

University of North Carolina at Greensboro- Fall 2012
U.S. HISTORY TO 1865: History 211:08
Course Syllabus

“History is the version of past events that people have decided to agree upon” – Napoleon Bonaparte

Instructor: Monica Ward

Contact info: Mrward2@uncg.edu; Office phone 336-334-3961

Lecture: MHRA 1214: Monday 6-8:50pm

Office Hours- MHRA 2103, Tuesdays, 5-7pm or by appointment

Course Description: This course is an introduction to the history of America from pre-Columbian times to 1865. Instead of a typical survey that gives you a broad account of the historical forces that shaped the creation of the American Republic, this class will focus fewer important people and events, but in much greater detail and complexity. More specifically, this course’s primary focus is not only the average, “ordinary American”, but the majority of America’s population including American Indians, African Americans, women, poor farmers, factory laborers, etc. Winston Churchill once said “history is written by the victors.” More importantly, he made the point that those who write down history are most often the people in power and have access to controlling what can be “considered” history and what is not. Therefore instead of a survey that offers you a sweeping, yet informative account of the prominent figures and events in history, this course offers you a closer look at the majority of Americans who have either been left out of the text books, misunderstood, or have received less attention than they deserve. By restoring voice and histories to the “losers” rather than the “victors” helps us understand the true cultural foundations of the Republic are not just in the elite ideas and institutions that generally get the focus. This by all means does not mean this course will exclude prominent figures in American history, but it will analyze their interactions with the majority of Americans that are often left out of the story of the Early America.

Themes: This course will focus on three important themes. The first is the diverse experiences of the “**ordinary**” **Americans** and how their individual and collective actions helped build the foundations of the American Republic. The second theme is **historical memory**. Private memories are those not shared or simply unrecorded, but public memories are the people and events in time that make the history books and are permanently written down into the historical record. How and who decides what particular events and people earn a place in the pages of history? Are the stories told about these particular events complete, bias, or inaccurate? By learning about how and why particular events are remembered, we learn not only about the power of the historian to distort or correct history, but also where power lies. Lastly, we will also concentrate heavily on **myth making**. Similar to historical memory, misunderstood facts get repeated over time and if remained unchallenged,

these falsehoods become respected truths. By exploring these myths how these myths are created, I hope you this class will demonstrate the need to question everything you read.

Learning Objectives: The larger purpose of this class is to teach you that history is not about names and dates, but a social science that teaches you critical thinking skills. These skills allow you to analyze change over time, place particular events in context and make sense of competing perspectives of the past. History is NOT just a series of events, but a collection of ideas, values, and cultures that change over time and it is the job of the historian to analyze these concepts and changes and put them together to form a larger, cohesive narrative. Whether you are a history major or not, these are skills that build one's ability to look at a wide variety of conflicting evidence, opinions, and facts and allow one to judge for themselves what is true and what is false, as well as know what is important and what can be over looked. This type of critical thinking is not only used in history, but in almost every other academic field and everyday life. In order to learn to do this, you will read a large variety of primary documents (sources written during that particular time period) as well as occasional secondary accounts (written by historians today) which will help you learn how to not just memorize history, but understand how it is constructed and eventually be able to write history yourself.

After the completion of this class you should be able to:

1. Use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument, orally and in writing. [Historical Interpretation].
2. Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical Analysis]
3. Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical Comprehension]
4. Demonstrate why Early American history is important today and how you can make a personal connection to the origins, actors, or ideas, of the History United States up until 1865.
5. Explain the role of historical memory in history as well as how the concept of myth making was created and how it distorts our understanding of history.

