student success in the classroom. As such, I take seriously the distinctions between grades. The following descriptions should help calibrate your approach to HIS150:

A=Excellent: Ideas presented are accurate, arguments supported by multiple examples and assignment devoid of mistakes.

AB=Very Good: Strong assignment that covers all major points, reads well with a few minor mistakes.

B=Good: Assignment features some strong arguments and examples though a few details are missing or inaccurate.

BC=Sufficient: Myriad minor mistakes or a glaring mistake/omission combined with an absence of examples to support arguments.

C=Average: A few examples or minor arguments presented accurately but paper features significant grammatical/logical errors.

D=Below Average: Significant grammatical errors, inaccurate statements and poor organization.

F=Unacceptable: Assignment fails to achieve any of the goals set out by instructor, provides no redeeming academic value.

Learn@UW

The HIS150 page at Learn@UW features everything needed to stay on track for the class. I use PowerPoint outlines for each lecture. Outlines for the following week of lectures will be posted each Tuesday afternoon by 5:00pm. I recommend that each student attending lecture print these outlines to organize your note taking. Maps, online videos and other virtual resources will be accessible through Learn@UW. The electronic reserves for the course will be linked through the HIS150 page.

Semester Schedule

*Each "lecture week" begins with the Wednesday lecture and ends with the following Monday's lecture. This format allows discussion sections to review lecture material from the previous week in addition to exercises created by your teaching assistant. Reading assignments for the following week are announced at the end of Wednesday lectures.

Week 1

Friday, September 2nd Syllabus Review/Introduction to Course

Monday, September 5th No lecture

No discussion sections on Monday, September 5th or Tuesday, September 6th.

Week 2

Wednesday, September 7th Election of 1800/Life in the Early 19th Century

Friday, September 9th Jeffersonian Democracy/Louisiana Purchase

Monday, September 12th Lewis, Clark and Surveying the West/Debates over the Slave Trade

Week 3

Wednesday, September 14th Death Throes of the Federalist Party/War of 1812

Friday, September 16th Life in the Era of Good Feelings

Monday, September 19th The Missouri Compromise/Adams, Jefferson and the End of the Founding Era

Week 4

Wednesday, September 21st Revolutions in Transportation/Expanding the Franchise

Friday, September 23rd Major Issues in Jacksonian Democracy (Part 1)

Monday, September 26th Major Issues in Jacksonian Democracy (Part 2)

Week 5

Wednesday, September 28th Revolutions in Communication, Science and Industry

Friday, September 30th No lecture

Monday, October 3rd Genesis of the Second Party System/Jackson and Adams after the Presidency

Week 6

Wednesday, October 5th **Exam #1**

Friday, October 7th The Accidental Presidency/The Republic of Texas

Monday, October 10th Diplomacy in the Pacific Northwest/Polk, Clay and the Election of 1844

Week 7

Wednesday, October 12th "Manifest Destiny"/American Politics and the Mexican War

Friday, October 14th Immigration in Antebellum America/American Utopianism

Monday, October 17th Abolitionism, Temperance and Women's Rights

Week 8

Wednesday, October 19th Conquering the West/Emergence of an American Literary Scene

Friday, October 21st Perspectives on the Compromise of 1850

Monday, October 24th Reviewing the Party Systems/Growing Tensions in Antebellum America

Week 9

Wednesday, October 26th Election of 1860/Civil Conflict in the Lame-Duck Presidency

Friday, October 28th Domestic Politics of the Confederacy, Union

Monday, October 31st Turning Points in the Civil War

Week 10

Wednesday, November 2nd Sherman's March to the Sea/Appomattox/Lincoln's Assassination

Friday, November 4th **Exam #2**

Monday, November 7th Major Figures in the Reconstruction Era/Developing the Reconstruction Amendments

Week 11

Wednesday, November 9th African Americans, Poor Whites and Women in the Reconstruction Era

Friday, November 11th The Grant Presidency/Democratic "Redemption" of the South

Monday, November 14th Consequences of the Transcontinental Railroad/Panic of 1873

Week 12

Wednesday, November 16th The Compromise of 1877/Contemporary Views of the Election of 1876

Friday, November 18th Defining the Gilded Age/The Centennial Exhibition of 1876

Monday, November 21st Political Machines, Congress and the Presidency in the 19th Century

Week 13

Wednesday, November 23rd No lecture

Friday, November 25th No lecture

Monday, November 28th Western Culture in the Gilded Age/The Indian Wars

**No discussion sections on Monday, November 28th or Tuesday, November 29th.*

Week 14

Wednesday, November 30th Innovation in the Gilded Age/Tesla, Edison and the Current Wars

Friday, December 2nd Industrialization, Populism and Labor Unionism in the Gilded Age

Monday, December 5th **Exam #3**

Week 15

Wednesday, December 7th The New South/Jim Crow in the Gilded Age South/*Plessy v. Ferguson*

Friday, December 9th Women in Gilded Age Politics

Monday, December 12th The Spanish-American War/America's Struggle with "Empire"

Week 16

Wednesday, December 14th Emergence of Theodore Roosevelt/Looking Forward

Exam Date: Wednesday, December 21st

**Your final paper is due to your teaching assistant by 4:45pm on the exam date. Late assignments will not be accepted so complete the assignment ahead of the deadline to avoid technical difficulties.*

Writing for HIS150

Evaluation of student success in HIS150 depends largely on written assessments including short answers, essays and research papers. My belief is that the blank page offers no place to hide, thereby providing a great opportunity for evaluation. Multiple-choice, true/false and matching tests might work in small doses but they are not entirely reliable in measuring progress during the semester. You need to explain what you have learned in writing to succeed in HIS150.

You have multiple resources available at UW to assist with your writing projects. The UW Writing Center can provide instruction on grammar, punctuation and organization as you prepare for writing assignments. I will post documents on the Learn@UW page dealing with studying, research, writing research papers and writing in-class essays early in the semester. You should also work with fellow students to read through rough drafts of research papers and study for in-class exams. The best way to improve your writing throughout the semester is to take advantage of feedback provided on early assignments. We will discuss writing throughout the semester but the primary criteria for a successful written assignment are accuracy, attention to historic detail and organization.