

# **HIS: 211-05 United States History to 1865**

Tuesday, Thursday 9:30-10:45, SOEB 208

Instructor: Arlen Hanson

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Office hours: Tuesdays 11:30-1:30, or by appointment

**History Department Facebook page:**

<https://www.facebook.com/UNCGDepartmentofHistory/>

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

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**This syllabus is subject to change at the discretion of the instructor.**

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*“The truth is rarely pure and never simple.”*

Oscar Wilde

## **Course Description:**

For many years, historians focused on statesmen and other great men as the sole agents of change in American history. This course shifts focus to ordinary Americans and their efforts to shape their own history and the history of their nation. The goals of this course are to introduce students to the controversies, trends, events, and actors in the first half of American history and to familiarize students with the analytical skills employed in the study of history.

## **General Education Historical Perspectives 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.

## Course Requirements and Grading:

The requirements for this course include attendance and participation, assigned readings of both primary and secondary sources for each week of class, three short exams based upon readings and lectures, two papers based upon books that you will read, one shorter paper based upon a documentary film, and a syllabus quiz. **Assignments submitted in class (the two book papers and the documentary film paper) are due at the beginning of the class period, and must be submitted in hard copy. Assignments submitted on Canvas will be due by the deadline specified in the Course Schedule (see below). Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment.**

Final Grades will be calculated as follows:

Attendance and Participation:	25%
Syllabus Quiz:	5%
Film Response Paper:	10%
First Exam:	10%
Second Exam:	10%
<i>Soul by Soul</i> Paper:	15%
<i>Making of a Confederate</i> Paper:	15%
Final Exam:	10%

## Attendance:

**Attendance is crucial to your success in this course.** In addition to attendance and participation comprising 25% of your grade (as noted above), attendance is crucial because exam questions will be drawn from *both* readings *and* lectures. **Attend class and take good notes.** If you must miss class for any reason it is your responsibility to ensure that you get notes of the missed class from one of your classmates. Also, if you will miss class for any reason, **you must notify the instructor via email as soon as possible, preferably well ahead of time, of the reason for your absence.** A limited number of absences *may* be excused with documentation provided by the student.

## Required Readings:

**Books:** All are available at the UNCG bookstore.

Barney, William L. *The Making of a Confederate: Walter Lenoir's Civil War*. Oxford: Oxford University Press, 2008.

Johnson, Walter. *Soul by Soul: Life Inside the Antebellum Slave Market*. Cambridge, Mass: Harvard University Press, 1999.

Taylor, Alan. *American Colonies*. New York: Viking, 2001.

These books are **required**. You may purchase them at the UNCG bookstore or online at significant savings.

In addition to these books, there will be other required readings each week of the semester (see below for weekly schedule). All other readings will be posted on Canvas or an online link will be provided, as noted in the weekly schedule. Each week of the semester will include readings from both primary and secondary sources.

### **Assignments:**

The assignments for this class are as follows (see Course Schedule below for all due dates):

- A short syllabus quiz on Canvas
- A minimum 500-word response paper on the documentary film *The Columbian Exchange*
- Two exams on Canvas (based upon assigned readings and lectures)
- A minimum 1000-word essay on the book *Soul by Soul: Life Inside the Antebellum Slave Market*, by Walter Johnson
- A minimum 1000-word essay on the book *The Making of a Confederate: Walter Lenoir's Civil War* by William Barney.
- A final, in class exam (based upon assigned readings and lectures)

**Further instructions in various forms (emails, handouts, in class) on each of these assignments will be given well ahead of due dates.**

### **Plagiarism:**

The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise." (See the University's [Academic Integrity Policies](#) for further information.) See also this helpful and informative video on [How to Avoid Plagiarism](#). 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.

### **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. Although I would prefer that you also do not use laptops in class, **laptops may be used for notetaking only**. 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.

## **Electronic Communication:**

**Students are responsible for checking their UNCG iSpartan email on a regular basis. Email is the primary means in which the instructor will communicate with you about important information concerning the course,** including any changes to the syllabus. Students are encouraged to utilize email to contact the instructor ([amhanso2@uncg.edu](mailto:amhanso2@uncg.edu)). Please be aware that an email response may not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

## **Canvas:**

It is the responsibility of all students to ensure that they are able to logon to Canvas. If you are having issues accessing Canvas please note that I am not a technician and cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online for assistance.

