

HIS 211-03
U.S. History Before 1865:
Building a Nation:
The Historical Landscape of Early America

Fall 2014, TR 3:30-4:45 pm MHRA 1214
The University of North Carolina at Greensboro



1

Donna Patricia Ward, Instructor

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Office Hours:

Happily by appointment

Office:

MHRA 2103

This syllabus is subject to change at the discretion of the instructor. Changes in the syllabus or course schedule will prioritize effectiveness for student learning. Any changes will be announced via email and on Blackboard.

Course Description:

How did ordinary “Americans” create, change, and adapt to their new landscape on the North American continent? How did urbanization, slavery, and the market economy shape this new landscape? From the first contact between Native Americans and Europeans, people living on the North American continent found ways to adapt to their ever-changing landscape. Transatlantic trade provided the wealth to construct coastal cities that developed into cultural, political, and

¹ The Robinson-Aiken House, 48 Elizabeth Street, Charleston, SC. Built in 1820 with significant changes in 1858. Image from the Historical American Buildings Survey, Library of Congress, <http://www.loc.gov/pictures/collection/hh/item/sc0023/> (accessed 3/4/2014).

economic centers while ordinary “Americans” on the frontier defied imperial and local rule. Actions by these residents shaped the landscape of Early America and created the foundation that would lead to Civil War. This course will address how urbanization, slavery, and the market economy shaped the experiences of these ordinary “Americans” before 1865 by analyzing primary and secondary sources. Students will establish a foundation for historical thinking that includes establishing historical significance, using primary source evidence, identifying continuity and change, cause and consequence, historical perspective, and understanding ethical dimensions of history by analyzing specific events in pre-Civil War America and their impact on ordinary “Americans.”

Student Learning Objectives:

At the conclusion of the course, students will be able to identify, analyze, and evaluate primary and secondary sources and historical arguments; analyze maps; and construct their own historical argument from the in-class material. In addition, students will be able to examine and distinguish the basic aspects of information literacy, a skill that enables students to determine what information is needed and why by locating appropriate resources; evaluating, synthesizing, and critically analyzing information; and communicating information ethically and effectively.

General Education Requirements:

This course satisfies General Education (GEC) requirements established by the UNCG faculty for historical perspectives (GHP) on western culture - modern (GMO).

Historical perspectives (GHP & GMO)

At the completion of a GHP/GMO course, the student will be able to:

- Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives to a specific region and period. (LG3)
- Use evidence to interpret the past coherently, orally and/or in writing. (LG1)

Required Textbooks:

Students must have the textbook in their possession by Thursday, August 21, 2014. The textbook is available in the UNCG Bookstore for purchase. If a student wishes to purchase the textbook from an online retailer, they must make sure they purchase the 5th edition AND have the textbook in their possession by Thursday, August 21, 2014. **No other edition of the book is acceptable!!**

James A. Henretta, Rebecca Edwards, Robert O. Self, *America: A Concise History: Volume 1: Until 1865*, 5th Ed. Boston and New York: Bedford/St. Martin’s, 2012. [ISBN: 978-0-312-64329-4]

Course Readings:

In addition to the required textbook, the following readings, primary sources, secondary sources, and images will be posted to Blackboard. Note, all readings for John Hollitz are from *Thinking Through the Past: A Critical Thinking Approach to U.S. History Volume 1: to 1877* 5th Ed. Boston: Wadsworth Cengage Learning, 2015.

Author	Title – as posted to Blackboard
John Hollitz	Introduction, p. 1-3
John Hollitz	Ch 1_The Truth About Textbooks_p. 7-20
John Hollitz	Ch 2_The Primary Materials of History_p. 21-37.

