

## HIS 211: US to 1865 (August 18 – Dec. 1, 2014)

**Instructor:** Mr. Joseph A. Ross  
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**Office:** MHRA 2104  
**Office Hours:** MWF 9-9:50 a.m.

The best way to contact me is by email. I check my email at least once every day Monday through Friday. I do **not** check email on the weekends. Please be patient as it may be 48 hours before I can respond.

### I. Course Description - - What is this course about?

*"If history is educational . . . it must be an education in thinking and not merely in remembering.*  
~ C.V. Wedgewood

This course is a general survey of American history from colonization through the Civil War (1492 to 1865). We will focus on American definitions of freedom by examining politics, economics, foreign policy, society, and culture. We will also look at how the American understanding of freedom changed over time, and what freedom meant in people's everyday lives. If the United States is a nation built on ideas of liberty & equality, what does that mean?

1. What meanings of freedom have existed throughout American history?
2. What social conditions have made freedom possible?
3. What have been the boundaries of freedom that determine who is free and who is not?

### II. Student Learning Outcomes (SLOs) - - Why am I in this course?

*"Have the courage to use your own intelligence!"*  
~ Immanuel Kant

Students who spend at least **one** hour a day outside of class completing all reading and writing assignments, who actively engage in the material, and are *thinking* about and *reflecting* on what they are reading and writing will . . .

- A. Trace the development and interpret the historical significance of key ideological and political themes in American history up to 1865.
- B. Analyze, contextualize, and identify the differences between primary and secondary sources representing divergent perspectives.
- C. Construct a historical argument using primary sources and support a thesis statement.
- D. Utilize evidence to interpret the past coherently, and communicate those ideas effectively orally and in writing.

### III. Required Materials - - What do I need to buy?

- Eric Foner, *Give Me Liberty!: An American History*, Volume 1, From 1865. New York: W.W. Norton & Company, 2014 (available at the college bookstore)..

\*Additional readings from Eric Foner, *Voices of Freedom: A Documentary History*, Volume 1. New York: W.W. Norton & Company, 2014, will be made available on Blackboard.

**NOTE:** Not having the textbook is not a valid excuse for failing to complete assignments on time. Any student who does not have the text before the class begins should obtain it ASAP.

### IV. Teaching Strategies - - How is this course different from others?

*"History is an argument without end."*  
~ Peter Geyl

History is **not** about memorizing names and dates. While specific people have affected our present world, history is primarily about the question of "WHY," not "WHO" or "WHEN." Therefore,

we will spend more time trying to understand WHY past cultures were different from our own, or WHY they are so similar.

### ***Teams***

In order to improve student learning and build community in our class, students will occasionally complete in-class assignments and discussions in teams. Please get to know each other as best you can as it will make our course more enjoyable for everyone.

## **V. Rules & Policies - - How do I respect myself and my classmates in this course?**

Everyone must display an attitude of respect and professionalism while in this class. Always show respect toward yourself, your classmates, and the instructor by arriving to class on time, being prepared, and actively participating. This is your education, so make the most of it..

### ***Attendance***

Students should attend every class unless illness or unforeseen circumstances prevent them from doing so. Students may miss 3 classes for any reason. After 3 absences, each additional absence will result in a drop of 1/3 of a letter grade from your overall course average.

! If you are ill or experience a family emergency, please contact me via email ASAP.

### ***Late Work***

Failure to turn in work on time will result in a zero. No late work will be accepted. All the deadlines are listed on the syllabus.

! If unforeseen circumstances prevent you from turning in an assignment, then contact me ASAP, preferably **BEFORE** the assignment is due.

### ***Academic Integrity***

All students are expected to abide by the university's Academic Integrity Policy. Please visit the following link: Academic Integrity Policy: <http://academicintegrity.uncg.edu/complete/>

! Students who violate this policy not only disrespect themselves, their classmates, and this university, but also risk receiving a grade of F on an assignment, an F for the course, or being expelled from the university.

### ***E-mail Policy***

I will reply to student e-mails within 48 hours, Monday through Friday. In order to ensure a timely reply, please use your UNCG e-mail account and include the following:

- the course number and section (if sent through Bb, it will be added automatically)
- a concise and clear description in the subject line (i.e., HIS 211 – Death in Family)
- your name, as it appears on the course roster

### ***Technology***

No technology is permitted in class. No cell phones, tablets, laptops, or other electronic devices. These items can be very distracting to others students, the instructor, and even yourself.

### ***Disabilities***

Students with **documented** learning disabilities should contact the instructor and present appropriate documentation during the first week of class.

