

HIS 211 Fall 2018**A General History of the United States From 1500 to the End of the Civil War (GMO/GHP)****RM:132 Bryan Building****Time: 3:30-4:45 Mon. and Wed.****Instructor:** Richard Smith (rmsmi28@uncg.edu)**Office Hours:** MHRA 2104 10am-12pm Monday and Wednesday and by Appointment.

“The present is what it is because of the past. Nothing possessing real vitality has ever been lost. The quintessence of all things proved by human experience remains; the concentrated results of the labors, the trials, the sufferings and martyrdoms of all champions of the truth, in all preceding time, come to us now as the heritage which this generation receives from the ashes of the past.” (John L. Carey, “Slavery and the Wilmot Proviso With Some Suggestions For A Compromise” 1847

Course Introduction: This is a general survey course concentrating on the history of the United States from the Colonial Era to the end of the Civil War in 1865. One of the purposes of this course is to introduce students to the major overarching themes, people, places, and events comprising the first half of American history. However, history is much more than simple memorization and regurgitation. History, as a viable discipline, rests on a continuous cycle of interpretation and contextualization based upon a careful examination of evidence from the past. This fluidity makes history an important subject for any college major because it affords students the opportunity to develop a more complex method for thinking cognitively. Therefore, the primary objective of this course is for students to understand this important characteristic of the historical past and through a careful examination of primary and secondary sources develop increasingly complex ways of thinking analytically and critically. Lastly, it is the instructor’s fond hope that this course will instill an appreciation of the history of the United States and a better understanding as to why the present is the way it is. History, in many ways, is a conversation between the present (i.e. students and historians) and the past (primary sources relating to the historical period or topic under discussion). This class is intended to help facilitate that dialogue.

Course Objectives/Learning Outcomes:

1. Students will learn to identify many of the major themes and concepts from this period in American history.
2. Students will be able to think critically and analytically through primary and secondary source analysis.
3. Students will be able to contextualize primary sources and connect them to the larger themes in American history.
4. Students will develop a sense of historical empathy for the past.
5. Students will leave the course with a greater appreciation for the American past, warts and all.

Course Layout: This course is divided into five separate sections or historical eras. This allows the instructor the ability to present the material in a much more organized fashion

and, more importantly, the student to learn the material in a much more organized manner. The course consists of lectures, primary and secondary source readings, five exams, reading quizzes, and discussion of primary sources.

Class structure: Each class will begin with a 10-minute quiz consisting of a question based upon the readings due that day. Lecture follows the quizzes with the last portion of the class devoted to a discussion of these same readings. I am sure that you do not wish to here me lecture for the full one-hour and fifteen minute class period, nor do I want to, so I suggest that you do the readings and come to class prepared to discuss them.

Grading: The grade breakdown is as follows:

1. Exams (15% x5)=75%
2. Reading Quizzes=10%
3. Participation=15%

Assignments:

- 1. Reading Quizzes:** Each class will begin with a reading quiz. (The notable exception being on the days of an exam.) These quizzes will consist of one question based upon the readings that were due for that particular class period. You will have 10 minutes to answer the question. At the end of ten minutes, the papers will be collected and the lecture portion of the course will start. Missed quizzes will not be made up. However, I will drop one quiz grade. If you arrive late to class, you will however much time remaining to complete the quiz. For instance, if you arrive at 3:35pm you will have only five minutes to complete the quiz. However, partial credit will be given for a credible attempt at an answer. Lastly, although they only count 10% of your final grade it is wise to take these assignments seriously. Due to the number given over the course of the semester, skipping them will only have an adverse effect on your grade.
- 2. Participation:** History is a continuous dialogue between the past and the present. This makes participation an essential part of any college history course. Although there maybe opportunities for you to answer questions during lecture, a large portion of your participation grade will come from the discussion portion of the course. Moreover, I am not interested in how often you participate, instead I am interested in the quality of your response.
- 3. Exams:** This course consists of five examinations given on the date listed on the syllabus. The purpose of each examination is to access your understanding of the material being presented. Each exam will consist of two parts: identifications and short answers. These exams will cover materials discussed during lecture as well

as the assigned and supplemental readings. On the day of the examination, you must bring a blue book with you to class. These are available for purchase in the bookstore. Please make sure that you bring one with you, as I will not have extras on me. When you have completed the exam, you will need to turn in both the blue book and your copy of the exam. These exams, including the final, will not be cumulative. They will only cover the material from the last exam forward.