John Hollitz	Ch 3_Evaluating Primary Sources_p. 38-54.
John Hollitz	Chapter 4: Evaluating One Historian's Argument_excerpts: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 55-59 and 83-84; • <i>The Unknown American Revolution</i> (2005) by Gary B. Nash, p. 59-69; • A Mob Punishes Merchants (1766), p. 70-71; • Mecklenburg County Resolves (1775), p. 72-73; • Blacks Protest Taxation (1780), p. 77-78.
John Hollitz	Chapter 5: Motivation in History: The Founding Fathers and the Constitution: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 86-89 and p. 111; • <i>Unruly Americans and the Origins of the Constitution</i> (2007) by Woody Holton, p. 90-96.
John Hollitz	Chapter 7: The Problem of Historical Causation: The Second Great Awakening: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 144-149 and 170; • <i>The Second Great Awakening and the Transformation of American Christianity</i> (1989) by Nathan O. Hatch, p. 149-155; • A Methodist "Circuit-Rider" Discusses Education and the Ministry (1856), p. 162-163; • Negro Methodists Holding a Meeting in Philadelphia (ca. 1812), p. 164; • Harriet Martineau on the Condition of American Women (1837), p. 165-166; • Occupations of Methodist Converts in Philadelphia (1830s), p. 168.
John Hollitz	Chapter 8: Grand Theory and History: Democracy and the Frontier: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 172-175 and p. 199-200; • N.J. Wyeth's Instructions for Robert Evans at the Fort Hall Trading Post (1834), p. 183; • View of the Valley of the Mississippi (1832) Robert Baird, p. 187-188; • Stump Speaking (1854) George Caleb Bingham, p. 188-189; • A San Francisco Saloon (1855) Frank Marryat, p. 192; • Hydraulic Mining in California's Gold Fields (1862), p. 199.
John Hollitz	Chapter 10: History "From the Bottom Up": Historians and Slavery: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 227-230 and 247-248; • <i>Community, Culture, and Conflict on an Antebellum Plantation</i> (1980) by Drew Gilpin Faust, p. 230-237; • Charity Bowery (1847-1848), p. 240; • A Slave's Letter to His Former Master (1844), p. 243; • <i>Lynchburg Negro Dance, An Artist's View of Slavery</i> (1853), p. 244; • A Plantation Plan (ca. 1857), p. 247.
John Hollitz	Chapter 11: Ideology and Society: The Bounds of Womanhood in the North and South: <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 249-254 and 281-282; • <i>Domestic Ideology in the South</i> (1998) by Marli F. Weiner, p. 258-263;

	<ul style="list-style-type: none"> • “Treatise on Domestic Economy” (1841) Catharine Beecher, p. 265-267; • The Evils of Factory Life (1845), p. 269; • “A’n’t I a Woman” (1851) Sojourner Truth, p. 271-272; • “The Ideal Southern Woman” (1835) Thomas R. Dew, p. 274-275; • Keziah Miner, “A quilting party in West Virginia” (1854), p. 281.
John Hollitz	<p>Chapter 12: Grand Theory, Great Battles, and Historical Causes: Why Secession Failed:</p> <ul style="list-style-type: none"> • Chapter introduction & conclusion, p. 283-286 and p. 313-314; • <i>Why the North Won</i> (1988) by James M. McPherson, p. 295-297; • “The Cotton Kingdom “(1861) Frederick Law Olmsted, p. 299-300; • Affidavit of a Tennessee Freedman (1865), p. 304-305; • Southern Women Feeling the Effects of Rebellion and Creating Bread Riots (1863), p. 310-311.

Course Maps:

In Units 2 and 3 students will begin evaluating maps. The maps listed here are from the required textbook and will be the subject of in-class workshops and components to the unit 2 and 3 assignments as well as the Final Exam. These maps will **not** be posted to Blackboard as they are in the required textbook.

Unit 2 Maps:

- Map 4.3 European Spheres of Influence in North America, 1754 (Henretta, p. 117);
- Map 6.2 The War in the South, 1778-1781 (Henretta, p. 172);
- Map 6.3 The Confederation and Western Land Claims, 1781-1802 (Henretta, p. 180);
- Map 7.1 Indian Cessions and State Formation, 1776-1840 (Henretta, p. 206);
- Map 7.2 U.S. Population Density in 1803 and the Louisiana Purchase (Henretta, p. 214);
- Map 7.4 Defining the National Boundaries, 1800-1820 (Henretta, p. 223);
- Map 8.1 The Expansion of Voting Rights for White Men, 1800-1830 (Henretta, p. 233);
- Map 8.2 The Missouri Compromise, 1820-1821 (Henretta, p. 246).