## **VI. Grading Policies - - How will my performance be assessed?**

Students earn grades based on the work they submit. Work that meets the minimum requirements is average, which is a C. Work that does not meet the minimum requirements is either a D ("Below Average") or an F ("Unsatisfactory"). Work that goes above the minimum requirements is either a B ("Above Average") or an A ("Excellent").

**Grading Scale**

A+ 100-97	B+ 89-87	C+ 79-77	D+ 69-67	F = 59 and below
A 96-93	B 86-83	C 76-73	D 66-63	
A- 92-90	B- 82-80	C- 72-70	D- 62-60	

**Grade Breakdown for the Course**

Assignment	Percentage	Learning Outcome
<b>Quizzes (15 total)</b> <ul style="list-style-type: none"> <li>• 1 on the syllabus</li> <li>• 14 chapters from the textbook</li> </ul>	30% TOTAL	A, B
<b>Unit Exams (4 total)</b> <ul style="list-style-type: none"> <li>• Unit 1 – Colonial Era</li> <li>• Unit 2 – American Revolution</li> <li>• Unit 3 – Early Republic</li> <li>• Unit 4 – Civil War</li> </ul>	60% TOTAL <ul style="list-style-type: none"> <li>• 6%</li> <li>• 12%</li> <li>• 18%</li> <li>• 24%</li> </ul>	B, C, D
<b>Participation</b>	10% TOTAL	A, B, C, D

All grades are determined by the above assignments. No other factors will be considered when determining final grades. Anyone asking for special grading consideration will be referred to this policy.

**VII. Assignments (SLOs A, B, C, D) - - How will I be challenged?****Quizzes (located on Blackboard under “Assignments”)**

There are fifteen quizzes. The first is on the syllabus, and students may take it as many times as they want until they earn an A. The remaining quizzes correspond to chapters from the textbook. Each quiz is made up of multiple-choice questions. There is no time limit on these quizzes, but students may only take them once, so be certain to take thorough notes on each chapter **BEFORE** accessing each quiz. Quizzes are due at the beginning of each week.

**Unit Exams**

There are four exams in the course. These exams are cumulative, so Exams 2, 3, and 4 count more towards your final average than Exam 1. Each one will include identification questions, as well as short answer essays. I use a grading rubric, which I will distribute beforehand, to evaluate student work. Students will submit these assignments through Blackboard using SafeAssign, which checks all written work for instances of plagiarism.

**Participation**

Each student's participation grade is based on the quality of their participation, as determined by the instructor. Students who come to class prepared and actively participate (i.e. asking questions, commenting during discussions, etc.) will earn higher participation grades than those students who simply come to class and do nothing else. Students who miss class will not do well on participation.

**VIII. Course Calendar\* - - When is everything due?****UNIT 1 – Colonial Era**

1. *Why did Europeans come to the Americas? What impact did their arrival have on native populations?*
2. *How did race, class, and gender roles differ in New England compared to the Chesapeake and other regions?*

**Week 1 – Introductions & A New World**

<u>Reading:</u>	<u>Foner, <i>Give Me Liberty!</i>, Ch. 1</u>	<u>ASSIGNMENTS</u>
Monday, 8/18	Introductions	
Wednesday, 8/20	What is history? Why study history?	
Friday, 8/22	A New World	QUIZ – Syllabus & Chapter 1

### **Week 2 – Beginnings of English America, 1607-1660**

<u>Reading:</u>	<u>Foner, Ch. 2</u>	<u>ASSIGNMENTS</u>
Monday, 8/25	England and the New World	QUIZ – Chapter 2
Wednesday, 8/27	The Chesapeake	
Friday, 8/29	Religion, Politics, and Freedom	

### **Week 3 – Creating Anglo-America, 1660-1750**

<u>Reading:</u>	<u>Foner, Ch. 3</u>	<u>ASSIGNMENTS</u>
Monday, 9/1	<b>NO CLASS – LABOR DAY</b>	
Wednesday, 9/3	Global Trade and Slavery	QUIZ – Ch. 3
Friday, 9/5	Social Classes in the Colonies	

### **Week 4 – Slavery, Freedom, and the Struggle for Empire, to 1763**

<u>Reading:</u>	<u>Foner, Ch. 4</u>	<u>ASSIGNMENTS</u>
Monday, 9/8	Slavery and Slave Resistance	QUIZ – Ch. 4
Wednesday, 9/10	The Great Awakening	
Friday, 9/12	<b>Exam 1</b>	<b>EXAM 1</b>

