

## **History 211: United States History to 1865**

**Instructor:** Matthew Hintz

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**Office:** MHRA 2114

**Office Hours:** MW 2-4pm, or by appointment.

### **Course Overview**

This course surveys the social, cultural, and political history of the United States from the beginnings of European colonization of America to the end of the American Civil War. Because of its broad historical sweep, the variety of topics covered in this course make no claim to be comprehensive. The course will examine leaders as well as ordinary people demonstrating the importance of top down and bottom up history.

This course also serves as an introduction to the discipline of history as a field. Students will be trained to *think as historians* by analyzing evidence and learning to ask questions that help understand the historical context. Students will learn how to read, use, and evaluate a wide range of primary historical sources including memoirs, novels, letters, speeches, political cartoons, and oral interviews. They will identify different methods of historical inquiry and gain an appreciation for how history structures our daily lives.

### **Learning Objectives:**

By the end of the course, the student should be able to:

1. Command a thorough knowledge of early American and U.S. history that encompasses divergent perspectives and complex events and processes.
2. Read and interpret a variety of primary sources, performing single source analysis of a primary source, or corroborating it with another source.
3. Analyze secondary sources and form an educated opinion and argument about the author's ideas, methods, and overall effectiveness.
4. Research effectively for scholarly book reviews in electronic databases and determine proper and improper sources of information.

**Fulfill General Education requirements: Historical Perspectives (GHP).** At the completion of this course, student should be able to:

- 1) Use a historical approach to analyze and contextualize both primary and secondary sources representing divergent perspectives.
- 2) Use evidence to interpret the past coherently, orally, and in writing.

**Required Readings** – *All are available at the UNCG bookstore.*

Brown and Shannon, eds. *Going to the Source: The Bedford Reader in American History Vol. 1: To 1877*

Charles Dew, *Apostles of Disunion*

**\*The following book is available as a free ebook through the library, but you may purchase a hard copy through the bookstore\***

Johnson and Wilentz, *The Kingdom of Matthias*

**\*\*The following books will be needed for assignments and can be found in the bookstore, but they are also available online for free. I will provide a link on Canvas.\*\***

*The Interesting Narrative of the Life of Olaudah Equiano*

Thomas Paine, *Common Sense and other Writings*

**\*\*\*In addition to these readings, I will occasionally have you look at documents I have uploaded to Canvas while we are in class.\*\*\***

### **Required Videos**

Most weeks, I will list a video (usually from John Green's "Crash Course" series or somewhere else on YouTube) for you to watch at home **before** the lecture. The videos will be part of the weekly online quizzes.

### **Course Policies**

**Electronic Devices:** Students will be allowed to use laptops, tablets, and smartphones for class and course related work only. Please keep phones set to **silent** (vibrate can equally be distracting). Please be aware that electronic use should assist you in class – it is your responsibility to take the notes necessary for you to do well in the course, whether those notes are electronic or written. If a student is distracted by another student's electronic activity, please see me after class. There might be occasions where I ask that you put electronics away if we view film clips, or when we are working in class. See Canvas for additional electronic policies.

**Attendance:** Attendance in class is mandatory. You are expected to be in class on time to sign the roll sheet. If you do not sign the roll sheet you will be marked absent, so be sure you sign the sheet. In order to be considered present, you must be in class for at least two-thirds of the period (approx. 37 minutes). Each student is allowed **three** absences, after which the student will receive a **3% reduction of their final grade for every subsequent absence**. I do not collect doctor's notes or medical excuses except under the most extreme circumstances. If you are caught signing-in for another student **it will be considered an honor offense** that will be dealt with accordingly.

If you drop the course it is your responsibility to make sure you have been removed by the Registrar, otherwise I will continue to mark you absent. In the event that I am unable to attend class, or if I am running behind, I will do my best to contact all of you via Canvas as early as possible, usually 2 hours prior if I am able.

**Late Assignments:** Most assignments will be submitted via Canvas, but some will have a hardcopy option. Regardless, all assignments must be submitted on time. Students who submit assignments after the deadline will be penalized with a **10% grade deduction for every day the assignment is late**. No assignments will be accepted one week after the due date.

**Plagiarism:** The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." 1 (See the University's Academic Integrity Policies for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

### **Course Layout**

#### **Percentage Breakdown:**

Discussion Boards/Participation	- 15%
Quizzes	- 5%
Assessments (3) = 20% each =	- 60%
Book Reviews (2) = 10% each =	- 20%
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	-100%

**Course Layout:** The course is divided into six sections, one introductory week, four units that revolve around a theme, and a single day recap at the end. Each week will feature an important question or idea that the lecture material and our post-lecture workshops and in-class work will explore. **Our day-to-day schedule can vary**, but will **generally** consist of a lecture and a workshop/discussion that might cover and/or include discussion boards, videos, content, reading documents, in-class writing projects, etc. While many aspects of the class will be electronic, pen and paper will be helpful to bring. At the end of each unit there will be some kind of project or assessment, be it a test, book review, or for our final unit, both. The assessment tests in particular will be cumulative for that unit, and our lectures and discussion/workshops will prepare you accordingly. Because of the structure of the course there will be **no final exam** in the traditional sense.