Course Materials:

1. Required textbooks:

1. *Reading The American Past Selected Historical Documents (Fifth Edition)* edited by Michael P. Johnson
2. *The American Promise A History of the United States Volume 1-1877* by Roark, Johnson, Cohen, Stage, and Hartmann

Both textbooks are required for the course and are available for purchase or rental in the bookstore.

2. **Supplemental Readings:** These are listed on the course syllabus and are available either through Canvas on the course website, or in the Primary Source Reader *Reading the American Past*. If you have any trouble accessing this material, please let the instructor know **ASAP**.
3. **Notebooks and Writing Utensils:** Successful navigation of this course requires accurate note taking both during the lectures and when reading the supplemental materials. Successfully passing this course requires the ability to differentiate between extraneous information and key concepts and ideas. Therefore, you are expected to come to class with a notebook and a writing utensil to take notes.
4. **Blue Books:** Blue books are required for the scheduled examinations as well as the final exam. These are readily available in the bookstore.

Course Policies:

1. **Electronics:** This course follows the old school philosophy of learning in a college course. Therefore, during the duration of the class, all electronics, including laptops and cell phones, should be locked away for the duration of the class. Several recent studies have demonstrated students learn and retain information better when taking notes and writing them in a notebook. Moreover, constantly checking your cell phone and email and social media is distracting to your fellow students and the instructor. Furthermore, it is simply rude and will not be tolerated.

- 2. Attendance/Tardiness:** Since this is a lecture based course and your participation is a factor in your final grade, it is imperative that you attend class each week at the scheduled time. Attendance will be taken every time class meets. You are allowed three unexcused absences over the course of the semester. Anything after these will have an adverse effect upon your participation grade. If you are not in class, then you cannot participate. If you have an excused absence, you must let the instructor know at least an hour before the class is scheduled to meet. You will be allowed to arrive to class ten minutes after the course has begun. After ten minutes the doors will be shut and you will not be allowed to enter as it is disruptive to your fellow students in class.
- 3. Contact:** The instructor can be reached either through email or Canvas as well as during the posted office hours. If you would like to meet with me to discuss aspects of the course material and cannot meet at the appointed times, please send me an email so that we can work out a time that works. Though I check my email frequently, please allow 24-48 hours for a response to your inquiry. (Most emails will be answered well before this time.)
- 4. Late Work/Make Up Exams:** Late work will not be accepted without a valid reason, no exceptions. You are expected to get your work completed and turned in on time. Make up exams will not be given without a valid reason (illness (accompanied by a valid Dr.'s excuse, death in family, car accident etc.) as to why the student missed the exam.

Successful Course Navigation: Each student is expected to arrive to class each day having done the required reading. Although this is a lecture-based course, the lecture portion is designed to work in tandem with the readings in the textbook and other assigned readings. Passing the exams requires the student to keep up with the readings and attend the class lectures. If you have any questions relating to the readings do not hesitate to contact me. If you keep up with readings and do the assignments, participate in class, and take notes during the lecture and discussion sections of the class, then you should do fine on the course exams.

