

History 211 – Section 10
Fall, 2009

Encountering History - United States History To 1865

Instructor: Mr. D. Todd Miller

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Office: MHRA 3102

Office Hours: Tuesday and Thursday, 4:30 – 5:30, or by appointment

Class Meets Tuesday, 6:00 – 8:50, MHRA 1215

Course Description:

This course introduces main themes in American history from the European invasion through the Civil War. Looking beyond (but not excluding) the actions of “important” people, we will also study how common people lived and acted. We will compare the different experiences of various ethnic, religious, and racial groups, social classes, and women. Emphasis will be placed on cultural and intellectual trends, economic development, and political and social evolution; throughout, we will endeavor to analyze the necessarily intimate interrelationships between each of these.

Goals and Objectives:

Upon completion of this course students:

- should possess a factual knowledge of American History through 1865
- should arrive at an understanding of why and how life in the past differed from region-to-region and changed over time
- should have an understanding of multiple historical perspectives in order to create a deeper historical consciousness
- should be able to locate and utilize primary sources
- should know how to use historical analysis and historical imagination to understand the lives of common people of different races, ethnicities, classes, and genders in the American past
- should have developed the ability to read and think critically about history
- should be able to express ideas in a logical, clear, and concise manner

Readings (reading assignments are mandatory, unless stated otherwise):

Finkelman, Paul. *Defending Slavery: Proslavery Thought in the Old South, A Brief History with Documents*. Bedford/St. Martin's Press Publishers, 2003.
ISBN: 0312133278

Henretta, James A. and David Brody. *America: A Concise History*. Vol. 1: To 1877. 4th edition. Bedford/St. Martin's Press Publishers, 2010.
ISBN: 0312485425

Taylor, Alan. *American Colonies: The Settling of North America*. Penguin Books, 2001. ISBN: 0142002100

Grading:

There will be no grading curve in this course. The following grading scale will be used to evaluate student performance:

100-98 A+, 93-97 A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-,
78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.

If you must miss an exam, please arrange to make it up with me **ahead of time**. Except in extenuating circumstances, I do **not** accept late short assignments; if you know you will be absent on the due date, submit the assignment early.

The final grade will be based on the performance of the following activities:

Exam One (Midterm)	= 25%
Exam Two (Final)	= 35%
Short Assignments (4 of these at 5% each)	= 20%
Class Attendance and Participation	= 20%

"Attendance" means more than just being present bodily in the classroom. I expect you to pay attention to any learning experience, taking notes that will help you learn and assimilate the material. To this end, those students who choose to skip class, sleep during class, surf the internet, send text messages, or habitually leave class early (or enter class late) will be penalized.

"Participation" means that one is actively engaged in the task of learning. During lecture, this means taking notes and asking questions if you have them. During discussion, this means taking an active role in the class discussion and making meaningful contributions to it. The quality of your participation in discussions is much more important than quantity.

Summary of Due Dates and Exam Dates:

September 8: *Black Robe* assignment due
September 27: Primary Source assignment due
October 6: Exam One
October 20: *Mary Silliman's War* assignment due
November 24: "Valley of the Shadow" assignment due
December 15 (tentative): Exam Two (Final)

All assignments and exams in this course shall be completed under the tenets of the university's Academic Integrity Policy, found at <http://academicintegrity.uncg.edu/complete/>

Please note that any violations will be handled in the manner prescribed by the Policy.

Class Schedule:

I will make every effort to adhere to the schedule below. However, as we live in a world of uncertainty and imperfection, I may announce the occasional change to this schedule. Please complete readings BEFORE coming to lecture.

Note: Please set cell phones to VIBRATE before class starts. During exam periods, cell phones must be TURNED OFF. In addition, you should plan to be in class for the entire period each day.

PART I: INVENTING AMERICA

Week One - Tuesday, August 25:

WELCOME!

