

Fall 2018 | University of North Carolina, Greensboro  
Instructor: Mr. Anderson Rouse | Email: arrouse@uncg.edu | Office: MHRA 3103  
Office Hours: Tuesday and Thursday, 2:00-3:00 pm, and by appointment

**HIS 211-04: The United States Since 1865**  
**Tuesdays and Thursdays, 3:30-4:45pm**  
**MHRA 1214**

Course Syllabus

“It’s the living that chase the dead. The long bones and skulls are tumbled from their shrouds, and words like stones thrust into their rattling mouths: we edit their writings, we rewrite their lives.” – Hilary Mantel, *Wolf Hall*

This course focuses on the first half of United States history, beginning with the early American societies and ending in 1865. This course will introduce students to key political, economic, social, and cultural transformations, and the actors and events who contributed to these changes, before 1865. Students will also learn the analytical and interpretive skills necessary to understanding and crafting history

**Course 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.

**General Education Student Learning Outcomes - At the completion of this course, the student will be able to:**

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives. (GHP1)
2. Use evidence to interpret the past coherently, orally and/or in writing. (GHP2)

Writing assignments at the end of units 1, 3, and 4 will be used to assess student achievement of GHP SLO 1. Weekly reading quizzes, the midterm, and the final will be used to assess student achievement of GHP SLO 2.

**Required Reading Materials:**

Brown and Shannon, eds. *Going to the Source: The Bedford Reader in American History Vol. 1: To 1877* (ISBN: 9781319027490)

Barney, *The Making of a Confederate: Walter Lenoir’s Civil War* (New York Oxford University Press, 2008) (ISBN: 9780195314342)

Johnson and Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19<sup>th</sup>-Century America* (New York: Oxford University Press, 2012) (ISBN: 9780199892495) (this book is also available in ebook form from the UNCG Library).

## **Graded Work:**

The class will be graded based on student performance in 6 categories:

### **1. Attendance – 10%**

**Attendance is required.** Attendance will be taken at the beginning of class meeting. Students may have four (4) unexcused absences without penalty. Absences will only be excused for official UNCG-approved events, illness (with a doctor's note or other legitimate documentation), or family emergencies. Absences are excused at the instructor's discretion.

### **2. Participation – 10%**

A key aspect of the historical profession – and an important skill for any profession – is the ability to communicate clearly. Students are expected to read the assigned materials for each class and to actively participate in class discussions. Students will, with the instructor's assistance, analyze written documents, images, and audio/visual resources, and 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.

As an optional form of participation, in weeks 2-16, if you complete all the reading questions for the week and bring them to class on Monday, I will consider that participating. This should not be your only form of participation.

### **3. Syllabus Quiz & Introductory Discussion Post – 5%**

Beginnings are important. Because it is important that you begin the course with a clear understanding of course expectations and requirements, and that you become acquainted with your fellow students, I have assigned two introductory assignments, both available on Canvas, and both due on August 20 at 11:59 pm – a syllabus quiz, which will test your comprehension of this syllabus, and a discussion post to allow you to introduce yourself to your classmates.

### **4. Writing Assignments – 30%**

Students will complete three (3) writing assignments in this class, at the end of units 1, 3, and 4. These assignments will answer the “essential question” for the multi-week unit, and will use assigned readings to answer the question. These papers should be at least 1000 words long, but should be no more than 2000 words long. All written assignments must be written using standard formatting (12-point font, using a standard typeface (Times New Roman, Garamond, Calibri, etc.), double-spaced, with 1-inch margins). Please include page numbers. No title page is necessary. All assignments must be submitted on Canvas. All sources used for written assignments must be properly cited according to the guidelines laid out in *The Chicago Manual of Style*, which is available on-line.

### **5. Weekly Reading Quizzes – 15%**

There are 12 quizzes throughout the semester, given in class on Tuesdays. These quizzes focus on primary documents (required readings) assigned to be read for the week. Consult weekly reading questions on Canvas in order to prepare for class discussions and for weekly quizzes.

## 6. Midterm and Final – 30% (15% each)

There will be two exams in this class – a take-home midterm exam due on October 2, and an in-class final exam on December 6.

### Course Policies and Resources:

- **Late Policy:**

It is important to hand in assignments on time, both for this class and as practice for the professional world. The take-home exam (due October 2) and the written assignments (due September 13, November 1, and November 27) should be submitted on Canvas by 11:59 pm on the day that they are due. For every day that a paper is late, I will deduct 3 points from the total grade. If you know of any reason in advance that you will not be able to hand in an assignment on time, please inform the instructor.