Course Texts: *Recommended, but not required:* *America: A Concise History, Volume One: To 1877* by James A. Henretta; Rebecca Edwards; Robert O. Self. The text is a helpful tool to place lectures in a larger context and chronological timeline, but all exams and essays will be based on careful attention to lectures and thoughtful reading of primary/secondary sources. The textbook will also cover certain events and perspectives that I will not cover in my lectures due to time constraints, so if you read the textbook you see more clearly how actors in history lacking power interacted with elite Americans in power. More specifically, the text puts my lectures in a larger context of American history and will ultimately allow

you put my lectures into a larger narrative of the creation of the American Republic. **Required:** 1. *Incidents in the Life of a Slave Girl: Written by Herself Harriet Jacobson*, Edited by Jennifer Fleischne, first edition. 2. *The Shoemaker and the Tea Party: Memory and the American Revolution*, Alfred F. Young, 2000. (1999 addition is fine)

Course Requirements: 1. Reading assignments on required primary source and or secondary source readings will be assigned every week. You will be asked to turn in a writing response to these readings. Assignments and length will vary, but no longer than one page double spaced at the most. Hard copies are due in class, no email attachments, unless special circumstances approved by instructor. Late papers are also not accepted and will count as a zero unless approved by the instructor under extreme circumstances. The only time there will be no weekly assignment are the days that Essay 1 and 2 are due as well as the midterm. These assignments are not to overwhelm you but make sure you are reading and are ready to discuss in class. 2. Participation (includes attendance, engagement in discussions, debates, as well as primary source activities in class, as well as bringing the document assigned for that particular week to class) 3. Two short essays addressing the primary sources read in class (one 4 pages and the second 5 long, both double spaced). 4. A Midterm exam that includes 5 short IDs and two short essays based upon lectures, primary sources, and part one of Young's book. (bluebook required) 5. A final take home essay (6-7) pages, double spaced) that will address the major class themes covered throughout the semester, supported with examples from the lecture, primary sources, and Alfred Young's book. This is the only time you will not hand in a hard copy of your exam, but submit it through **Safe Assignment via blackboard**. I will demonstrate how to use **Safe Assign** the last week of class.

Readings: All assigned readings are on blackboard, excluding Jacobs and Young's book, so please print out all documents and bring them to class. We will be doing group activities and discussing the sources on a daily basis as part of the class lecture for a more interactive environment, and your participation grade will severely suffer if I do not see you with the readings in class. Please also remember that this class only meets once a week for three hours, so you are really doing the work for two or even three classes in one. Although the reading assignments may seem heavy at times, they are equal to what you would read for a class that meets three times a week. Also, you can relax, many of the primary source readings are not that long but equally insightful.

Attendance : Attendance is not required: however, if you do not attend class you will not succeed in the course. *All essays and tests are bases on the lectures and primary sources and secondary sources discussed in class, not the textbook.* In order to pass and do well in the class, you must come to class. In addition, attendance is a huge part of your participation grade. We also meet once a week, so if you miss once class, you are missing two lectures in one. Students missing more than x classes for whatever reason risk losing x points (leaves room for clear excuses and make up). Thus, there is no penalty toward your final grade for absences, but you must be fully aware that your grade will suffer substantially if you do not come to class.

GRADING

Weekly Writing Assignments: 10%

Essay 1= 10 %

Essay 2= 10 %

Midterm= 20 %

Final Essay= 30 %

Participation= 20 %

Extra Credit= drop lowest weekly writing assignment. If all writing assignments complete, announcements for extra credit opportunities will be announced in class or see me privately.

Electric Devices and Classroom Etiquette:

Technology: I recognize that all of you are adults, therefore laptops, tablets, and other gadgets are allowed in the classroom as long as they are used specifically for note taking and DO NOT distract other students. If you choose to use a laptop, I'd prefer you sit further back in the room so your screen does not distract other students. As the instructor of this class, if I feel that you are disrupting the peace of the classroom or hear complaints from other students, I reserve the right to take away you laptop/tablet privilege. To put it simply, please be responsible. **Cell phone use- including texting is absolutely prohibited.** Laptops and tablets are note taking devices, not cell phones. If caught texting you must put away your phone immediately and your participation grade will suffer.

