

## *History 211, sections 1-4: U.S. History to 1865*

Fall Semester 2017

Prof. Greg O'Brien

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Office Hours: Monday & Wednesday 1pm-3pm and/or by appointment

History Department Facebook page: <https://www.facebook.com/UNCGDepartmentofHistory/>

History Department Website: <https://his.uncg.edu/>



**Course description:** This course is an introduction to the history of America from pre-Columbian times to 1865. This course will acquaint students with an understanding of the basic forces that have shaped American life through the Civil War and delve into certain specific events and people. We will pay attention to the interaction of Native, European, and African peoples, as well as the development of uniquely American cultures, societies, and governments. This course will also further develop your skills in writing, reading, and reasoning.

**Meeting times and places:****Lectures**

M, W 10-10:50 BRYN 160

**Friday discussion sections**

- 1) Section 01—10-10:50 BRYN 117
- 2) Section 02—11-11:50 BRYN 121
- 3) Section 03—10-10:50 SOEB 219
- 4) Section 04—11-11:50 SOEB 219

The two teaching assistants (TAs) for this course are both Ph.D. students in History:

Andy Bedingfield, Email: [rabeding@uncg.edu](mailto:rabeding@uncg.edu), Sections 1 & 2

Travis Byrd, Email: [tsbyrd@uncg.edu](mailto:tsbyrd@uncg.edu), Sections 3 & 4

The TAs run the Friday discussion sections, manage the course, and do the bulk of the grading under Prof. O'Brien's supervision. You should contact them first with any questions you have and they will ask me for input as necessary.

**Learning Goals for the Course:****General Education Historical Perspectives (GHP) Student Learning Outcomes:**

1. Students will learn to use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Students will learn to use evidence to interpret the past coherently, orally and/or in writing.

**General Education Writing Intensive (WI) Student Learning Outcome:**

Students will be able to write in genres appropriate to history courses; this includes completing at least one multi-draft paper.

**Required books:**

1. Michael Leroy Oberg, *The Head in Edward Nugent's Hand: Roanoke's Forgotten Indians* (University of Pennsylvania Press, 2008)  
<https://login.libproxy.uncg.edu/login?url=http://site.ebrary.com/lib/uncgreen/detail.action?docID=10748465>
2. William R. Ryan, *The World of Thomas Jeremiah: Charles Town on the Eve of the American Revolution* (Oxford University Press, 2010)  
<https://login.libproxy.uncg.edu/login?url=http://dx.doi.org/10.1093/acprof:oso/9780195387285.001.0001>
3. William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War* (Oxford University Press, 2009)  
<https://login.libproxy.uncg.edu/login?url=http://site.ebrary.com/lib/uncgreen/detail.action?docID=10199708>
4. Brown and Shannon, eds., *Going to the Source: The Bedford Reader in American History* **4<sup>th</sup> edition only** (Bedford/St. Martin's Press, 2016)

\*All four books are available in the UNCG Bookstore or via online sources or other bookstores. The first three are also available as free e-books via the UNCG Library catalog (see above links).

**Attendance and related issues:**

You are expected to attend every class. Roll will be taken in lecture and in the discussion sections. Every absence above three (3) for the semester will result in a lowering of your course grade, unless pre-approved by me. I do not give out my lecture notes or copies of the PowerPoint presentations. If you miss class, it is your responsibility to get notes on the lecture from a classmate. All assignments must be completed and turned in on the date they are due, or earlier. No late assignments are accepted without prior approval.

**Electronic Devices Policy: Use of phones and tablets is strictly prohibited.** Use of these devices will result in your being asked to leave the class and being counted as absent. Laptops may be used for notetaking only – IF you sit in the front row. If at any time, however, I discover that you are using your laptop in class for anything else (checking your email, playing games, surfing the web, etc.), you will be asked to leave class and counted as absent and will no longer be able to use your laptop for the remainder of the semester. In addition, if it comes to my attention that your laptop use in class is distracting your fellow students in any way, you will no longer be able to use your laptop for the remainder of the semester.

**Academic Support & Disability Accommodations** The University of North Carolina at Greensboro seeks to promote meaningful access to educational opportunities for all students. Should you have any needs or questions related to disability issues, please contact the Office of Accessibility Resources and Services (OARS - <https://ods.uncg.edu/>), located in the Elliot University Center, #215. As an instructor, I am committed to making this course accessible to all of the students in it, and will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to the instructor in order to receive accommodations, but you do need to have documentation from OARS for whatever accommodation you have been approved for.

**The Writing Center** You pay for the Writing Center via student fees, therefore you should take advantage of it to improve your writing. No one is born a good writer – it takes practice and revisions to become a good writer, a skill that will serve you well the rest of your life in everything you do. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

**Plagiarism** (to take the ideas, writings, etc. of another and present them as your own) is strictly forbidden and will be punished to the fullest extent possible, including failure of the course and/or expulsion from the university. Please review UNCG's policy on plagiarism: [Academic Integrity Policies](#)

\*For further advice about avoiding plagiarism, writing history papers, and citing sources, see your discussion section textbook Brown and Shannon, eds., *Going to the Source: The Bedford Reader in American History*, pp. 337-344.