Unit 3 Maps:

- Map 9.1 The Transportation Revolution: Roads and Canals, 1820-1850 (Henretta, p. 275);
- Map 10.2 The Removal of Native Americans, 1820, 1846 (Henretta, p. 308);
- Map 11.3 Women and Antislavery, 1837-1838 (Henretta, p. 345);
- Map 12.1 Distribution of the Slave Population in 1790, 1830, and 1860 (Henretta, p. 354);
- Map 13.3 The Mexican War, 1846-1848 (Henretta, p. 394);
- Map 13.4 The Compromise of 1850 and the Kansas-Nebraska Act of 1854 (Henretta, p. 403);
- Map 14.1 The Process of Secession, 1860-1861 (Henretta, p. 419).

Evaluation:

This course is based upon **500 points** and will use the point range scale below. All grades will be posted to Blackboard.

Point Range	Letter Grade		Point Range	Letter Grade		Point Range	Letter Grade		Point Range	Letter Grade
500 to 490	A+		449 to 435	B+		399 to 385	C+		349 to 335	D+
489 to 465	A		434 to 415	B		384 to 365	C		334 to 315	D
464 to 450	A-		414 to 400	B-		364 to 350	C-		314 to 300	D-
299 and below F										

Course Assignments:

Syllabus Exam:

The Syllabus Exam assesses the student's ability to read and comprehend what is expected of them for the class. The Syllabus is a contract between the instructor and the student and provides all the information that a student needs to be successful in the class. All students are required to pass the syllabus exam with a minimum of 15 out of 20. Any student that earns less than 15 on the Syllabus Exam will be required to retake the Exam as many times as it takes to earn a 15 out of 20 points. Students will not have access to the Unit 1 Assignment until they pass the Syllabus Exam with a minimum of 15 out of 20 points. The Syllabus Exam will be posted to the Blackboard site as a pdf file and students will submit their Exam as outlined in the instructions for the Exam.

Group Work:

A key aspect to your work life outside of college is to have skills to effectively collaborate with your coworkers. Students in HIS 211-03 will be placed into groups where they will collaborate with each other to analyze primary written and visual sources, maps, and secondary sources. Group work assignments will be a key tool to developing critical thinking skills and the skills used by historians. Most group work will be completed during class times, called workshop days, and each group work assignment will focus on specific tasks such as analyzing primary sources, finding historical arguments in secondary sources, analyzing maps, and constructing a thesis statement. Each group will receive instructor feedback that will be shared with the entire class. All group work assignments will be skills that students will apply to their Unit Assignments.

Unit Assignments:

There are three Unit Assignments for HIS 211-03. These Unit Assignments will address the goals addressed by each unit such as identifying, analyzing, and evaluating primary and secondary sources and historical arguments; examining and distinguishing the basic aspects of information literacy; analyzing maps; and constructing their own historical argument from the in-class material. These unit assignments will be composed of various skills acquired during the specified unit. Each unit assignment will contain specific instructions that students are expected to follow. All Unit Assignments must be submitted via Blackboard by their specified due dates. Grades for the Unit Assignments will be posted to Blackboard one week after their due dates unless otherwise stated by the instructor.

Information Literacy:

Recognizing a need for information, finding and identifying the information that fulfills a need, and being able to evaluate the information are skills that all individuals must have in the twenty-first century. This is especially true in an era where technology provides us with a plethora of information in a matter of seconds. Unit Assignments in HIS 211-03 will contain learning outcomes for Information Literacy. These learning outcomes include: determining what information is needed and why; locating appropriate resources; evaluating, synthesizing, and critically analyzing information; and communicating information ethically and effectively.

Primary Source Worksheets:

Working in groups and individually, students will be required to fill out Primary Source Worksheets. These worksheets are intended to assist students in developing skills that critically analyze primary sources. Primary sources are essential to the work that historians do and are an essential component to this course. The worksheets are posted as both pdf and .docx files and students will fill them out as appropriate to their word processing software.

Map Analysis:

Maps provide more than just directions from one place to another. Students, in groups and individually, will examine an instructor-provided map and identify the central point of the map, messages that the map conveys, and what information the map obscures.

