

History 211.03: U.S. History to 1865

Fall Semester, 2018

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Office hours: Tues & Thurs, 11-11:45am; Wed, 11am-12:30pm; and by appointment



COURSE DESCRIPTION: From pre-Columbian societies to the climactic battles of the Civil War, this course explores the foundational events and trends that shaped American history from the epoch before European contact through the middle of the nineteenth century. Attention will be devoted to the interactions of Native, Anglo-European, African, and African-American peoples in building a unique American culture. A trinity of crucial issues—race, class, gender—will be considered in depth. This course will additionally take a hemispheric and transatlantic perspective. The movement of capital over space and time will be a constant theme as well. By the end of the semester, you will have acquired an enhanced appreciation for the distinctive contours of American history. This course will also add to the development of your writing, reading, and reasoning/critical thinking skills.

MEETING TIME & PLACE: Tuesday and Thursday, 9:30-10:50 in BRYN (Bryan Building) 104.

General Education Historical Perspectives Student Learning Outcomes:

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

Course Objectives: In addition to GHP SLOs, by the end of the semester, students will be able to:

1. Identify major themes and trends in American history to 1865, and to assimilate this knowledge into your understanding of the national experience as a whole. (Departmental SLO #1: “Analyze historical duration, succession, and change in terms of human agency and larger systems or structures in a wide variety of places and periods. [Historical comprehension]”)
2. Use primary and secondary sources to formulate concrete historical arguments. (Departmental SLO #2: “Use historical thinking to contextualize and analyze primary and secondary sources representing different points of view. [Historical analysis]”)

Required Books: We will use a mix of primary and secondary sources of various types. All books are *short* and *readable!* All books are available at the UNCG bookstore, though you may acquire the *correct edition* on-line, if that is your preference. The texts are:

William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War* (Oxford University Press, 2009). ISBN: 978-0-19-531434-2

Mort Gerberg, *The U.S. Constitution For Everyone* (Perigree, latest ed.) ISBN: 978-0-399-51305-3

Peter C. Mancall, ed., *Envisioning America: English Plans for the Colonization of North America, 1580-1640. A Brief History With Documents. Second Edition.* (Bedford/St. Martin's, 2017). ISBN: 978-1-319-04890-7. Note: this selection of primary sources is the basis for the in-class written exercise.

*Semi-optional, for those who want background, or like a textbook, see this excellent *free* on-line text: <http://www.americanyawp.com> When there is no other assigned readings, selected chapters from this collaboratively compiled text are recommended for all students. This text *IS REQUIRED*, on several dates (see 8/16 & 11/1).

Other reading materials are on Canvas under files (see 11/20) or available through hyper-link (see 9/20 & 9/22). The major additional readings include, but may not be limited to:

Alejandra Dubcovsky, “When Archaeology and History Meet: Shipwrecks, Indians, and the Contours of the Early-Eighteenth-Century South,” *Journal of Southern History* 83; 1 (February, 2018), 39-68.

Noah Andre Trudeau, “Kill-Cavalry's Ride to the Sea,” *The Quarterly Journal of Military History* 20; 3 (Spring, 2008), 56-65.

Alfred F. Young, “George Robert Twelves Hewes (1742-1840): A Boston Shoemaker and the

Memory of the American Revolution,” *The William and Mary Quarterly* 38; 4 (Oct., 1981), 561-623 <http://www.jstor.org/stable/1918907>

Heidler and Heidler, “Overview,” *Norton Casebook: Indian Removal* (Norton, 2007), 1-48.

William W. Frehling, *The Road To Disunion, Vol II* (Oxford, 2007), 205-221.

Fries family primary source documents. In two parts. (Transcribed and formatted by Travis Sutton Byrd, 2017, 2018). Note: these primary source documents comprise a case study of the Market Revolution in the South and will be the basis for a take-home writing exercise.

Attendance:

* Attendance is taken at every class. It is *your* responsibility to sign-in.

* You are expected to be present at every class, but emergencies and unexpected issues *do* arise. For this reason, you may miss three (3) classes with no excuse required. Any more than that and you will have been absent for two weeks and your overall grade will be negatively effected. At my discretion, the impact of each unexcused miss may be as high as five percent of your overall grade, but work with me and I will—within reason—work with you.

* I start class on time and end on time—if not a little early! If you are over ten (10) minutes late, you will be counted absent, as it is disruptive and disrespectful to myself and your classmates.

* If you are absent, it is your responsibility to get lecture/discussion notes from a classmate. I do not give out notes and/or copies of ppts. Heed this: Exams draw from readings *and* lectures!