Plagiarism: Plagiarism is a very serious issue and will be dealt with accordingly. Akin to theft, plagiarism falls into two broad categories: intentional and unintentional. Intentional plagiarism constitutes the willingness of an individual to claim sole authorship of another individual's written work. Unintentional plagiarism occurs when an author disregards proper citing procedures. The best piece of advice regarding avoiding plagiarism is to cite everything, especially if you are unsure whether or not it should be cited. The following websites provide additional information with regards to plagiarism and how to avoid it: Duke University Plagiarism Tutorial <https://plagiarism.duke.edu/def/>, UNCG Defines Plagiarism: <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>, UNCG'S Academic Integrity Policy: <https://osrr.uncg.edu/academic-integrity/>

Academic Accommodations: While every effort is made to make accommodations for every student's needs, it is not possible to attend to all. Therefore, all disabilities should be register with Office of Accessibility Resources and Services (OARS). The friendly and knowledgeable staff will work with you to ensure that you receive the necessary accommodations. The following link provides information regarding the services offered by OARS as well as way to contact them: <https://ods.uncg.edu/>

Further readings: If you are interested at any point in the semester about learning more about some the people, places, and events discussed in this course, please feel free to send me an email and I will provide you with a list of books to further your interest.

Class Schedule

Class 1 August 15, 2018: Course Logistics; “What is history and why study it? Where does it begin and end?”

I. Out of the Old World and Into New Worlds 1500-1600

Class 2 August 20, 2018: “Ancient Americans Before 1492” (*The American Promise* 1-24)

Primary Sources: “A Taino Origin Story (*Reading The American Past* 1-4), “A Seneca Origin Narrative (*Reading The American Past* 4-7),” “Genesis: The Christian Origin Narrative (*Reading The American Past* 7-14)

Class 3 August 22, 2018: “Europeans Encounter the New World 1492-1600” (*The American Promise* 25-50)

Primary Sources: Columbus Describes His First Encounter with “Indians” (*Reading The American Past* 20-23); “A Conquistador Arrives in Mexico. 1519-1520” (*Reading The American Past* 23-27); Bartolomé de Las Casas, *The Devastation of the Indies: A Brief Account*, 1542 (Canvas)

Class 4 August 27, 2018: “Britain’s First Efforts at Colonization and Why”

Primary Sources: Sir Thomas More Describes New World Utopia (*Reading The American Past* 33-35); English Visions of the New World, 1583-1630 (Canvas); “Excerpt from John Smith’s *A MAP OF VIRGINIA. WITH A DESCRIPTION OF THE COUNTRY, THE Commodities, People, Government and Religion* (1612)” (Canvas)

Class 5 August 29, 2018: Exam 1

Class 6 September 3, 2018: No Class: Labor Day

II. The British Colonies of North America

Class 7 September 5, 2018: “The Southern Colonies in the Seventeenth Century: The Rise of the Plantation Complex” 1600-1701: The Emergence of the American Paradox” (*The American Promise* 51-76)

Primary Source: “James Revel, “The Poor Unhappy Transported Felon’s Sorrowful

Account of His Fourteen Years Transportation, at Virginia, in America,' c. 1680" (Canvas); "Servitude and Slavery in the Virginia Courts" (Canvas) Excerpts from the Virginia Slave Code (Canvas); Excerpt From Maryland Slave Codes (Canvas)

Class 8 September 10, 2018: "The Northern Colonies in the Seventeenth Century 1601-1700" (*The American Promise* 77-104)

Primary Sources: John Winthrop "A Model of Christian Charity, 1630" (*Reading The American Past* 59-62)"; Gabriel Thomas: 'Pennsylvania, the Poor Man's Paradise,' 1698" (Canvas)

Class 9 September 12, 2018: Colonial America in the Eighteenth Century 1701-1770) (*The American Promise* 105-134)

Primary Source: Crèvecoeur's "What is an American?" (1770) (Canvas); "Advertisements for Runaway Slaves" (93-97); Virginia and Maryland Slave Codes (Canvas) Massachusetts Slave Bill (Canvas)

Class 10 September 17, 2018: Exam 2

III. The Revolutionary Era/Confederation Period/The Early Republic-1789-1820

Class 11 September 19, 2018: Prelude to Revolution: The British Empire and the Colonial Crisis 1754-1775 (135-164)