Guilford County History Project:

Have you ever walked down the street and wondered what the landscape looked like at the time of the American Revolution? Attending UNCG gives you an opportunity to do just that. The Guilford County History Project is an assignment that will take students out of the classroom and to places where history happened. During the second week of the semester, the Instructor will outline the three options for the history project. Topics may include the Revolutionary War, religion, and urban history. Students will have Units 1 and 2 to work on their individually selected project.

Final Exam:

The Final Exam for HIS 211-03 will assess the skills that students developed throughout the semester. Instructions for the Final Exam will be made available upon submission of the Unit 3 Assignment.

Assignment Grades:

The grade breakdown for assignments in HIS 211-03 is as follows:

Assignment	Total Points
Syllabus Exam	20
Group Work Assignment #1	30
Unit 1 Assignment	40
Group Work Assignment #2	50
Unit 2 Assignment	60

Guilford County History Project	30
Group Work Assignment #3	80
Unit 3 Assignment	90
Final Exam	100
Total	500

Due Dates:

Below is the schedule of due dates for all assignments in HIS 211-03. Students may not submit assignments after the posted due date [See Late Submission Policy].

Assignment	Due Dates
Syllabus Exam	Thursday, August 21, 2014 by 11:59 pm
Group Work Assignment #1	Tuesday, September 2, 2014 by 11:59 pm
Unit 1 Assignment	Thursday, September 11, 2014 by 11:59 pm
Group Work Assignment #2	Thursday, October 9, 2014 by 11:59 pm
Unit 2 Assignment	Thursday, October 16, 2014 by 11:59 pm
Guilford County History Project	Tuesday, October 21, 2014 by 11:59 pm
Group Work Assignment #3	Thursday, November 13, 2014 by 11:59 pm
Unit 3 Assignment	Thursday, November 20, 2014 by 11:59 pm
Final Exam	Thursday, December 4, 2014 3:30 to 6:30 pm

Course Policies:

A Note about HIS 211-03

All assignments are designed to develop your learning in a progressive manner. Skipping assignments impedes the learning process. It is essential that you complete this work on schedule as outlined in the syllabus. Students will not be permitted to submit assignments past their due dates.

Academic Integrity:

UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in such sanctions as a failing grade on an assignment or failure in the course depending on the nature of the

offense. Students must follow the guidelines of the University Policy on Academic Integrity: <http://sa.uncg.edu/dean/academic-integrity/>

Electronic Communication:

Students are responsible for checking Blackboard and their *UNCG iSpartan* email on a regular basis. Students are encouraged to utilize email and other forms of digital communication when interacting with the instructor (dpward@uncg.edu). All emails must be professional including a professional greeting, complete sentences, and a salutation. Emails must include **HIS 211-03** in the subject line. I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence. I am not your friend and I will not respond to emails that use informal language.

Please be aware that an email response will not be instantaneous. While you may desire a prompt response, you need to plan on a 24 hour (48 hours on the weekend) turn around time. If you fail to receive an email response after 24 hours (48 on the weekend) it may be that your email was not received. Please send a second inquiry.

Professional Email Example:

Dear Ms. Ward,

I am having difficulty understanding the instructions for Assignment #2. May I speak with you about the assignment after class on Tuesday or during your office hours?

Thank you,

Edward Simmons

Unacceptable Email Example:

Hey, im confused i need 2 speak to you 2day.

Blackboard:

This course uses the Blackboard learning system provided and supported by UNCG. It is the responsibility of all students to ensure that they are able to logon to Blackboard. There are numerous reasons as to why students cannot log onto Blackboard that range from using an unsupported internet browser to an unpaid tuition bill to a failure to obtain state-required immunizations. Your instructor cannot assist you in resolving these issues. If you are having difficulty logging into Blackboard, first contact 6-Tech Online at: https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en. If you continue to have logon issues, contact the Registrar's Office. **NOTE:** If you are having login issues with Blackboard when an assignment is due, **you must contact me prior to the due date of the assignment** so that other arrangements can be made for your assignment submission.