FOOD and DRINK: Food and drink is permitted in the classroom. I realize that this class is late, so I will not deny anyone coffee or snacks. However, if you are eating something that a classmate is allergic too, you will be asked to step outside. Please also remember to clean up after yourself. If I notice trash accumulating on the floors and on the desks continuously, I have the right to take away food privileges.

Respect: Throughout the semester, we will touch upon a number of controversial topics as well as pose questions that have multiple and possibly conflicting answers. During discussion of these topics, I encourage you to offer your opinion to the class and if challenged respond in a diplomatic way. History is about learning to ask questions, think critically, and open your mind to new ideas. You may leave the room with more confidence in your outlook on a subject or start to question what you thought you knew. Do not be afraid to share your knowledge with the class but also do not be afraid to ask questions.

Sexual Harassment: Sexual harassment is a serious offense and if reported to the Dean of Students can result in expulsion. The classroom is a place where everyone should be able to learn in a comfortable and non-threatening environment.

ACADEMIC INTEGRITY: Plagiarism, which is "when one quotes or paraphrases somebody else's words or ideas without crediting him or her" **is absolutely**

forbidden at the University of North Carolina at Greensboro. It is equivalent to lying, cheating, or stealing and is considered to be fraud and theft. Therefore make sure that every writing assignment is written in your own words, not someone else's. The **UNCG Academic Integrity Policy** is online at <http://academicintegrity.uncg.edu>. I reserve the right to fail and press for disciplinary action against any student who has plagiarized on any assignment, no matter how minor. Please review the website carefully and please do not hesitate to ask questions if you are unclear as to what is considered plagiarism or what is not. Plagiarism is a serious offense and can result in expulsion.

BLACKBOARD AND EMAIL: Besides documents and weekly reading/and or writing assignments, the class syllabus, announcements, study questions, as well as other class materials will be posted on blackboard so make sure you check it regularly. Also, make sure you have a working UNCG email so you can access Blackboard. I will also use your university email to contact you frequently throughout the semester, so please make sure you have a working email. If you cannot access blackboard or do not receive emails from me, alert me right away to remedy the problem. **NOTE** – Due to the fact that I myself have a busy schedule, please allow up to 24 hours for me to respond to your email. If I have not responded within that time frame, please email me again to remind me or in case it got lost. However, I will do my best to answer your questions as quickly and effectively as possible.

LATE PAPER POLICY: All written work must be turned in the day it is due. No emails are accepted UNLESS you are absent that day. Failure to hand in your assignment by 6:00pm will result in a zero. Late papers are only accepted if given special permission by me with a legitimate excuse the day before the paper is due or other extreme circumstances. Communication is key. If you encounter a serious hardship during the course of the semester please do not hesitate to contact me.

OFFICE HOURS: My office hours are listed on the top of the syllabus but I am happy to do my best to accommodate your schedule if you cannot make it to my set hours. If you have any questions about the course content, assignments, etc, I encourage you to come and talk to me. I am here to help! You just need to let me know! ☺

COURSE OUTLINE

INTRODUCTION

Week One: 8/20 Introduction to course/syllabus overview and student introductions. A pre-test (not graded) will be conducted on the following three questions: What is history? Why is early American history important? What personal connection can you draw to early America as a person living in the twenty-first century? We will also address the differences between primary and secondary sources, which are fundamental principles to understand history and succeed in this class.

UNIT 1: First Encounters, Conquests, and American Independence

Week 2: 8/27 Pre-Columbian America, Columbus' "discovery" and conquest of Hispaniola, The Fall of the Aztec Empire and the Columbian Exchange.

REQUIRED READINGS: "Christopher Columbus: Selected Entries from the Log August 3, 1492-March 15th, 1493", from *Christopher Columbus and the Enterprise of the Indies*, ed. Symcox and Sullivan (2005); Excerpt from David Carrasco's *Quetzalcoatl and the Irony of Empire* (1982); "Burying the White Gods: New Perspectives on the Conquest of Mexico, Camilla Townsend.

