

# ENCOUNTERING HISTORY -- HISTORY OF THE U.S. TO 1865

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*"In the beginning, all the world was  
America . . ."*

*John Locke,  
English philosopher 1632-1704*

**History 211  
Dr. Phyllis Hunter  
Fall 2009**

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Email: [pwhunter@uncg.edu](mailto:pwhunter@uncg.edu)  
Office Hrs: M 2-3:00 & W.2:30-3:30**

**Lectures: 1:00-1:50 on Wed. & Fri. in Curry 225**

## **GOALS: ENCOUNTERING HISTORY**

This course serves as an introduction to American History at the college level. The purpose of the course is to enable you to use texts, documents, and secondary readings to understand the life experiences of ordinary people from different races, cultures, and time periods. This course will also help you learn to synthesize information and improve your ability to understand historical changes. We will explore how material conditions, that is, the environment, production and consumption of goods, and use of social space interacted with religious, political, and interpersonal beliefs to shape experience. Our goal is to arrive at an understanding of why and how life in the past differed from region to region and changed over time in the United States up to 1865.

In addition we will examine the "construction" of history in three ways: one, by developing our own interpretations of primary sources; two, by discussing important and sometimes conflicting secondary works; third, by using primary and secondary materials to develop interpretations of important historical developments. In these ways, we can begin to see that history is an interpretation of the past shaped by the concerns of the present

## **REQUIRED TEXT**

Out of Many: A History of the American People Volume 1, **6th ed.** by John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage (Prentice Hall, 2005).

This text is required and is available for purchase at the UNCG Bookstore.

## **Student Learning Outcomes**

1. Students will learn about the material conditions and cultural adaptations of the diverse peoples in America up to 1865.
2. Students will know the difference between primary and secondary sources, will be able to locate each kind of source via the library shelves and electronic media, and will have an understanding of how interpret both kinds of sources.
3. Students will know how to use historical analysis and historical imagination to understand the lives of common people of different races, ethnicities, classes, and gender in the American past.
4. Students will gain experience in presenting their ideas in writing, in class discussion, and in group projects.

## REQUIREMENTS

### Class Preparation:

The most important requirements for this course are careful reading of the assignments, attending lectures and taking notes, completion of written work, and thoughtful participation in class discussion and group exercises. The assigned reading must be done before coming to discussion class. To prepare for class participation, the student should take notes on the reading and develop questions for class discussion. Short written exercises will be assigned throughout the semester. There will be one mid-term exam and one final exam and a final group presentation.

**\*\* Attendance is required** and more than three absences will adversely affect your grade. Please turn off your cell phones during class.

### Final Project:

The final project is based on group work that will utilize primary and secondary sources and the understanding of developments in American history gained during the course. Each group will create a class presentation based on an important social movement, historical development, or political event and demonstrate its impact on a family, a collection of individuals, or a community. The final project can take the form of a play, video, or a web page if approved by your section leader and or Dr. Hunter well in advance. Detailed instructions will be provided later in the semester.

### Course Grades:

Class Participation & Group Work	25%	
Short papers and written exercises	20%	
Mid-Term Exam	10%	
Final Project	15%	
Final Exam	30%	= 100%

## CLASS SCHEDULE

### PART I -- INVENTING AMERICA

#### Topic 1 – Native American Societies

**Reading:** *Out of Many*, Chap 1

Mon – Aug 24	Discussion Sections: Introduction
Wed – Aug 26	Doing History
Fri -- Aug 28	Native Cultures

#### Topic 2 Cultural Encounters

**Reading:** *Out of Many*, Chap 2; and Wheeler and Becker, pp. 12-15 [On Blackboard]

Mon – Aug 31	Discussion Sections
Wed – Sept 2	Cultural Exchanges and Encounters
Fri – Sept 4	Black Robe
Mon – Sept 7	OFF! LABOR DAY