Adaptive Release:

Assignments posted to Blackboard must be completed in the order in which they appear on the syllabus. If you do not submit an assignment, you will not have access to the next assignment. It is your responsibility to contact the instructor to request access to any assignments you do not have access to in Blackboard. Failure to do this will result in zeros for all future assignments.

Late Assignment Policy:

Meeting deadlines is an essential element of professional behavior. All assignments for this course have due dates. Once the Instructor has posted the assignment instructions, students may submit their work early but they cannot submit an assignment once the due date has passed. Please note that *unless arrangements have been made well in advance of due dates* and a student provides an extremely impressive explanation, no late work will be accepted!!! All assignments are designed to develop your learning in a progressive manner and skipping assignments impedes the learning process. It is essential that you complete this work as scheduled.

Attendance Policy:

HIS 211-03 meets two times per week and students are required to be in their seats, ready to begin the class at the assigned start time. Students will be permitted two personal days that they can use when they are sick, have a family emergency, or just do not feel like coming to class. Any absence beyond the two personal days will result in a 10 point deduction of the student's final grade. For example, if you miss three classes, your **final grade** will be reduced by 10 points. If you miss four days, your **final grade** will be reduced by 20 points. If you miss one day, your final grade will not change. There are no excused absences so students are encouraged to use their two personal days conservatively.

Tardy Policy:

Before each class begins, students will sign an attendance sheet. Once class begins, the instructor will put away the attendance sheet. Students that arrive late to class must contact the instructor by email stating that they were unable to sign the attendance sheet because they were late to class. Students will have a window from the end of the class period to 11 pm to email the instructor on the day that they were late to class. Any student that was late and does not email the instructor during the assigned window will be marked absent. Students may be late to class no more than two times during the entire semester.

Leaving Early:

Leaving the class early causes disruptions to the learning environment; however, there are situations when leaving early must occur. Students will be permitted to leave class early without penalty two times during the semester as long as they 1. email the instructor **before** the start of class stating that they need to leave early, and 2. remain in the class for a minimum of 60 minutes.

Class Participation:

Class participation means more than just showing up for class and sitting in a seat for an hour and fifteen minutes. Students are expected to come to class prepared to actively participate in class discussion and workshops. In other words, if you come to class and are not prepared and do not actively contribute to the learning environment of the course, you will not receive an A for class participation. The class participation grade will be derived from attendance, contributions to group assignments, and in-class discussions. A grading rubric for class participation is included at the end of this syllabus.

Student Issues:

Students that have issues with an assignment grade, require clarification about an assignment, or need clarification on a topic are encouraged to contact the instructor via email to set up an

appointment. While the instructor will often be available before and after class meetings, this is not a guarantee. As such, students should contact the instructor to set up a meeting time and place.

Assignment Feedback:

The instructor will provide grading rubrics and feedback for all assignments submitted. It is the responsibility of the student to understand all assignment instructions and grading rubrics prior to submitting the assignment for grading. Before a student proclaims that the grading of their assignment was unfair, they must read and comprehend the assignment instructions, the grading rubric, and comments provided by the instructor. If further clarification is required, students are encouraged to contact the instructor. Any email received by the instructor that states the grading was unfair or too harsh will go unanswered. Students are encouraged to check the math of all assignments to ensure that the calculated grades are correct. The instructor must be notified of any errors as soon as possible.

Electronic Devices:

These are modern times and students are encouraged to use tablets, laptops, and smart phones as a means to improve their historical skills. Using apps such as iDictionary, Wikipedia, and Google for example, are tools that can assist students in their spelling, grammar, and general information. Once class begins, avoid going to ESPN, Facebook, NYTimes.com, games, and entertainment sites. These are not going to assist you with developing your critical analytical skills. While it is very entertaining to watch a video of your friend tripping up the stairs in the library, this is not the sort of primary source we will be analyzing in this class. Failure to comply with this policy will result in, first a warning about the student's inability to adhere to class policies, and then second, removal from the class of the device and/or student in defiance of class policy regarding electronic devices.

In-class Behavior:

This is a history class that focuses on developing the professional skills of historians. There may be times when the material discussed in class may be deemed objectionable by some students. It is important to approach all material in this class with respect and a basic understanding that the primary sources are from the past and do not necessarily reflect the cultural beliefs prominent in today's society. Students are to be respectful of each other in agreement and disagreement. Students are to use decorum in this class as dictated by the rules of a twenty-first century university setting.