## **UNIT 2 – American Revolution**

1. *How and when did a unique “American” identity come into being?*
2. *What factors led to the American Revolution, and what was this revolution about?*

### **Week 5 – The American Revolution, 1763-1783**

<u>Reading:</u>	<u>Foner, Ch. 5</u>	<u>ASSIGNMENTS</u>
Monday, 9/15	The Crisis Begins	QUIZ – Ch. 5
Wednesday, 9/17	The Road to Revolution	
Friday, 9/19	Securing Independence	

### **Week 6 – The Revolution Within**

<u>Reading:</u>	<u>Foner, Ch. 6</u>	<u>ASSIGNMENTS</u>
Monday, 9/22	Toward Religious Toleration	QUIZ – Ch. 6
Wednesday, 9/24	Defining Economic Freedom	
Friday, 9/26	Slavery and the Revolution	

### **Week 7 – Founding a Nation, 1783-1791**

<u>Reading:</u>	<u>Foner, Ch. 7</u>	<u>ASSIGNMENTS</u>
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Monday, 9/29	Articles of Confederation	QUIZ – Ch. 7
Wednesday, 10/1	The Constitution	
Friday, 10/3	<b>Exam 2</b>	<b>EXAM 2</b>

### UNIT 3 – The Early Republic

1. *What was the Market Revolution, and how did it affect American society?*
2. *Who gets to actively participate in this new democratic country, and how does this demographic change over time?*

#### Week 8 – Securing the Republic, 1791-1815

Reading:	Foner, Ch. 8	ASSIGNMENTS
Monday, 10/6	Politics in an Age of Passion	QUIZ – Ch. 8
Wednesday, 10/8	Jefferson in Power	
Friday, 10/10	The War of 1812	<i>Last day to drop</i>

#### Week 9 – The Market Revolution, 1800-1840

Reading:	Foner, Ch. 9	ASSIGNMENTS
Monday, 10/13	<b>NO CLASS – FALL BREAK</b>	
Wednesday, 10/15	A New Economy	QUIZ – Ch. 9
Friday, 10/17	The Limits of Prosperity	

#### Week 10 – Democracy in America, 1815-1840

Reading:	Foner, Ch. 10	ASSIGNMENTS
Monday, 10/20	Nationalism and Its Discontents	QUIZ – Ch. 10
Wednesday, 10/22	The Age of Jackson	
Friday, 10/24	<b>Exam 3</b>	<b>EXAM 3</b>

### UNIT 4 – The Civil War

1. *What is Manifest Destiny, and what makes it significant?*
2. *What events led up to the Civil War? Could the war have been avoided?*

#### Week 11 – The Peculiar Institution

Reading:	Foner, Ch. 11	ASSIGNMENTS
Monday, 10/27	The Old South	QUIZ – Ch. 11
Wednesday, 10/29	Slave Culture	
Friday, 10/31	Resistance to Slavery	

#### Week 12 – An Age of Reform, 1820-1840

Reading:	Foner, Ch. 12	ASSIGNMENTS
Monday, 11/3	The Reform Impulse	QUIZ – Ch. 12
Wednesday, 11/5	The Crusade against Slavery	
Friday, 11/7	The Origins of Feminism	

#### Week 13 – A House Divided, 1840-1861

<u>Reading:</u>	<u>Foner, Ch. 13</u>	<u>ASSIGNMENTS</u>
Monday, 11/10	Manifest Destiny	QUIZ – Ch. 13
Wednesday, 11/12	The Rise of the Republican Party	
Friday, 11/14	The Impending Crisis	

#### **Week 14 – A New Birth of Freedom: The Civil War, 1861-1865**

<u>Reading:</u>	<u>Foner, Ch. 14</u>	<u>ASSIGNMENTS</u>
Monday, 11/17	The Second American Revolution	QUIZ – Ch. 14
Wednesday, 11/19	The Confederate Nation	
Friday, 11/21	End of War	

#### **Week 15 -- REVIEW**

Monday, 11/24	Review
Wednesday, 11/26	NO CLASS -- THANKSGIVING
Friday, 11/28	NO CLASS – THANKSGIVING

#### **Week 16 -- REVIEW**

Monday, 12/1	Review	
Wednesday, 12/3	<b>Exam 4 due by 3 p.m.</b>	<b>EXAM 4</b>

\*NOTE: I will post additional readings on Blackboard and will announce throughout the semester when students should read these. I also reserve the right to modify the course calendar in order to improve student learning. If I do, I will announce any changes in advance.