***Recommended Reading:** Henretta, pp. 1-24.

Monday- 9/3 NO CLASS, LABOR DAY. ENJOY! ☺

Week 3: 9/ 10 The Chesapeake: Roanoke& Jamestown Settlement & Powhatan Wars.

REQUIRED READINGS: "A Brief and True Report of the new Found Land Virginia" by Thomas Harriot, in *Envisioning America: English Plans for Colonization of North America 1580-1650*, ed. Peter C Mancall; "John Smith a True Relation 1680" pp. 142 and 156-173, in *Jamestown Narratives: Eyewitness Accounts of the Virginia Colony*, ed. Edward Wright Haile; Excerpt from Smith, *General Historie*, in *The Complete Works of Captain John Smith, 2: 151-153*.

"What can you get by Warre...? Powhatan , Speech to John Smith 1609", in *The World Turned Upside Down: Indian Voices from Early America*, ed. Colin Calloway. **(BB)**

Recommended Reading: Henretta text: pp. 45-49.

Week 4: 9/17 New England: Puritanism, Metacom's War, Salem Witch Trials

REQUIRED READING: Mary Rowlandson "The Twentieth Remove" from *The Sovereignty of the Goodness of God*, ed. Neal Salisbury; Issue 4 : "What caused the hysteria of the Salem witch trials? Women or a build up of other conflicts?" from *Taking Sides: Clashing Views in United States History, Vol 1*, eds. Larry Madaras and James M SoRelle (2009).

Recommended Reading: pgs. 53-59.

Week 5: 9/24: American Revolution: The Causes, the people involved and Why?

REQUIRED READING: Alfred Young, *Shoemaker and Tea Party- Part One* pp. vii-79; (book, not BB) Excerpt from Thomas Paine's *Common Sense*.

Recommended Reading: Henretta, pp. 133-157.

***NO WEEKLY WRITING ASSIGNMENT.**

***ESSAY ONE DUE- IN CLASS, HARD COPY, NO EMAIL ATTACHMENTS.**

Week 6: 10/1: The Aftermath of the American Revolution: The Winners and Losers of the War and the Divisions and Debates on the Formation of the American Republic; Midterm Review

REQUIRED READING: Thomas Jefferson's draft of the Declaration of Independence (1776); U.S. Constitution and Bill of Rights; Young, *Shoemaker and the Tea Party Part Two* pp. 85-132.

Recommended Reading: Henretta, pp. 175-179, 183-203.

Week 7: 10/ 8 : MIDTERM (Standard 50 minutes); Discussion of Part Two of Alfred Young's *The Shoemaker and the Tea Party*, Historical Memory, Social history, "History from the Bottom Up"

REQUIRED READING: Young, *Shoemaker and the Tea Party Part Two* finish book pp. 132-208.

*NO WEEKLY WRITING ASSIGNMENT

FALL BREAK, NO CLASSES: Friday 10/12- Wednesday 10/17- HAVE FUN! ☺

NOTE- Oct 12th last day to drop class without academic penalty

UNIT 2. The Lasting Effects of the American Revolution, the Construction of the Republic, Divisions within the Republic, War and Reunion, Legacies of Race, Class and Gender

Week 8: 10/22: The Industrial Revolution and The Market Revolution

Film Clip- *Freedom: A History of the U.S. Episode Four*

REQUIRED READING: " A Mill Girl Describes her Work and Life" (1844) and the "Laboring Classes 1840" from *Documents in American's History: Vol 1: To 1877*, ed. Henretta, Edwards, and O.Self.

Recommended Readings: Henretta, pgs. 262-286, 305.

