



Syllabus

History 211

Fall 2004, 1st minimester (August 16-October 13, 2004)

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UNCG Honor Code

All students are expected to abide by UNCG Honor Code. This means:

- All quizzes and tests should be taken without using the text, or with any assistance from anyone;
- All writing assignments should be your own work;
- No internet plagiarism, or plagiarism of any kind will be tolerated. I will prosecute offenders to the full extent of the system.
- For more information about the University's academic integrity policy, please visit these links.

Academic Integrity Policy: <http://saf.dept.uncg.edu/studiscp/Honor.html>

UNCG Student Code of Conduct: <http://saf.dept.uncg.edu/studiscp/Honor.html>



Course Description

History 211, the first part of a two-part study of American history, seeks to improve our understanding of how the United States came into being and developed in the first hundred years of its existence.

This course tries to help us understand the historical development of colonial America and what became the United States. What forces went into shaping America? How has life changed? How did our unique constitutional system come into existence? What conflicts existed among different Americans?

As part of this course, consider the following themes:

- The social experiences of Americans and the extent to which they varied. Not all Americans had the same experiences: in fact, most had very different experiences. How were they different?
- The effect of race and ethnicity: how did race and racial attitudes shape American history? How did African Americans respond to enslavement? How did slavery shape society? How did the end of slavery affect American life?
- The changing economic system: We currently live in a society of great affluence, and the American economic system is the most powerful in the world. What were the origins of American economic supremacy?
- The changing political system: What conditions shaped the American constitutional system, as formed in the Constitution of 1787? How did the Constitution change? How did it respond to the great constitutional crisis of the Civil War?



Student Outcomes

Upon successful completion of this course, the student will be able to:

- To understand the colonial origins of English North America;
- To evaluate the development of the American Revolution and the subsequent evolution of the American Republic;
- To assess the impact of the developing slave society, on politics, culture, and the economic system;
- To understand the impact of industrialization on 19th century American life;
- To write competently and describe details, facts, and opinions concerning the subjects covered.

Required Textbook

Mary Beth Norton, et al., A PEOPLE AND A NATION, vol. 1, 7th edition

Course Requirements

This will be an entirely online course. Students should begin by logging into <http://blackboard.uncg.edu>, and there enter their UNCG Novell username, followed by their novell password. Instructions on using Blackboard are available at this website, but for specific problems email the BB tech support (gegarcia@uncg.edu), as well Anita Warfford (aawarffo@uncg.edu). On the BB site, students will find everything needed for the class: video lectures, primary documents, online quizzes and tests, and entry points for their journals.

Reading

All students must complete the text and primary source readings in a one-week window provided for each lesson. Within each lesson, they should do the following 1) read the text assignment and take the chapter quiz (there is one chapter quiz per lesson); 2) listen to the audio lectures and comment on the online discussion board; and 3) read the primary source and complete the journal assignment.



Grading & Assignments

Grade Breakdown

2 tests: 30 percent (15 percent each)
Final exam: 25 percent
Textbook quizzes: 20 percent
Online discussion boards: 25 percent

Assignments

1. Online discussion: All students must participate during distance sessions in the class discussion page. NB: Students **MUST** complete online discussion assignments for each of the 8 lessons in the class. Comments must be posted no later than the deadline indicated on the discussion board.

The online discussion should be completed after listening to the audio and video lectures. Students must post at least one answer to three of my questions that I have placed on the

discussion board. You may post more than three times, but this is a required minimum. Ideally, postings should be interactive and should react to what others have said.

Students are graded according to the following measures:

- quality of input,
- ability to generate a reasoned response among your peers,
- ability to integrate and synthesize what others in the class have contributed.

As stated above, I expect no fewer than three (3) posts per session per students of at least 100 words each (subsequent posting, beyond the minimum three, do not have to be 100 words).

I will assign grades according to the quality of comments and the degree to which they seek to interact with and engage other students. Those students who do not post at all will receive a discussion grade of zero for that class session; students who do not meet the minimum number of posts will receive a maximum grade of 50 percent.

One or more students will serve as assigned on-line discussion leaders. Discussion leaders are expected to make a short (about 150 word) presentation about the reserve readings. This presentation should address the background of the readings: who are the authors of the readings? What is the context of the readings? What are the most salient points that emerge from the readings? The discussion leaders' posts should appear by 9 p.m. the night before the beginning of a new unit. For example, by 9 p.m. on Aug. 25 for Lesson 2. In addition to the three posts required of all students, I expect discussion leaders to post at least 3 questions for your classmates. All of these questions should be based on the assigned reading.

2. Quizzes: All students are expected to complete textbook readings on time, according to deadlines established in the course calendar. Upon completion of the readings in each lesson, they will complete a brief, multiple-choice quiz on-line.

3. Tests: There will be three (3) tests. These will be online, in a true/false, multiple-choice, and essay format.

Consequences of Non-Participation in Class

All students must complete assignments in a timely fashion; in the event that you fail to do so, I reserve the right to drop you from the course. I will do this if 2 consecutive lessons aren't completed by the deadlines, or if a total of 3 lesson deadlines are missed.



Course Organization

The course is divided into 3 units and 8 lessons. There are assignments at both the lesson and unit levels, and students **MUST** complete these according to the deadlines provided.

Unit 1: From Colony to Republic, 1588-1776 (August 16-September 8)

Assignments for each lesson:

- Take chapter quiz (online, in blackboard site)
- Complete discussion board on primary documents: each student required to

complete at least 3 posts of at least 100 words.

Lesson 1: Origins of British North America (due August 25th)

Documents: Native Americans (John Lawson, *A New Voyage to Carolina* (1709)
Text readings: Norton et al., *A People and a Nation*, ch. 1

Lesson 2: Maturing Colonies (due September 1)

Documents: The Ordeal of Anne Hutchinson (Trial and Interrogation of Anne Hutchinson (1637).)
Text readings: Norton et al., *A People and a Nation*, chs. 2-3

Lesson 3: Imperial Crisis and Revolution (due September 8)

Documents: Currency Act; Sugar Act; Resolutions of the Stamp Act Congress.
Text readings: Norton et al., *A People and a Nation*, ch. 4-5

TEST 1: due no later than September 8

Unit 2: The Birth of the Republic, 1776-1830 (September 8-September 29)

Lesson 4: The Revolutionary Republic (due September 15)

Documents: The Federalist Papers, nos. 30, 46, 51.
Text reading: Norton et al., *A People and a Nation*, chs. 6-7

Lesson 5: Antebellum Society and Politics (due September 22)

Documents: Andrew Jackson, annual messages to Congress, 1829-31; Indian Removal Act of 1830
Text reading: Norton et al., *A People and a Nation*, chs. 8-9

Lesson 6: Slavery and Sectionalism (due September 29)

Documents: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. IV; Frederick Douglass, *Narrative*, ch. X.
Text reading: Norton et al., *A People and a Nation*, chs. 10-11

TEST 2: due no later than September 29

Unit 3: The Civil War Crisis, 1830-1865 (September 29-October 13)

Lesson 7: Crisis of the 1850s (due October 6)

Documents: Roger Taney, Dred Scott decision; selected editorial responses.
Text reading: Norton et al., *A People and a Nation*, chs. 12-13

Lesson 8: Civil War (due October 13)

Documents: Selected documents from slaves during the Civil War, 1861-63.
Text reading: Norton et al., *A People and a Nation*, chs. 14-15

TEST 3/FINAL EXAM: due no later than October 13