Primary Sources: "Resolutions of the Stamp Act Congress"(Canvas); "Daniel Leonard Argues for Loyalty to the British Empire" (*Reading The American Past* 111-114); Joseph Warren "Boston Massacre Oration, March 5, 1772 (103-106); "Edmund Burke Urges Reconciliation with the Colonies (*Reading The American Past* 114-118); Excerpt from Ann Hulton, *Letters of a Loyalist Lady* (Cambridge, MA, 1927)(Canvas)

Class 12 September 24, 2018: "The War for America 1775-1783" (*The American Promise* 165-194)

Primary Sources: "Boston King Seeks Freedom by Running Away to the British Army (*Reading The American Past* 137-141)," "Preamble and Resolution of the Virginia Convention, May 15, 1776" (Canvas); "John Adams to Abigail Adams July 1776: Congress Votes for Independence" (Canvas) "Response to Lord Dunmore's Proclamation: November 1775 To The Virginia Gazette November 24, 1775" (Canvas); "Slave Petitions for Freedom During the Revolution, 1774-1779 (Canvas); "Joseph Brant Appeals to British Allies to Keep Promises (*Reading The American Past* 138-141); Slaves Petition the Continental Congress

Class 13 September 26, 2018: “The Confederation Era: Triumphs and Failings” (*The American Promise* 195-214)

Primary Sources: Richard Henry Lee’s Motion Before the Second Continental Congress (Canvas) The Articles of Confederation (Canvas); The Treaty of Paris (Canvas) Jefferson’s Notes on the State of Virginia (*Reading The American Past* 147-151) The Northwest Ordinance (Canvas) Rhode Island Refuses to Acquiesce in Giving Congress the Power to Tax

Class 14 October 1, 2018: “The Constitution: Compromise, Ratification, and the Establishment of a Republic: Proslavery or Antislavery?” (*The American Promise* 214-224)

Primary Sources: James Madison Federalist Number 10, 1787 (*Reading The American Past* 155-159); “Mercy Warren Opposes the Constitution (160-164) Anti-Federalist Readings (Canvas); Arguments for a Bill of Rights (Canvas); The Bill of Rights (Canvas)

Class 15 October 3, 2018: “The New Nation Takes Form 1789-1800: The Quest for Legitimacy Both Foreign and Domestic and the Emergence of the First Party System 1789-1800” (*The American Promise* 225-252)

Primary Source: A French Sugar Planter Describes the French and Saint Domingue Revolutions (*Reading The American Past* 178-182); Washington’s Farewell Address (*Reading The American Past* 182-187); The Alien and Sedition Acts (Canvas); The Virginia and Kentucky Resolutions (Canvas)

Class 16 October 8, 2018: No Class: Fall Break

Class 17 October 10, 2018: “Republicans in Power 1800-1824” (*The American Promise* 253-282)

Primary Sources: “James Forten Protests Pennsylvania Law Threatening Enslavement of Free African-Americans (*Reading The American Past* 199-201); A Slave Demands That Thomas Jefferson Abolish Slavery (*Reading The American Past* 196-199); President Jefferson’s Private and Public Indian Policy (*Reading The American Past* 188-191); Madison’s Declaration of War (Canvas); James Hamilton’s Path to Enlistment During the War of 1812 (*Reading The American Past* 202-205)

Class 18 October 15, 2018: Slavery Expansion and Sectionalism “The Missouri Compromise 1819-1821: Slavery and Politics”

Primary Sources: James Tallmadge's Amendment to the Missouri Territorial Bill (Canvas); Missouri Compromise (Canvas); James Tallmadge's Denunciation of Slavery in Missouri

Class 19 October 17, 2018: Exam 3

V. The Jacksonian Era/Market, Communications, and Technological Revolutions- 1820-1840

Class 20 October 22, 2018: "The Expanding Republic 1815-1840: The Emergence of the Market, Technological, and Communications Revolution During the Age of Andrew Jackson 1815-1840"