Course Schedule:

This schedule is subject to change. All changes will be announced on Blackboard. Each week contains a corresponding content folder in Blackboard for readings, assignment submissions, and general information.

Unit 1: Native/Spanish/French/British North America

At the end of this Unit, students will be able to identify and create a historical argument, identify and analyze a written primary source, identify and select a secondary source from a database.

Week One: In the Beginning

August 19, 2014:

Lectures:

- Welcome & Introductions
- The HIS 211-03 Syllabus: Your New BFF
- History as a Discipline

Readings:

- HIS 211-03 Syllabus

Workshop:

- Working with a Primary Source

August 21, 2014:

Lecture:

- The Written Document: The Story of a Primary Source

Readings:

- Hollitz, Introduction, p. 1-3 {posted to BB};
- Hollitz, Chapter 1: The Truth About Textbooks: Indians and the Settlement of America, p. 7-20 {**posted to BB**}.

Workshop:

- Working with a Primary Source

Assignments:

- ❖ **Syllabus Exam due to Blackboard by 11:59 pm**

Week Two: A New World

August 26, 2014:

Lectures:

- Review of the Syllabus Exam
- Material Culture as Primary Sources
- Visual Sources

Readings:

- Henretta, Chapter 1, p. 6-35
- Hollitz, Chapter 2: The Primary Materials of History: Childhood in Puritan New England, p. 21-37 {**posted to BB**}.

Workshop:

- Visual Sources Worksheet
- Architectural Evidence, Hollitz, p. 34-36.

August 28, 2014:

Workshop:

- Architectural Evidence, continued

Week Three: Conquest & Defeat

September 2, 2014

Lectures:

- Historical Argument

Readings:

- Henretta, Chapter 2, p. 36-65;
- Henretta, Chapter 3, p. 66-67
- Hollitz, Chapter 3: Evaluating Primary Sources: Was Pennsylvania “The Best Poor Man’s Country”?, p. 38-54 **{posted to BB}**.

Workshop:

- Constructing a Historical Argument

September 4, 2014:

Workshop:

- Constructing a Historical Argument, continued

Assignments:

- ❖ **Group Work Assignment #1 due to Blackboard by 11:59 pm**

Week Four: A Colonial Crisis

September 9, 2014:

Lectures:

- Review of Group Work Assignment #1

Readings:

- Henretta, Chapter 4, p. 96-127

Workshop:

- Making Changes for GWA#1

September 11, 2014:

Lectures:

- Unit 1: The Lowlights and Highlights

Assignments:

- ❖ **Unit 1 Assignment due to Blackboard by 11:59 pm**

Unit 2: A New Republic

At the end of this Unit, students will be able to examine a map, analyze written and visual primary sources, locate a relevant scholarly journal article that addresses a particular historical problem, and construct an original historical argument.

Week Five: Toward Independence

September 16, 2014:

Lectures:

- Review of Unit 1 learning objectives
- Overview of Unit 2
- Secondary Sources: Yet another BFF

Readings:

- Henretta, Chapter 5, p. 132-161;
- Hollitz, Chapter 4: Evaluating One Historian's Argument: The "Hidden Side" of the American Revolution **{posted to BB}**:
 - Chapter introduction & conclusion, p. 55-59 and 83-84;
 - *The Unknown American Revolution* (2005) by Gary B. Nash, p. 59-69;
 - A Mob Punishes Merchants (1766), p. 70-71;
 - Mecklenburg County Resolves (1775), p. 72-73;
 - Blacks Protest Taxation (1780), p. 77-78.

Workshop:

- Working with Secondary Sources

September 18, 2014:

Lectures:

- The Battle of Guilford Courthouse . . . Assignment

Workshop:

- Working with Secondary AND Primary Sources

Week Six: WAR! What is it good for?