Electronics Policy: Absolutely no electronics are permitted at any time! Take notes the old-fashioned way. If for some reason you absolutely must use a laptop or tablet, see me and read the section below about Academic Support and Disability Accommodation. If you must use a device, and are approved for usage, you will be required to sit in the front row; if you are discovered watching kitten videos or shopping on-line, etc., usage will be terminated *immediately*. Cell phones must silenced and put away at all times. Violation of this policy will result in your leaving the room and incurring an absence.

Plagiarism: There will be some written exercises; plagiarism will not be tolerated. It is expected that all statements (and thoughts) are your own. If you borrow another author's phrases or interpretations, you must properly cite these—in other words, give proper academic credit where it is due. Refer to the UNCG Student Handbook if you are unclear on what constitutes plagiarism, or are uncertain what the consequences are: <https://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/> Please note that plagiarism can result in your expulsion from this course as well as from the university.

Academic Support and Disability Accommodations: UNCG promotes access to educational opportunities for all students. If you have any needs related to disability issues, contact the Office of Accessibility Resources and Services (OARS). That office is at Elliot University Center (EUC) #215. This service may also be contacted via e-mail: <https://ods.uncg.edu/>

COURSEWORK and GRADE PERCENTAGES: I have tried to develop a fair structure that does not unduly weight any one assignment, but is cumulative. The exams are progressively cumulative; the reason for this is “to keep your head in the game,” and to facilitate your making connections with what went before and what came after. History is largely the study of change over time, consequently it is imperative to keep “the big picture” in mind as we move forward across the spectrum of the American experience.

Exam 1 = 10%
Exam 2 = 20%
Exam 3 (the final) = 30%
(SLO: Dept 1)

The first exam is all multiple choice. The other two will also have short answers. The final *may* include an essay question.

In-class written exercise = 5%
(SLO: GHP 1, 2; Dept 2)

In addition to a grade, this is a writing sample. KEEP IT! Details to be explained.

Three brief take-home written exercises = 10% ea.
(SLOs: GHP 1, 2; Dept 1, 2)

Two to five pages (2-5 pp.). Note: 2 pp. does *not* mean 1½ pp. These MUST BE TYPED, PRINTED-OUT, & HANDED-IN. I do *not* accept submission by e-mail except under extenuating circumstances. Proper citation of quotes and material is required (see Canvas files for a “crib sheet” on footnoting). Length will vary with the assignment.

Participation = 5%
(SLO: GHP 2)

This is a survey course, but I do expect engagement with the material, especially primary sources. *And remember, you can not be participatory when AWOL!*

Letter grades are assigned as follows:
97-100 = A+ / 93-96 = A / 90-92 = A-
87-89 = B+ / 83-86 = B / 80-82 = B-
77-79 = C+ / 73-76 = C / 70-72 = C-
67-69 = D+ / 63-66 = D / 60-62 = D-
below 60 = F

(Remember: all final grades are assigned a letter grade, not a numeric value)

COURSE SCHEDULE:

UNIT I: CONTACT AND COLONIAL EXPERIENCES

Week 1. 8/14: Introductions/ course overview

8/16: “Pre-Columbian America” (<https://www.americanyawp.com/text/01-the-new-world/>)

Week 2. 8/28: “Contact/ the Columbian Exchange/ Spanish and French settlements.” (Read Mancall, iv-vi, 1-26).

8/30: “Into America: English Conceptions of the New World.” IN-CLASS EXERCISE. (Read Mancall, 35-46, 56-60, and study the engravings, 85-106—these are the basis for the in-class exercise.) BRING THE BOOK TO CLASS! You cannot work without it!

Week 3. 9/4: “The English Arrive: Roanoke, Jamestown, Bermuda, Barbados.” (Read Mancall, 112-137)

9/6: “Pilgrims, Puritans, Dissenters, Mercantilists, and Quakers: New England and the Middle Colonies.” (Read Mancall, 138-163)

Week 4. 9/11: “The Chesapeake: Indentured Servitude, the Developing Plantation Economy, Bacon's Rebellion.” (No reading) FIRST WRITTEN EXERCISE PROMPT POSTED
9/13: “The Southern Colonies and Native American Slave Raiding: North Carolina, South Carolina, and La Florida.” (Read Dubcovsky article)

Week 5. 9/18: “The Aristocratic Myth: Colonial Society from Below.” (Read: Young, 561-585) FIRST TAKE-HOME EXERCISE DUE

UNIT II: REVOLUTIONARY ERAS

9/20: “Revolution In The Making: The French and Indian War; the Regulators.” (Reading: “Shew Yourselves to be Freemen.” <http://www.historymatters.gmu.edu/d/6233> EXAM #1. This short, timed test will take only part of the period.