**Participation: Students should be prepared to discuss the readings for the week they are assigned. Please bring all necessary books, documents, and electronic devices to class.** Attendance alone is not sufficient for full participation credit. Participation will take many forms and include questions, comments, and in-class work I assign that day.

**Discussion Boards:** Discussion Boards and Participation are grouped together. I will periodically post a discussion question on Canvas. These questions will typically be posted on Sunday and need to be completed by Wednesday before class. Sometimes these questions will revolve around something from our reading, or maybe a point made in class, or perhaps some historical document or photograph. Students will be expected to make an initial post for themselves, consisting of no fewer than 150, and no more than 300 words. Students are also expected to make two comments on another student's post. There is no word minimum/maximum for the two comments.

**Quizzes:** Students will be given short multiple-choice quizzes related to assigned videos and/or readings. These quizzes will be available on Canvas at the beginning of the week and will close Friday at noon. I also reserve the right to give a pop-quiz. **There will be a mandatory syllabus**

**quiz that must be completed or else a 10% penalty will be applied to your first assessment grade.**

**Assessments:** Students will be given **three** assessments, or tests. These assessments will vary in their design, but will include combinations of short and extended responses, document analysis, and occasionally multiple choice/true and false questions. These assessments will not be done in class, instead, they will be take-home. Students will be able to access these assessments after the final class for that week and will have until Saturday at 11:59pm to upload them to Canvas.

These assessments will be **open book and open note**. You are **required to type** your responses in a neat, clear, and professional manner. Spelling and grammar should be appropriate, contractions should not be used, etc. As you are being given nearly twenty hours to take these assessments you should make every effort to see that they are well-polished.

**Book Reviews:** Students will write **two** book reviews for this course. These reviews will assess a student's ability to read and analyze secondary sources and form an educated opinion and argument about the author's ideas, methods, and overall effectiveness. These are **not** book reports. The Book Review projects have three parts, 1) reading the book, 2) finding two scholarly reviews on the book, and 3) writing your own scholarly review. The first review will be on Johnson and Wilentz's *The Kingdom of Matthias*. For this first review, we will have a library day to learn the databases, learn how to search for reviews, learn what are, and are not, good sources of information, etc. We will also discuss the reviews you have found and the book itself in our workshop/discussions. For the second review you will select a book of your choice from a list I provide, read it, find two scholarly reviews, and write one yourself. This second review will be done entirely on your own. Each review should be typed, free of grammar and spelling errors, employ appropriate citations, be double-spaced, and be between **500-700 words in length – no more, no less**.

### **Contact**

Sending me a message through Canvas is the best way to reach me. Although I check my mailbox often, you should allow 48 hours for a response. If you do not receive a response within 48 hours, you should assume that I did not receive your message and try again. If you cannot access Canvas, or you believe your messages are not getting through, you may e-mail me directly at [mdhintz@uncg.edu](mailto:mdhintz@uncg.edu).

I will respond to messages, and send messages periodically, through Canvas, so check your account often. Remember to observe basic etiquette when sending messages: clearly state the purpose of the message in the Subject line, Hello, Good day, Dear, or Mr. Hintz, are appropriate salutations, and make sure you write clearly with good grammar, as if you are writing a letter or filling out a job application.

### **Resources for Students with Disabilities**

Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains a webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services which enable undergraduate and graduate students

with disabilities to receive equal access to a college education and to all aspects of university life.

### **Course Schedule**

#### **Week 1. Introduction to the Profession**

*Video: John Fea Office Hours Episodes I and II*

**Aug. 22** What do historians do?

**Aug. 24** What is historical evidence?

**Aug. 26** Why do we study history?

**\*Mandatory Syllabus Quiz due August 28<sup>th</sup>\***

### **Unit I. – COLONIAL ERA**

#### **Week 2. European Colonization**

**Inquiry Question: Where and when does American history begin?**

*Reading: Going to the Source, Chapter 1. (22 pages) Video: Crash Course History Episode #1*

**Aug. 29** Age of Discovery

**Sept. 1** Columbian Exchange

**Sept. 3** The West

#### **Week 3. Slavery**

**Inquiry Question: What are the potential benefits and drawbacks of slave narratives?**

*Reading: Interesting Narrative of Olaudah Equiano, Chapters I, II, Going to the Source, Chapter 10 (Approx. 47 pages).*

**Sept. 5** Labor Day

**Sept. 7** The African Slave Trade

**Sept. 9** Slavery in the American Colonies

#### **Week 4. Anglo-America**

**Inquiry Question: Is there a common colonial identity in Anglo-North America?**

*Reading: Going to the Source, Chapters 3 (20 pages) Video: Crash Course History, Episodes #2 and #4*