**Graded Work No Exams!**

**Participation** – 20% Students are expected to read the assigned materials for each class and to actively participate in the discussion sections. **You must speak in class during the discussion sections.** We will help you learn to analyze written documents and images, and to identify their arguments and historic context. By studying and discussing these texts, you will strengthen your comprehension skills and ability to synthesize and evaluate source materials. The TAs will take attendance at each class, and the TAs will evaluate your preparation and participation in discussion sections. See the schedule below for the specific reading assignments each week. Discussion sections are based on the Brown and Shannon, eds., *Going to the Source: The Bedford Reader in American History* book, and you need to have it with you at each meeting of your discussion section.

**Quizzes** – 25%. Three short multiple-choice quizzes (that count 5% each) on book readings and one bigger quiz on Lectures (worth 10%).

**Papers** – 55% This is a **writing intensive** class that will train you to use evidence to interpret the past through various written assignments as described below.

**Paper #1** (worth 10%): Based on Chapter 3 ("Colonial America's Most Wanted") in *Going to the Source: The Bedford Reader in American History*. An in-class writing assignment analyzing run-away servant and slave newspaper advertisements in your Discussion Section on September 8. Come to class having read all of Chapter 3.

**Paper #2** (worth 20%): Based on Chapters 6 & 7 in *Going to the Source: The Bedford Reader in American History*. Discuss how citizenship and rights were defined in early America using documents about the argument over whether or not to ratify the new Constitution in New York and court records from early 19<sup>th</sup> century Massachusetts about the rights (or lack of rights) of women. Answer these questions utilizing evidence from these chapters: Who had rights in the early United States and why? How did women fit into this conception of citizenship and rights? Finally, what role does ownership of property play in early America's conceptions of citizenship and rights? Format: 4-6 pages, Introduction/Conclusion, double spaced, one-inch margins, proper citations, stapled, turned in at the start of Discussion Section on October 6. This paper may be revised based on instructor feedback and resubmitted for a new grade by October 20. You must submit the original paper with the revised one.

**Paper #3** (worth 25%): Based specifically on the chapter titled CAPSTONE: Coming Together and Pulling Apart (pp. 303-335) of *Going to the Source: The Bedford Reader in American History*, but you should work in other material from lectures and other readings as applicable. Based on the divergent ways that Americans living between 1819-1903 thought about and commemorated the 4<sup>th</sup> of July, what did it mean to be an "American" in this era? How do these excerpts expose divisions within the United States along political, class, ethnic, gender or other lines? In what ways did the United States seem to be succeeding and in what ways did it fall short? Format: 5-7 pages, Introduction/Conclusion, double spaced, one-inch margins, proper citations, stapled, turned in at the start of Discussion Section on November 17. This paper may be revised based on instructor feedback and resubmitted for a new grade by December 1. You must submit the original paper with the revised one.

Letter grades assigned as follows:

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

### **Schedule:**

\*There is not an assigned textbook that covers this entire course. There are three history books on aspects of American history that you must read, will talk about in your discussion section, and will be quizzed on. For those wanting additional background information to provide more context for my lectures and your book readings, you should refer to the online resource *The American Yawp*, “A Free and Online, Collaboratively Built American History Textbook”: <http://www.americanyawp.com/>. I list appropriate chapters of *The American Yawp* under each week’s general readings below, but you will not be tested on *The American Yawp* readings.

\***Discussion sections:** be prepared to discuss the chapter from *Going to the Source: The Bedford Reader in American History* listed under each week’s schedule. The TAs will guide your discussions with questions based on the “Analyzing...” questions listed near the end of each chapter. They expect to hear from each of you and will tally your participation at each class; if you don’t speak your tally for that day will be a zero. Certain discussion section classes will also be devoted to quizzes, in-class writing, and/or discussion of other class readings.

### **WEEK 1**

8/16 Introduction  
Reading: Oberg, *The Head in Edward Nugent's Hand*  
*The American Yawp*, Introduction  
(<http://www.americanyawp.com/text/introduction/>)

8/18 **Discussion Section: Introduction**  
Reading: *Going to the Source*: Appendix I and Appendix II, pp. 337-355

### **WEEK 2**

8/21 & 8/23 Eclipse Day!  
America before Amerigo, or the People Who Discovered the Europeans  
Reading: Oberg, *The Head in Edward Nugent's Hand*  
*The American Yawp*, The New World  
(<http://www.americanyawp.com/text/01-the-new-world/>)

8/25 **Discussion Section**  
Reading: *Going to the Source*: Chapter 1

### **WEEK 3**

8/28 & 8/30 Biological and Ecological Invasions of America  
Europeans Arrive

Reading: Oberg, *The Head in Edward Nugent's Hand*  
*The American Yawp*, Colliding Cultures  
(<http://www.americanyawp.com/text/02-colliding-cultures/>)