Week 6. 9/25: “The Revolution, Part I: From Stamp Act Resistance through the Northern Campaigns.” (Read Young, 585-608)

9/27: “The Revolution, Part II: The Southern Campaign through the Articles of Confederation” (Reading: http://www.avalon.law.yale.edu/18th_century/artconf.asp & start Gerberg.)

Week 7. 10/2: “The Constitution/ Shifting Jurisprudence/ Changing Social Norms.” (Gerberg, 1-64)
10/4: “To Shape and Save a Republic: Early U.S. Politics and the War of 1812.” (No reading; recommended to see <http://www.americanyawp.com/text/07-the-early-republic/>)

Week 8. 10/9: NO CLASS—FALL BREAK!

10/11: “Andrew Jackson/ Indian Removal.” (Reading: Heidler & Heidler) SECOND TAKE-HOME EXERCISE PROMPT POSTED

Week 9. 10/16: “The Market Revolution and the Domestic Slave Trade.” (Barney 1-45)

10/18: “Francis L. Fries: The Material Culture of the Market Revolution.” (Reading: Fries family documents, part 1). SECOND TAKE-HOME EXERCISE DUE.

Week 10. 10/23: “Religion, Reform Movements, and Gender in Antebellum America.” (No reading; recommended to peruse www.americanyawp.com/text/10-religion-and-reform

10/25: EXAM #2 (No reading) You have the entire period for this test.

UNIT III: THE CIVIL WAR EPOCH

Week 11. 10/30: “Texas!” (No reading; wisely continue Barney)

11/1: “Manifest Destiny: The West, William Walker, Cuba, Canada, and the Developing Politics of Sectionalism.” (<http://www.americanyawp.com/text/12-manifest-destiny/>)

Week 12. 11/6: “The Mexican-American War and the Run-up to the Civil War.” (Wisely con't. reading Barney)

11/7: NO OFFICE HOURS TODAY!

11/8: NO CLASS! [I am at the Southern Historical Association annual conference presenting a paper.] (Reading: Frehling, *Road To Disunion*, 205-221. Note: you are expected to be up to speed on this topic for the next class!)

Week 13. 11/13. “The Civil War, Part I: John Brown, Secession, The Anaconda Plan, Naval Blockade, and the First Campaigns.” (Barney, 46-107)

11/15. “The Civil War, Part II: Total War, 'The Universe of Battle,' and Conflict on the Home Fronts.” (Read the Trudeau article; Barney, 108-140)

Week 14. 11/20. “The Civil War, Part III: Final Battles, Surrenders, Assassination, and the Lost Cause.” (Barney, 142-201; Allen Tate, “Ode to Confederate Dead”) THIRD TAKE-HOME PROMPT POSTED.

11/22. NO CLASS—THANKSGIVING BREAK!

Week 15. 11/27. “Francis H. Fries”/Evaluations (Reading: Fries documents, part 2) THIRD TAKE-HOME EXERCISE DUE

Week 16. FINAL EXAM. Three hours are allocated for this test. Time TBA.

A CAVEAT AND A REMINDER: This course is in three units, but they flow from one into another; it is your responsibility to keep this in mind as we move forward; keep “the big picture” in mind. Also, as we are dealing with history, it is imperative to remember that social and political normatives were very different in the past than they are today. I have put these warnings and reminders at the very end of the syllabus as touchstones for thought, ones you can reference over and over again:

“...historians studying other times—even quite recent other times—must never forget that the game of life may have been played by quite different rules from our own and that it is in their context that we must interpret the good and bad of it.”

(Ivor Noel Hume, 1981)

“...intelligently reaching into the past—any past—is dependent on dichotomous notions. On one hand, we must draw a cloak over our own life experience so that we think as 'they' did, and to do so within the limits of what they knew, but on the other, to render it of any value, we cannot help but draw comparisons.”

(Ivor Noel Hume, 1998)

“What really binds men together is their culture—the ideas and standards they have in common.”

(Ruth Benedict, 1934)

“...the present has no more than a notational existence as an imaginary dividing line between the past and the future... History begins with the handing down of tradition; and tradition means the carrying of the habits and lessons of the past into the future.”

(Edward Hallett Carr, 1961)

Remember, we are dealing with the American *past* in this course—the good, the bad, and the ugly of it. We are not dealing with the American *present*, though we can hardly escape the shadow of the milieu in which we live. Remember, too, that *history* is an academic discipline, one focused on *interpretation*. Reference these thoughts about historical relativism and positivism as we cruise through the semester and engage in discourse about the nature of our broadly hemispheric and discretely national pasts.