## **Course Schedule:**

### **WEEK 1:**

#### **Readings:**

Secondary source: *American Colonies*, pages 3-25

Primary source: [“Cherokee Creation Story” \(American Yawp\)](#)

Tuesday, 8/15: Syllabus and Introduction to the Course

Thursday, 8/17: Before 1492

### **WEEK 2:**

#### **Readings:**

Secondary source: *American Colonies*, pages 25-49

Primary source: [Excerpt from the Journal of Christopher Columbus \(American Yawp\)](#)

Tuesday, 8/22: 1492/Columbian Exchange

**Documentary Film, Film Response Paper assigned**

Wednesday 8/23: Syllabus Quiz will be posted to Canvas no later than 5:00 PM.

Thursday, 8/24: Columbian Exchange/Early Encounters

Friday, 8/25: **Syllabus Quiz due by 11:59 PM on Canvas.**

### **WEEK 3:**

#### **Readings:**

Secondary source: *American Colonies*, pages 117-137, 187-203

Primary sources: [Excerpt from the Journal of John Lawson \(American Yawp\)](#)  
[Song about life in Virginia \(American Yawp\)](#)

Tuesday 8/29: Early Encounters (De Soto, Powhatan/Pocahontas, King Philip)

Thursday 8/31: Virginia, 1570-1650

**Film Response Paper Due (hard copy in class)**

## **WEEK 4:**

### **Readings:**

Secondary source: *American Colonies*, pages 245-272, 158-186

Primary sources: [“John Winthrop Dreams of a City on a Hill” \(American Yawp\)](#)

Tuesday, 9/5: New England, 1600-1700

Thursday, 9/7: Middle Colonies, 1600-1700

## **WEEK 5:**

### **Readings:**

Secondary source: *American Colonies*, pages 138-157, 222-244

Primary sources: Documents from Maryland Slave Laws:

[“An Act Restraining the Frequent Assembling of Negroes” \(1695\)](#)

[“An Act Relating to Servants and Slaves” \(1715\)](#)

Tuesday, 9/12: Chesapeake, 1650-1750

Wednesday, 9/13: First Exam will be posted to Canvas no later than 5:00 PM.

Thursday, 9/14: Carolina, 1670-1760

Friday, 9/15: **First Exam due by 11:59 PM on Canvas.**

## **WEEK 6:**

### **Readings:**

Secondary source: *American Colonies*, pages 301-337, 420-443

Primary sources: [Drawing of “The Slave Ship Brooks,” 1789 \(American Yawp\)](#)

[Olaudah Equiano describes the Middle Passage \(American Yawp\)](#)

Tuesday, 9/19: Colonial Slavery

Thursday, 9/21: Prelude to Revolution (causes and ideology, French and Indian War)

## **WEEK 7:**

### **Readings:**

Secondary source: [American Yawp, Chapter 5](#)

Primary sources: [George R.T. Hewes, Retrospect of the Boston Tea Party \(American Yawp\)](#)

[Thomas Paine calls for American Independence \(Excerpts from Common Sense\) \(American Yawp\)](#)

[The Declaration of Independence \(American Yawp\)](#)

Correspondence of John and Abigail Adams (1776) (in “Files” tab on Canvas)

**Get started reading *Soul by Soul*. Recommended that you read Chapter 1.**

Tuesday, 9/26: Peoples in Revolution

Thursday, 9/28: Peoples in Revolution

## **WEEK 8:**

### **Readings:**

Secondary source: [American Yawp, Chapter 6, Sections 1-9](#)

Primary sources: Articles of Confederation (in “Files” tab on Canvas)

[The Federalist Papers, #6 and #9](#), Alexander Hamilton

[George Washington’s Farewell Address, 1796 \(American Yawp\)](#)

**Continue reading *Soul by Soul*. Recommended at least through Chapter 2.**

Tuesday, 10/3: Early Republic, Confederation, George Washington

Thursday, 10/5: Constitution and Constitutional Debates

## **WEEK 9:**

### **Readings:**

Secondary source: No secondary reading assigned.

Primary sources: The Anti-Federalist, [#3](#), [#6](#), and [#7](#).

[The Constitution of the United States](#), and [The Bill of Rights](#).