Week 9: 10/29: Indian Removal & The Trail of Tears

Film Clips: *The Appalachians: The Fight for Land and Work* clips 1 and 2; *Trail of Tears: We Shall Remain—America Through Native Eyes* clips 21-24

REQUIRED READINGS; "The Treaty of New Echota: Treaty with the Cherokees 1836" and "John Ross-Letter in Answer to Inquiries from a Friend" from *The Cherokee Removal*, ed. Perdue and Green (2005); "Cherokee Memorial 1829", Andrew Jackson on Native Americans, Second Annual Message (December 6, 1830), from *Give Me Liberty! Sources of Freedom History Center: Sources of Freedom*; Too-qua-stee/DeWitt Clinton Duncan, Cherokee, 1829-1909 "The White Man's Burden" from *Changing is not Vanishing: A Collection of India Poetry to 1930*, ed. Robert Dale Parker.

Recommended text reading: Henretta, pgs. 306-310.

Week 10: 11/5 Trans-Atlantic Slave Trade, the Old South, and Slavery

Required Reading: *Incidents in the Life of a Slave Girl written by herself Harriet Jacobson.* (Book) (introduction and autobiography only, no need to read other documents).

Recommended text reading: Henretta, pgs 74-83 and 352-363

Remember- Veterans day - Monday, November 11th! ☺

Week 11: 11/ 12 Abolition and the Women's Movement

REQUIRED READING: Mott and Stanton's *Declaration of Sentiments*; Margret Fuller's "Women in the Nineteenth Century 1845" from *Give Me Liberty! Sources of Freedom History Center: Sources of Freedom*; Jane Swisshelm "The Saturday Vister"; and Parker Pillsbury "Letter to Jane Swisshelm," from *Women's Rights Emerges with the Antislavery Movement 1830-1870.*, ed. Kathryn Kish Sklar (2000).

Recommended Reading: Henretta: 232-237.

*NO WEEKLY ASSIGNMENT DUE

** Essay 2 Due: Incidents of the Life of a Slave Girl*

Week 12: 11/19 Mexican War & Sectionalism

Required Reading: "Was the Mexican War an Exercise in American Imperialism?" in *Taking Sides*; "Opinion of the Court in Dred Scott, Plaintiff in Error v. John F.A. Sandford" by Justice Taney and "The Dred Scott Decision: Speech at New York at the Occasion of the Anniversary of the American Abolition Society" by Fredrick Douglass from *Dred Scott v Sandford: a Brief History with Documents*, ed. Paul Finkelman. (BB).

Recommended Reading: Henretta text pp 385-414.

Week 13: 11/26 The Civil War

Films- Clips from *Bloody Stalemate: The War Begins in Earnest* (films on demand)

The Civil War: Episode 5—The Universe of Battle (1863) Ken Burns

Required Reading: "Issue 14- Was the Slavery the Key Issue in the Sectional Conflict in the Civil War?" in *Taking Sides*.

Recommended Reading: Henretta, pp. 418-439.

(Thanksgiving holiday follows ☺)

Unit 3. The Aftermath: Historical Memory

Week 14: 12/3 Civil War and Memory, Post Test (Not Graded), & Review for Final Exam (*Last day of class*)

REQUIRED READING: Chapter One “Confederates in the Attic” (pp 3-9) and all of Chapter 5 “Dying for Dixie ” in *Confederates in the Attic: Dispatches from the Unfinished Civil War*, by Tony Horwitz.

READING DAY- December 4

FINAL ESSAY (TAKE HOME EXAM) Due Monday, December 10th by 10pm through Safe Assignment on Blackboard. If you fail to submit by 10pm on December 10th, it is an automatic zero. I will explain how to use safe the last day of class. Basically, **Safe Assignment** is a tool that automatically checks for plagiarism by searching websites, other students papers on the web, etc. This is the **only time** in class I do not require a hard copy of the exam.

ENJOY THE HOLIDAY BREAK. HOPE YOU ENJOYED THE CLASS ☺