

# History 211-03/Fall 2013

## United States History to 1877

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T/Th 9:30-10:45, SULV 218

Instructor: Dr. Susan W. Thomas

Email: [swthoma3@uncg.edu](mailto:swthoma3@uncg.edu)

Office Hours: T/Th 2-3:00, or by appt., MHRA 2214

### Course Materials

#### **Two Required Textbooks:**

Henretta, James A., et al, *America, A Concise History, Vol. One*, 5<sup>th</sup> ed.

Brooks, Geraldine. *March*.

Additional readings: Available on Blackboard, as noted on the syllabus.

### Course Overview

We will begin our study before the arrival of Columbus in the 'New World' and end with the Civil War and Reconstruction. While we will highlight many of the events with which you may already be familiar, we will also delve more deeply into the past and discuss the significance of less known historical figures. Over the course of the semester, we will concentrate on several overlapping themes, including the meanings of freedom, equality, and democracy; the complex nature of gender and class relationships; and the origins and development of ideas about race and religion in America. This is not an exclusive list, but just an example of some of the topics we will address as we progress chronologically through the coursework.

Aside from lecture, we will spend time in the classroom examining and discussing primary documents related to the week's reading assignments. When appropriate, we will watch portions of videos that can shed light on the historical events we are covering. Through all of these methods, we will be learning to interpret history and develop a sense of historical context.

### Course Objectives

We will not simply memorize dates and facts! While you will be required to remember important people, places, and events, we will use those facts to understand how "ordinary" people experienced extraordinary events. We will uncover the ways in which such people resisted changes imposed from above and sometimes forced change from below. We will not only focus on what happened and when, but we will also think about why events unfolded as they did and what the consequences were.

In accordance with the General Education Program for GHP courses, our primary Student Learning Objectives will be:

- SLO 1: Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (Document Analysis Assignments and Essays)
- SLO 2: Use evidence to interpret the past coherently, orally, and/or in writing. (Essays)

To accomplish the above learning goals, we will concentrate on

- Understanding the contingent nature of historical events
- Learning how to formulate an argument and support it with evidence
- Recognizing connections between the past and our current social, political, and economic debates in order to make informed decisions about our future

### Technology in the Classroom

**Turn off your cell phones and iPods and put them away when class begins.** Laptops are permitted.

### Course Requirements and Grade Distribution

#### **Attendance and Participation: (20%)**

Attendance counts as half of the participation grade. More than four absences will be considered excessive and will affect your grades. My policy is to deduct one point from your final average for each absence beyond the four. Students absent 10 or more times are subject to being administratively dropped from the class. **If you sleep, you will be counted absent.**

Additionally, students who are habitually late to class disturb the learning process for others. Unless there are extenuating circumstances, **four tardies will be the equivalent of one absence.**

The remaining half of your participation grade will be drawn from in-class writing assignments, quizzes, homework, and discussion.

#### **Document Analysis Papers: (15%)**

You will complete **three** document analysis assignments, each of which will include completion of a worksheet and a written 1-2 page paper. You will choose a primary source document from the sections covered by your exams, either from the readings on BB or from the textbook. These papers will comprise 15% of your exam grade and will be due in class on the day of each exam. I will post the required worksheet on BB and we will practice using it in class to be sure you understand the requirements.

**Unless you have a documented excuse, late papers will be penalized one letter grade for each class day** (ea. Tues or Thurs) until I receive the paper in hand. Students often have problems with printers or lack money for ink, so know that the library and campus computer labs offer ways to compensate for these technical difficulties. **You may not email your papers to me.**

#### **Exams: (20% for exams 1 and 2; 25% for final exam = 65%)**

There will be **three** exams, consisting of an essay completed at home and submitted via Safe Assign on BB on exam day as well as identification questions completed in class. **I require blue books for in class portion of exams.** The essay and the identification questions will each count 50% of the grade. Exams will test your ability to synthesize information from the lectures, the readings, the discussions, and the audio/visual components of the course into a succinct and coherent response. I require a **documented excuse** before scheduling a make-up exam.

I do provide study guides and post power points on Blackboard. If you attend class regularly, do the readings, and take notes, you should not have any difficulty completing the exams successfully. The final exam will not be cumulative.

#### *Grading Range:*

A (93 and above), A- (90-92); B+ (87-89), B (83-86), B- (80-82); C+ (77-79), C (73-76), C- (70-72); D+ (67-69), D (63-66), D- (60-62); F (less than 60, unacceptable work)

### Student Responsibilities

Each student bears the responsibility to attend class regularly and complete all assignments on time. Students will work together to create an open and respectful class environment in which each person's

contribution is equally important. On those occasions when students disagree either with one another or with the readings, we will all remain courteous to one another and express our views without intent to disparage or harm others.

If you find yourself struggling to keep up or confused about the material we cover, make an appointment with me as early in the semester as possible to work out possible interventions.

**Check your UNCG i-Spartan email regularly.** This is the system I will be using to contact you, should the need arise. My email address is listed at the top of the syllabus for your reference.

### ***Learning Disabilities and Other Concerns***

If you have a diagnosed learning disability or special needs that will affect how you perform in class or will require consideration in writing assignments or on tests, it is your responsibility to ensure that I receive the proper documentation as soon as possible.