**Continue reading *Soul by Soul*. Recommended at least through Chapter 3.**

Tuesday, 10/10: **No class, fall break.**

Thursday, 10/12: Constitution and Constitutional Debates, First Party System

***Soul by Soul* paper assigned via class handout and on Canvas.**

## **WEEK 10:**

### **Readings:**

Secondary source: *American Yawp*, [Chapter 6, Sections 10, 11](#); [Chapter 7 \(all sections\)](#)

Primary sources: [“Thomas Jefferson’s Racism” \(American Yawp\)](#)

[Thomas Jefferson: Excerpts from “Notes on the State of Virginia”—On Native Americans](#)

Thomas Jefferson: Address to the Wolf and People of the Mandan Nation, 1806 (in “Files” tab on Canvas)

**Continue reading *Soul by Soul*. Recommended at least through Chapter 4.**

**Get started reading *The Making of a Confederate*. Recommended that you read Chapter 1.**

Tuesday, 10/17: Thomas Jefferson

Wednesday, 10/18: Second Exam will be posted to Canvas no later than 5:00 PM.

Thursday, 10/19: Jefferson and “Jeffersonian America”

Friday, 10/20: **Second Exam due by 11:59 PM on Canvas.**

## **WEEK 11:**

### **Readings:**

Secondary source: *American Yawp*, Chapters [8](#), [9](#), and [Chapter 10, sections 1 and 2](#)

Primary source: [Sarah Grimké calls for women’s rights, 1838 \(American Yawp\)](#)

**Continue reading *Soul by Soul*. Recommended at least through Chapter 5.**  
**Continue reading *The Making of a Confederate*. Recommended at least through Chapter 2.**

Tuesday, 10/24: Market Revolution America  
Thursday, 10/26: Market Revolution America

## **WEEK 12:**

### **Readings:**

Secondary sources: [American Yawp, Chapter 11](#)  
Hanson, “Business as Usual” (in “Files tab on Canvas)  
Primary source: [Nat Turner explains his rebellion, 1831 \(American Yawp\)](#)

**Finish Reading *Soul by Soul*.**  
**Continue reading *The Making of a Confederate*. Recommended at least through Chapter 3.**

Tuesday, 10/31: Antebellum Slavery  
Thursday, 11/2: Antebellum Slavery  
***Soul by Soul* paper due (hard copy in class)**

## **WEEK 13:**

### **Readings:**

Secondary source: *American Yawp*, Chapters [12](#), and [13](#)  
Primary sources: [Cherokee petition protesting removal, 1836 \(American Yawp\)](#)  
[John O’Sullivan, “Manifest Destiny,” 1845 \(American Yawp\)](#)  
[“Manifest Destiny”—Painting by John Gast \(American Yawp\)](#)  
[Diary of a woman migrating to Oregon, 1853 \(American Yawp\)](#)  
[Excerpts from Uncle Tom’s Cabin, 1852 \(American Yawp\)](#)

**Continue reading *The Making of a Confederate*. Recommended at least through Chapter 4.**

Tuesday, 11/7: Sectionalism, expansion, Mexican War  
***Making of a Confederate* paper assigned via class handout and on Canvas.**  
Thursday, 11/9: Sectionalism, expansion, Mexican War

## **WEEK 14:**

### **Readings:**

Secondary sources: *American Yawp*, [Chapter 10, Sections 5-7](#), and [Chapter 14 \(all sections\)](#)  
Paul Finkelman, “Garrison’s Constitution,” [Part 1](#), and [Part 2](#)  
Primary sources: [Ambrose Bierce recalls his experience at the Battle of Shiloh \(American Yawp\)](#)  
James Henry Hammond: “Letter to an English Abolitionist,” 1845 (in “Files” tab in Canvas)  
Frederick Douglass: The Anti-Slavery Constitution, 1860 (in “Files” tab in Canvas)  
Jefferson Davis: The Pro-Slavery Constitution, 1860 (Speech before the US Senate) (in “Files” tab in Canvas)

Tuesday, 11/14: Abolition, lead up to war  
Thursday, 11/16: The Civil War

**WEEK 15:**

**Reading:** ["We Could Have Been Canada," from \*The New Yorker\*](#)

Tuesday, 11/21: Revisiting the semester, Final Exam review  
***Making of a Confederate paper due (hard copy in class)***

Thursday, 11/23: **No class, Thanksgiving Holiday**

**WEEK 16:**

**Tuesday, 11/28: Final Exam in class.**