**Sept. 12** Virginia & New England

**Sept. 14** Middle Colonies

**Sept. 16** The South

**\*Assessment #1 due on the 17<sup>th</sup> at 11:59pm uploaded to Canvas\***

### **Unit II. – REVOLUTIONARY AMERICA**

#### **Week 5. Differences and Grievances**

**Inquiry Question: What is this notion of common sense? Is it reflective of the revolutionary age?**

*Reading: Thomas Paine's Common Sense, Parts I & II (1776), Declaration of Independence (1776) (Approx. 17 pages) Video: Crash Course History, Episode #5.*

**Sept. 19** The French and Indian War

**Sept. 21** Causes of the American Revolution

**Sept. 23** Declaring Independence

## **Week 6. Armed Conflict**

**Inquiry Question: Was the Revolution a civil war?**

Reading: Video: *Crash Course History Episode #7*

**Sept. 26** The War in the North

**Sept. 28** The War in the South

**Sept. 30** The Aftermath

## **Week 7. Founding a Nation**

**Inquiry Question: What can the debates surrounding the Constitution tell us about early Americans' view of government?**

Reading: *Going to the Source*, Chapter 6. (20 pages) Video: *Crash Course History Episodes #8 and #9*

**Oct. 3** The 1787 Constitution, and its Ratification.

**Oct. 5** The Tumultuous 1790s

**Oct. 7 Library Visit.** Meet in Jackson Computer Lab 177A. See Canvas for directions.

**\*Assessment #2 due on the 8<sup>th</sup> at 11:59pm uploaded to Canvas\***

## **Unit III. – THE NEW REPUBLIC**

### **Week 8. The Age of Jefferson**

**Inquiry Question: How should we read secondary sources? What are the benefits and drawbacks of professional history?**

Reading: *The Kingdom of Matthias*, 3-48. (45 pages) Video: *Crash Course History Episodes #10 and #12*

**Oct. 10** Jefferson's America

**Oct. 12** The War of 1812

**Oct. 14** The Market Society

### **Week 9. The Slave Question**

**Inquiry Question: Continued from Week 8.**

Reading: *The Kingdom of Matthias*, 49-126. (77 pages) Video: *Crash Course History Episode #13*

**Oct. 19** The Missouri Compromise and Slavery's Expansion

**Oct. 21** Book Review Workshop

### **Week 10. Politics, Economics, and Millennialism**

**Inquiry Question: How does religion and economics impact American culture in the early 19<sup>th</sup> century? Which is the more influential of the two, religion or economics?**

Reading: *The Kingdom of Matthias*, 127-193. (66 pages) Video: *Crash Course History Episode #15*

**Oct. 24** Religion, Reform, and the Northern Middle Class

**Oct. 26** The Plan of Union and Yankee Religion in the West

**Oct. 28** Utopian Dissenters: Discussion of *The Kingdom of Matthias*

**\*Book Review #1 due the 29<sup>th</sup> at 11:59pm uploaded to Canvas\***

## **Week 11. The Age of Jackson**

**Inquiry Question: What features distinguish politics in the Age of Jackson from those in the Age of Jefferson and years prior?**

Reading: *Going to the Source*, Chapter 9. (20 pages) Video: *Crash Course History Episode #14*

**Oct. 31** Indian Removal and the Nullification Crisis

**Nov. 2** Rise of the Second Party System

**Nov. 4** Democrats versus Whigs

## **Unit IV. THE ANTEBELLUM ERA & THE CIVIL WAR**

### **Week 12. Manifest Destiny & The Slave Question Returns**

**Inquiry Question: What caused the Civil War?**

Reading: *Apostles of Disunion*, Intro-Chapter II (36 pages) Video: *Crash Course of History Episode #17*

**Nov. 7** Slavery, Abolitionism and Sectionalism

**Nov. 8** Mexican-American War

**Nov. 11** The Compromise of 1850

### **Week 13. Political Meltdown & Violence in the West**

**Inquiry Question: What do we mean when we say “states’ rights”?**

Reading: Charles Dew, *Apostles of Disunion*, Chapter III-Conclusion, *Excerpts from the South Carolina Declaration for the Causes of Secession* (available on Canvas), (Approx. 48 pages)

Video: *Crash Course History Episode #18*

**Nov. 14** The Republican Party

**Nov. 16** Lincoln

**Nov. 18** Secession! Discussion of *Apostles of Disunion* and other documents

### **Week 14.**

**Nov. 21** TBA

**\*Book Review due the 26<sup>th</sup> at 11:59pm uploaded to Canvas\***

### **Week 15. War & Emancipation**

**Inquiry Question: How much does the Civil War change the nation?**

**Reading:** *Going to the Source*, Chapter 12. (27 pages, mostly photographs) Video: *Crash Course History Episodes #20 and #21*

**Nov. 28** Emancipation

**Nov. 30** Union Victory

**Dec. 2** TBA

**\*Assessment #3 due on the 3<sup>rd</sup> at 11:59pm uploaded to Canvas\***

### **Week 16.**

**Dec. 5. Course Recap**

**Inquiry Question: What do historians do? What is American history?**