Primary Sources: Indian Removal Act (Canvas); Cherokee Debate Removal; David Walker Demands Emancipation (220-223) Maria Stewart (Canvas) Samuel Morse Telegraph Message (Canvas); Jackson's Maysville Road Bill Veto Message; South Carolina's Declaration of Nullification

Class 21 October 24, 2018: "The New West and the Free North 1840-1860" (*The American Promise* 315-346)

Primary Sources: Tract Attacking "Slavery" in Lowell Textile Mills (Canvas); Abraham Lincoln Explains the Free-Labor System (227-231); New York Prostitutes William Sanger (Canvas); The Woman is Man's Equal The Seneca Falls Declaration;

Class 22 October 29, 2018: "The Slave South 1820-1860" (*The American Promise* 347-374)

John C. Calhoun Slavery as a Positive Good (Canvas) John L. Carey on Slavery and Colonization (Canvas); R. S. Steuart to John L. Carey (Canvas); Slaveholders Respond to Dr. Steuart (Canvas); Plantation Rules (250-251); Excerpts from *The Weeping Time* (Fanny Kemble's Diary) (Canvas); Maryland Slave Codes (Canvas)

Class 23 October 31, 2018: The Irony of States' Rights

Primary Source: The Fugitive Slave Law of 1793 and 1850 (Canvas) Southerners Demand Federal Law Protecting Slavery (Canvas) Southerners Oppose Federal Internal Improvements (Canvas); South Carolina's Declaration of Nullification (Canvas)

Class 24 November 5, 2018: Exam 4

V. Sectionalism and Civil War

Class 25 November 7: “The House Divided: Sectionalism and Slavery 1846-1861” (*The American Promise* 375-404)

Primary Sources: James O’Sullivan on Manifest Destiny (Canvas) The Wilmot Proviso (Canvas) James Henry Hammond “Letter to an English Abolitionist, 1845 (*Reading The American Past* 262-265); Frederick Douglass The Constitution of the United States: Is It Proslavery or Antislavery? 1860 (270-271); Jefferson Davis “Speech before the U.S. Senate, May 1860 (*Reading The American Past* 272-274); James Hammond “Cotton is King” (Canvas)

Class 26 November 12, 2018: “The Crucible of War: Secession and Civil War 1861-1865” (*The American Promise* 405-438)

Primary Sources: “South Carolina’s Declaration of the Causes of Secession December 20, 1860”; “Mississippi’s Declaration of the Causes of Secession;” “The Confederate Constitution (Article 1 Sec 9 Only)” Abraham Lincoln’s First Inaugural Address (Canvas)

Class 27 November 14, 2018: “The Move Towards Emancipation and the Recruitment of Black Soldiers”

Primary Sources: John Quincy Adams Speech Before the House of Representatives (Canvas) Republican 156 and 1860 Party Platforms (Canvas) Butler Declares Slaves Contrabands of War (Canvas); Lincoln’s Response To Horace Greeley (Canvas) Lincoln’s Preliminary Emancipation Proclamation (Canvas); The Emancipation Proclamation (*Reading The American Past* 284-285); Statement from an Anonymous Former Slave, New Orleans, 1863 (*Reading The American Past* 286-289) 13th Amendment (Canvas);

Class 28 November 19, 2018: Reconstruction 1863-1877 (439-468)

Primary Sources: Report on the Condition of the South *Reading The American Past* (308-310); Missouri Black Codes (*Reading The American Past* 311-314); Former Slaves Seek to Reunite Their Families (*Reading The American Past* 315-320); 14th and 15th Amendments (Canvas)

Class 29 November 21, 2018: No Class Thanksgiving

Class 30 November 26, 2018: Why study history? Why become a history major?

Class 31 November 29, 2018: Course Wrap Up and Review For Final Exam

Class 32 TBA: Final Exam

Enjoy the Winter Break and have a Joyous Holiday and a prosperous and Happy New
Year!!!!