### ***\*\*\*Academic Integrity and Plagiarism\*\*\****

In all assignments, students are expected to do their own work and abide by the University's Honor Code. You must provide references for materials consulted and/or quoted in your writing assignments. Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also in failure for the entire course. We will discuss plagiarism further before the first essay assignment. To view the University's Plagiarism Policy, follow this link: <http://academicintegrity.uncg.edu/>.

### **Lectures and Assignments**

Check [Blackboard](#) at the beginning of each week to find the assigned readings listed on the syllabus and posted under the weekly folder in the Course Documents section. The syllabus may change if I decide to eliminate a particular reading or substitute something else in place of one, but I will not increase the reading load. I will announce any changes in class before changing the syllabus. Take notes or jot down questions as you read.

Questions to keep in mind:

- What rights define us as Americans? Do all deserve the same rights?
- What is the role of government in securing rights for Americans?
- Why do we continue to debate the meaning of 'freedom and equality for all'?

### **IMPORTANT DATES:**

***TUES SEPT 17: EXAM ONE WITH ESSAY and PRIMARY SOURCE ANALYSIS ONE***  
***TUES OCT 22: EXAM TWO WITH ESSAY and PRIMARY SOURCE ANALYSIS TWO***  
***TUES NOV 26: EXAM THREE WITH ESSAY and PRIMARY SOURCE ANALYSIS THREE***

### **1. Origins of the New World**

- Aug 20: Introduction to Course
- Aug 22: Text 1, "The New Global World, 1450-1620"; On BB, The Columbian Exchange

### **2. When Worlds Collide**

- Aug 27: Reading: "Out of the European Cradle" (on BB)
- Aug 29: Reading: "The Colonization of America" (on BB)

### **3. Europe in the New World**

- *Sept 3:* Text 2, "Invasion and Settlement of North America, 1500-1700," Jamestown reading on BB (Guest Speaker)
- *Sept 5:* Readings on BB: Bartolome de Las Casas, "Of the Island of Hispaniola;" John Winthrop, "A Model of Christian Charity"

### **4. Becoming American**

- *Sept 10:* Text 3, "Creating a British Empire in America, 1660-1750" (Guest Speaker)  
BB Readings: Gottlieb Mittelberger on Indentured Servitude and Virginia Slave Statutes
- *Sept 12:* Text 4, "Growth and Crisis in Colonial Society, 1720-1765"  
Proclamation of 1763 (BB)

### **5. Turning of the Tide**

- *Sept 17:* **Exam One...Bring Blue Book! Essay due to Safe Assign and Document Analysis Due in Class**
- *Sept 19:* Text 5, "Toward Independence: Years of Decision, 1763-1776"  
Lord Dunmore's Decree (BB)

### **6. Independence and the Creation of the American Nation**

- *Sept 24:* Text 6, "Making War and Republican Governments, 1776-1789"
- *Sept 26:* Readings on BB: Federalist No. 10 and the Anti-Federalist Argument

### **7. How Revolutionary was the Revolution?**

- *Oct 1:* Text 7, "Politics and Society in the New Republic, 1787-1820"  
Crevecoeur, "What is an American?" (BB)
- *Oct 3:* Text 8, "Creating a Republican Culture"  
Readings on BB: "Remember the Ladies," "On the Equality of the Sexes," and Benjamin Rush on Female Education

### **8. The Market Revolution**

- *Oct 8:* Reading: "Preparations for the Age of Manufacture" (BB); Text 9, "Economic Transformation, 1820-1860"
- *Oct 11:* Text 10, "A Democratic Revolution, 1820-1844"  
Indian Removal Act, 1830 (BB)

### **9. Jacksonian Democracy and Reform**

- **Oct 15: Fall Break!**
- *Oct 17:* Text 11, "Religion and Reform, 1820-1860"  
Documents in Textbook

**\*\*\*Begin Reading March**

### **10. Slave Nation**

- *Oct 22:* **Exam Two...Bring Blue Book! Essay due to Safe Assign and Document Analysis due in class.**
- *Oct 24:* Text 12, "The South Expands: Slavery and Society, 1800-1860"  
Nat Turner's Rebellion (BB)

### **11. The Impending Crisis and The Failure of Compromise and**

- Oct 29: Text 13, "Expansion, War, and Sectional Crisis, 1844-1860"  
Readings on BB: DeBow, "The Non-Slaveholders of the South," Fitzhugh and the Proslavery Argument, Sumner's "Crime Against Kansas" Speech
- Oct 31: **NO CLASS!**

### **12. The Battle for Union**

- Nov 5: Text 14, "Two Societies at War, 1861-1865"
- Nov 7: Websites on BB: A House Divided, Valley of the Shadow, and New York City Draft Riots

### **13. When the War was Over**

- Nov 12: Text 15, "Reconstruction, 1865-1877"
- Nov 14: Readings on BB: Special Field Order 15, Mississippi Black Code, Letter "To my old Master"; 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments (see back of text)

### **14. Picking up the Pieces**

- Nov 19: Ch. 16 "Conquering a Continent"
- Nov 21: Discussion of *March*; Review for Final Exam

### **15. Final Class-Final Exam**

- Nov 26: **Final Exam...Bring Blue Book! Essay due to Safe Assign and Final Document Analysis Due in Class**