Lecture Topics: Course Introduction, Policies, and Procedures
 "Doing" History
 America Before 1492

Week Two - Tuesday, September 1:

Reading: Taylor, pp. 4-49
 Henretta, pp. 36-43 (stop at "The English Arrive")

Lecture Topics: Native Cultures
 Native and European Cultural Exchanges and Encounters

Activity: View the film *Black Robe*

Week Three - Tuesday, September 8:

Reading: Taylor, pp. 117-203
 Henretta, pp. 66-74 (stop at "The Imperial Slave Economy")

Lecture Topics: New France, New Spain, and British Colonies
 English Settlement – Regional Patterns

Due: *Black Robe* assignment

Week Four - Tuesday, September 15:

Reading: Taylor, pp. 222-272
 Henretta, pp. 74-95
 Finkelman: pp. 6-15 (start at "Early Basis of Enslavement", stop at
 "The American Revolution Threatens Slavery")

Lecture Topics: Slavery – Origins, Differences Across Regions

Week Five - Tuesday, September 22:

Reading: Taylor, pp. 421-443
 Henretta, pp. 74-160 (start at "The Imperial Slave Economy")

Lecture Topics: Development of a Provincial Society
 The French and Indian War & 1763
 America Moves toward Revolution

Discussion: Library Resources and Primary Sources

Week Six - Tuesday, September 27:

Reading: Henretta, pp. 161-192

Lecture Topic: The American Revolution – Various Interpretations

Activity: View the film *Mary Silliman's War*

Due: Primary Source assignment

Week Seven - Tuesday, October 6:

Exam One (Midterm): Bring a "blue book" and writing utensils
 Two (2)-hour time limit

Reminder: Class will not meet Tuesday, October 13, due to Fall Break.

PART II: CREATING A NEW NATION – BUT FOR WHOM?

Week Eight - Tuesday, October 20:

Reading: Taylor, pp. 396-471 and pp. 444-477
 Henretta, pp. 193-238 (stop at “Aristocratic Republicanism and Slavery”)

Lecture Topics: Creating a New Republic
 The Early Republic
 The Whiskey Rebellion and Its Meaning

Due: *Mary Silliman’s War* assignment

Week Nine - Tuesday, October 27:

Reading: Henretta, pp. 238-318 (start at “Aristocratic Republicanism and Slavery”) and pp. 349-376

Lecture Topics: The Age of Jackson, Indian Removal, and “King” Cotton
 Transportation and Industrial Revolutions
 Sectional Differences and Rising Tensions over Slavery

Week Ten - Tuesday, November 3:

Reading: Finkelman, pp. vii-44 (all students)
 pp. 47-128 (students in Group I only)
 pp. 129-211 (students in Group II only)

Discussion Activity: “How did the South defend slavery?”

Week Eleven - Tuesday, November 10:

Reading: Henretta, pp. 319-348

Lecture Topics: New Religious Sects
 Antebellum Reform Movements
 Female Activism and the Proto-Women’s Movement
 Changing Conceptualizations of Sexuality

Activity: Introduce and view the “Valley of the Shadow” internet resource

Week Twelve - Tuesday, November 17:

Reading: Henretta, pp. 377-406

Lecture Topics: Manifest Destiny and the War with Mexico
Texas and California

Activity: Map Workshop – Bring Henretta’s book to class; bring a laptop
computer to class (if you own, or can access, one)

Week Thirteen - Tuesday, November 24:

Reading: Henretta, pp. 407-436

Lecture Topics: Free Labor, Slave Labor, and Sectional Differences
The Civil War

Due: “Valley of the Shadow” assignment

Week Fourteen - Tuesday, December 1:

Activities: Recapitulation for Final Exam
Question-and-Answer Session
Course Evaluation

Tuesday, December 15, 7 – 9 pm – Exam Two (Final): Bring a “blue book” and writing utensils. The exam is CUMULATIVE. Date of Exam Two is tentative, based on student feedback.

Note: I will post your final grades on Blackboard as soon as I have them ready; please allow me adequate grading time by NOT deluging me with e-mails or phone calls regarding final grades.

I hope you have a pleasant and refreshing Winter Break!