September 23, 2014:

Lectures:

- GPS vs. MAPS

Readings:

- Henretta, Chapter 6, p. 161-193

Workshop:

- Working with Maps:
 - Map 4.3 European Spheres of Influence in North America, 1754 (Henretta, p. 117);
 - Map 6.2 The War in the South, 1778-1781 (Henretta, p. 172);
 - Map 6.3 The Confederation and Western Land Claims, 1781-1802 (Henretta, p. 180);
 - Map 7.1 Indian Cessions and State Formation, 1776-1840 (Henretta, p. 206);
 - Map 7.2 U.S. Population Density in 1803 and the Louisiana Purchase (Henretta, p. 214);
 - Map 7.4 Defining the National Boundaries, 1800-1820 (Henretta, p. 223);
 - Map 8.1 The Expansion of Voting Rights for White Men, 1800-1830 (Henretta, p. 233);
 - Map 8.2 The Missouri Compromise, 1820-1821 (Henretta, p. 246).

September 25, 2014:

Workshop:

- Working with Maps, continued

Week Seven: A New Republic

September 30, 2014:

Lectures:

- Information Literacy

Readings:

- Henretta, Chapter 7, p. 194-226;
- Hollitz, Chapter 5: Motivation in History: The Founding Fathers and the Constitution **{posted to BB}**:

- Chapter introduction & conclusion, p. 86-89 and p. 111;
- *Unruly Americans and the Origins of the Constitution* (2007) by Woody Holton, p. 90-96.

Workshop:

- Information Literacy as an Annotated Bibliography

October 2, 2014:

Workshop:

- Information Literacy, continued

Week Eight: republicans!

October 7, 2014:

Lectures:

- Constructing a Historical Argument

Readings:

- Henretta, Chapter 8, p. 227-256

Workshop:

- Historical Arguments

October 9, 2014:

Workshop:

- Historical Arguments, continued

Assignments:

- ❖ **Group Work Assignment #2 due to Blackboard by 11:59 pm**

Week Nine: You call that a compromise?

October 14, 2014:

- No Class, Fall Break

October 16, 2014:

Lectures:

- Review of Group Work Assignment #2

Assignments:

- ❖ **Unit 2 Assignment due to Blackboard by 11:59 pm**

Unit 3: Revolutions

At the end of this Unit, students will be able to construct a thesis statement, write an original essay guided by their thesis statement, create an annotated bibliography with two academic journal articles, compare two maps associated with their chosen historical argument, and analyze visual and written primary sources.

Week Ten:

October 21, 2014:

- No Class
- Assignment:

- ❖ **Greensboro History Project Assignment due to Blackboard by 11:59 pm Tuesday, October 21, 2014!!! – No late work accepted!**

October 23, 2014:

Lectures:

- Review Unit 2 learning outcomes
- Unit 3 Overview
- So, you say you want a Revolution?
- Comparing Maps

Workshops:

- Comparative Map Analysis
 - Map 9.1 The Transportation Revolution: Roads and Canals, 1820-1850 (Henretta, p. 275);
 - Map 10.2 The Removal of Native Americans, 1820, 1846 (Henretta, p. 308);
 - Map 11.3 Women and Antislavery, 1837-1838 (Henretta, p. 345);
 - Map 12.1 Distribution of the Slave Population in 1790, 1830, and 1860 (Henretta, p. 354);
 - Map 13.3 The Mexican War, 1846-1848 (Henretta, p. 394);
 - Map 13.4 The Compromise of 1850 and the Kansas-Nebraska Act of 1854 (Henretta, p. 403);
 - Map 14.1 The Process of Secession, 1860-1861 (Henretta, p. 419).

Week Eleven: It's the Economy, Stupid!

October 28, 2014:

Lectures:

- American Consumerism: the Middle Class, Merchants, and Women

Readings:

- Henretta, Chapter 9, p. 262-291;
- Henretta, Chapter 10, p. 292-320;
- Hollitz, Chapter 7: The Problem of Historical Causation: The Second Great Awakening **{posted to BB}**:
 - Chapter introduction & conclusion, p. 144-149 and 170;
 - *The Second Great Awakening and the Transformation of American Christianity* (1989) by Nathan O. Hatch, p. 149-155;
 - A Methodist "Circuit-Rider" Discusses Education and the Ministry (1856), p. 162-163;
 - Negro Methodists Holding a Meeting in Philadelphia (ca. 1812), p. 164;
 - Harriet Martineau on the Condition of American Women (1837), p. 165-166;
 - Occupations of Methodist Converts in Philadelphia (1830s), p. 168.
- Hollitz, Chapter 8: Grand Theory and History: Democracy and the Frontier **{posted to BB}**:
 - Chapter introduction & conclusion, p. 172-175 and p. 199-200;
 - N.J. Wyeth's Instructions for Robert Evans at the Fort Hall Trading Post (1834), p. 183;
 - View of the Valley of the Mississippi (1832) Robert Baird, p. 187-188;
 - Stump Speaking (1854) George Caleb Bingham, p. 188-189;
 - A San Francisco Saloon (1855) Frank Marryat, p. 192;
 - Hydraulic Mining in California's Gold Fields (1862), p. 199.

October 30, 2014:

Lectures:

- A Motley Crew

Workshop:

- Historical Causation

Week Twelve: Reforms! Reforms?

November 4, 2014:

Lectures:

- Ancillary Slave Trades

Readings:

- Henretta, Chapter 11, p. 321-350;
- Henretta, Chapter 12, p. 351-379;
- Hollitz, Chapter 10: History “From the Bottom Up”: Historians and Slavery **{posted to BB}**:
 - Chapter introduction & conclusion, p. 227-230 and 247-248;
 - *Community, Culture, and Conflict on an Antebellum Plantation* (1980) by Drew Gilpin Faust, p. 230-237;
 - Charity Bowery (1847-1848), p. 240;
 - A Slave’s Letter to His Former Master (1844), p. 243;
 - *Lynchburg Negro Dance, An Artist’s View of Slavery* (1853), p. 244;
 - A Plantation Plan (ca. 1857), p. 247.
- Hollitz, Chapter 11: Ideology and Society: The Bounds of Womanhood in the North and South **{posted to BB}**:
 - Chapter introduction & conclusion, p. 249-254 and 281-282;
 - *Domestic Ideology in the South* (1998) by Marli F. Weiner, p. 258-263;
 - “Treatise on Domestic Economy” (1841) Catharine Beecher, p. 265-267;
 - The Evils of Factory Life (1845), p. 269;
 - “A’n’t I a Woman” (1851) Sojourner Truth, p. 271-272;
 - “The Ideal Southern Woman” (1835) Thomas R. Dew, p. 274-275;
 - Keziah Miner, “A quilting party in West Virginia” (1854), p. 281.

Workshops:

- Evaluating Visual and Written Primary Sources

November 6, 2014:

Lectures:

- Citing Your Work

Workshop:

- Evaluating Visual and Written Primary Sources, continued

Week Thirteen: CRISIS!

November 11, 2014:

Lectures:

- Thesis Statement

Readings:

- Henretta, Chapter 13, p. 384-415;
- Hollitz, Chapter 12: Grand Theory, Great Battles, and Historical Causes: Why Secession Failed **{posted to BB}**:
 - Chapter introduction & conclusion, p. 283-286 and p. 313-314;
 - *Why the North Won* (1988) by James M. McPherson, p. 295-297;

- “The Cotton Kingdom “(1861) Frederick Law Olmsted, p. 299-300;
- Affidavit of a Tennessee Freedman (1865), p. 304-305;
- Southern Women Feeling the Effects of Rebellion and Creating Bread Riots (1863), p. 310-311.

Workshop:

- Constructing a Thesis Statement

November 13, 2014:

Assignments:

- ❖ **Group Work Assignment #3 due to Blackboard by 11:59 pm**

Week Fourteen: A Republic for Whom?

November 18, 2014:

Lectures:

- Review of Group Work Assignment #3

Readings:

- Henretta, Chapter 14, p. 416-445.

Workshop:

- Historical Problems

November 20, 2014:

Workshop:

- Historical Problems

Assignments:

- ❖ **Unit 3 Assignment due to Blackboard by 11:59 pm**

Week Fifteen [November 25, 2014]: The End.

November 25, 2014:

Lectures:

- US History until 1870
- Final Exam Overview

Assignments:

- Evaluations

Final Exam [December 4, 2013]:

Final Exam time 3:30 to 6:30 pm