#### Topic 3 – Early American Settlements

**Reading:** *Out of Many*, Chap 3;

Wed – Sept 9	New France, New Spain, and British colonies
	<b>Due:</b> Answers on Black Robe
Fri – Sept 11	Comparing regional settlement patterns
Mon – Sept 14	Discussion Sections

#### Topic 4 -- Slavery Comes to America

**Reading:** *Out of Many*, Chap 4;

Wed -- Sept 16	Origins of Slavery
Fri -- Sept 18	Slavery in Virginia and South Carolina
Mon – Sept 21	Discussion Sections

#### Topic 5 -- 18th Century Changes

**Reading:** *Out of Many*, Chap 5 and pp. 134-142

Wed – Sept 23	Development of Provincial Societies and 1763
Fri -- Sept 25	Library introduction and selection of primary sources
Mon – Sept 28	Discussion Sections

#### Topic 6 -- War, Politics, and Society

**Reading:** *Out of Many*, Finish Chap 6 and all of Chap 7 (\*N.B. Long assignment)

Wed -- Sept 30	Interpreting the Revolution
Fri – Oct 2	Mary Silliman's War
Mon – Oct 5	Discussion Sections and Review for mid-Term
	<b>Due:</b> Primary source report <b>and</b> answers on Mary Silliman's War
Wed -- Oct 7	<b>Mid-Term Exam</b>

## **PART II -- CREATING A NEW NATION FOR WHOM?**

### Topic 7 -- A New Government: Two Visions

**Reading:** *Out of Many*, Chap.8;

Fri – Oct 9 Two Views of Civil Society

Mon – Oct 12 OFF! COLOMBUS DAY and FALL BREAK

**Reading:** *Out of Many*, Chap 9.

Wed -- Oct 14 The Early Republic

Fri -- Oct 16 Shay's Rebellion and the Whiskey Rebellion

Mon – Oct 19 Discussion Sections

### Topic 8 -- Jackson and the Growth of the Cotton Kingdom

**Reading:** *Out of Many*, Chap 10 and Chap 11; (\* N.B. Long assignment)

Wed – Oct 21 Jackson, Indian Removal and King Cotton

Fri – Oct 23 Denmark Vesey

Mon -- Oct 26 Discussion Sections: **Due:** Answers on Denmark Vesey

### Topic 9 -- New Workers in New Towns

**Reading:** *Out of Many*, Chap 12; Wheeler and Becker, Chap 7 [On Blackboard]

Wed -- Oct 28 Transportation and the Industrial Revolution,

Fri -- Oct 30 Urbanization, Immigration and Sectional Differences

Mon -- Nov 2 Discussion Sections

### Topic 10 -- Reforming Society

**Reading:** *Out of Many*, Chap 13;

Wed -- Nov 4 Antebellum Reform Movements

### Topic 11 -- Manifest Destiny

**Reading:** *Out of Many*, Chap 14;

Fri -- Nov 6 Manifest Destiny and war with Mexico

Mon – Nov 9 Discussion Sections

Wed -- Nov 11 Map Workshop

### Topic 12 -- Free Labor vs. Slave Labor

**Reading:** *Out of Many*, Chap 15;

Fri -- Nov 13 Free Labor, Slave Labor, and Sectional Differences

Mon -- Nov 16 Discussion Sections

### Topic 13 -- Living Through the Civil War

**Reading:** *Out of Many*, Chap 16;

Wed – Nov 18 Coming of the Civil War -- (see Chronology pg. 418)

Fri – Nov 20 Men and Women's Lives during the Civil War

Mon – Nov 23 Discussion Sections

Wed – Nov 25 OFF! THANKSGIVING

Fri -- Nov 27 OFF! THANKSGIVING

**FINAL PROJECTS**

Mon -- Nov 30      Presentations of Group Projects

Wed -- Dec 2      Presentations of Group Projects

Fri -- Dec 4      Presentations of Group Projects

**Final Exam Preparation**

Mon -- Dec 7      Discussion Sections: Exam Review

**Final exam**

**Wed – Dec 9 from 3:30 to 6:30      Curry 225**