9/1            **Discussion Section**  
Reading: *Going to the Source*: Chapter 2 & Oberg, *The Head in Edward Nugent's Hand*  
**Quiz on Oberg, *The Head in Edward Nugent's Hand***

#### WEEK 4

**\*No class on 9/4 for Labor Day – UNCG holiday**

9/6            Indians, Indentured Servants, Land, Tobacco, and a Rebellion in Virginia  
Reading: Start reading Ryan, *The World of Thomas Jeremiah*  
*The American Yawp*, British North America  
(<http://www.americanyawp.com/text/03-british-north-america/>)

9/8            **Discussion Section**  
Reading: *Going to the Source*: Chapter 3  
**Paper #1**: In-class writing assignment

#### WEEK 5

9/11 & 9/13 Puritans, Indians, and Witches in New England  
Reading: Ryan, *The World of Thomas Jeremiah*

9/15            **Discussion Section**  
Reading: *Going to the Source*: Chapter 4

#### WEEK 6

9/18 & 9/20 Slave Trading and Enslaved Peoples  
Reading: Ryan, *The World of Thomas Jeremiah*  
*The American Yawp*, Colonial Society  
(<http://www.americanyawp.com/text/04-colonial-society/>)

9/22            **Discussion Section**  
Reading: *Going to the Source*: Chapter 5

#### WEEK 7

9/25 & 9/27 The People of Colonial America  
French and Indian War  
Reading: Ryan, *The World of Thomas Jeremiah*

9/29            **Discussion Section**  
Reading: *Going to the Source*: Chapter 6 & Ryan, *The World of Thomas Jeremiah*  
**Quiz on Ryan, *The World of Thomas Jeremiah***

WEEK 8

10/2 & 10/4 The American Revolution: Causes, War, and Impacts  
Reading:  
*The American Yawp*, The American Revolution  
(<http://www.americanyawp.com/text/05-the-american-revolution/>)

10/6 **Discussion Section**  
Reading: *Going to the Source*: Chapter 7  
**Paper #2 Due**

WEEK 9

**\*No class on 10/9 – UNCG Holiday**

10/11 The Battle to Ratify the New Constitution  
Reading:  
*The American Yawp*, A New Nation  
(<http://www.americanyawp.com/text/06-a-new-nation/>)

10/13 **Discussion Section**  
Reading: *Going to the Source*: Chapter 8

WEEK 10

10/16 & 10/18 Early U.S. Politics  
The War of 1812  
Reading:  
*The American Yawp*, The Early Republic  
(<http://www.americanyawp.com/text/07-the-early-republic/>)

10/20 **Discussion Section**  
Reading: *Going to the Source*: Chapter 9  
If you choose to revise Paper #2, the revised version is due 10/20 in your Discussion Section

WEEK 11

10/23 & 10/25 Economic Revolutions: Changing Northern and Southern Societies  
Andrew Jackson as President  
Reading:  
*The American Yawp*, The Market Revolution  
(<http://www.americanyawp.com/text/08-the-market-revolution/>)

10/27 **Discussion Section**  
Reading: *Going to the Source*: Chapter 10

WEEK 12

10/30 Cherokee Removal  
Reading: Start reading Barney, *The Making of a Confederate*

*The American Yawp*, Democracy in America  
(<http://www.americanyawp.com/text/09-democracy-in-america/>)

11/1 **Quiz on Lectures to this point in the semester.**

11/3 **Discussion Section**  
Reading: *Going to the Source*: Chapters 11 & 12

WEEK 13

11/6 & 11/8 Reform & New Thinking: Individualism, Communalism, New Religions.  
Women's Movement, Temperance & Abolitionism  
Reading: Barney, *The Making of a Confederate*  
*The American Yawp*, Religion and Reform  
(<http://www.americanyawp.com/text/10-religion-and-reform/>)

11/10 **Discussion Section**  
Reading: *Going to the Source*: Chapter 13

WEEK 14

11/13 & 11/15 War over Texas & The Road to Disunion  
Reading: Barney, *The Making of a Confederate*  
*The American Yawp*, The Cotton Revolution & Manifest Destiny  
(<http://www.americanyawp.com/text/11-the-cotton-revolution/>)  
(<http://www.americanyawp.com/text/12-manifest-destiny/>)

11/17 **Discussion Section (Last meeting of Discussion Sections!)**  
Reading: *Going to the Source*: Capstone, pp. 303-335  
**Paper # 3 Due**

WEEK 15

**NO class 11/20-11/24 for Thanksgiving Break**

WEEK 16

11/27 & 11/29 The Civil War: Politics, Power, and the Role of the Environment  
Reading: Barney, *The Making of a Confederate*  
*The American Yawp*, Sectional Crisis & Civil War  
(<http://www.americanyawp.com/text/13-the-sectional-crisis/>)  
(<http://www.americanyawp.com/text/14-the-civil-war/>)

11/29 **Quiz on Barney, *The Making of a Confederate***

12/1 If you choose to revise Paper #3, the revised version is due Friday, December 1 by 12:00 noon at Dr. O'Brien's Office (MHRA 2119)