- **Make-up Quizzes:**

You will not be able to make up quizzes after the day they are assigned, even if your absence was excused. If you know you will be absent on a quiz day, you should make arrangements with the instructor to take the quiz ahead of time. **I will drop the lowest two (2) quiz grades at the end of the semester.**

- **Digital Devices:**

Laptop computers and other devices for viewing documents and taking notes are permitted, but only for those purposes. If you choose to use these devices to work on assignments for other classes, or to distract yourself or others during class, you will be counted absent. **Cell phone use is not permitted.** If you choose to use a cell phone, you will be counted absent. Additionally, headphones or earbuds are also not allowed, and you will be counted absent if you choose to use them in class.

- **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), 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.

- **UNCG Writing Center, Libraries, and Speaking Center:**

For assistance with writing assignments, contact the UNCG Writing Center, where staff members hold appointments both in person and via instant-messaging. The Digital Media Commons and the Digital ACT Studio in Jackson Library provide help with multimedia projects and UNCG's Speaking Center offers a great resource for building public, small-group or individual speaking skills.

- **Academic Integrity & Plagiarism:**

The UNC-Greensboro community values integrity in the work of its students. To that end, you must submit work that you yourself have written. Copying the work of others (including textbook authors or Wikipedia!) and passing it off as your own (known as plagiarizing) will not be tolerated in this classroom. The consequences for plagiarism can include receiving a zero for the assignment, a failing grade for the class and/or university sanctions. To prevent plagiarism, all students will submit their papers through Turnitin. This program compares students' work to thousands of other websites and student papers in its database.

- **Communication**

As an instructor, I am committed to being available and accessible. My office hours are Tuesday and Thursday, from 2-3 (the hour before our class meetings) and I am also available by appointment. When making an appointment, please make every effort to arrive at the scheduled time, and if you need to miss the appointment, please let me know as soon as possible. I am also always available by email. During the week (Monday through Friday) I will make every effort to respond to your initial inquiry within 48 hours. Students are expected to be professional and courteous in their email communications (correct grammar and spelling are always appreciated, and “please” and “thank you” truly are the “magic words”).

Consider becoming a history major! Visit the [History Department Website](#) to learn more about the department and the major, and check out the [UNCG History Department Facebook page](#) to stay up-to-date on department events, history news, and student accomplishments!

## Class Schedule and Assignments:

*\*this schedule may be changed at the instructor's discretion*

**Each week's readings should be completed before class on Tuesday.**

### Unit 1: American Histories Before 1763

#### **Week 1: Defining and Doing History; Precontact**

##### 01. Tuesday, August 14: Introductions/Defining and Doing History

- McNeill, "Why Study History" (link on Canvas);
- Stearns, "Why Study History?" (link on Canvas);
- Wineberg, "Thinking Like a Historian" (link on Canvas).
- Andrews and Burke, "What Does it Mean to Think Historically?" (link on Canvas)

##### 02. Thursday, August 16: Precontact

- Jack Hitt, "Mighty White of You: Racial Preferences Color America's Oldest Skulls and Bones," *Harper's*, July 2005, pp. 39-55 (document on Canvas)
- Alan Taylor, "Natives, 13,000 B.C – A.D. 1492)," *American Colonies*. pp. 3-22 (document on Canvas).
- *Going to the Source*, Chapter 1

\*Your initial post on the "Getting to Know You" discussion board on Canvas is due on August 17 at 11:59 pm. Your responses are due by Monday, August 20 at 11:59 pm.\*

\*The Syllabus Quiz is due by Monday, August 20 at 11:59 pm\*

#### **Week 2: The Atlantic World**

##### 03. Tuesday, August 21: Creating the Atlantic World

- Taylor, *American Colonies*, pp. 24-37, 51-66 (document on Canvas)
- Norton, "Conquests of Chocolate," *OAH Magazine of History* 18, no. 3, The Atlantic World (April 2004), 14-17 (document on Canvas)
- Primary documents: Christopher Columbus, "The Diario of Christopher Columbus's First Voyage to America, (1492-1493)" (document on Canvas); Bernal Diaz del Castillo, "The Conquest of New Spain, (1632)" (document on Canvas); "Mexican Accounts of Conquest from the Florentine Codex, (c. 1547)" (document on Canvas); Bartolomé de Las Casas, "The Devastation of the Indies: A Brief Account, (1542)"

##### 04. Thursday, August 23: The Atlantic Slave Trade

- "Why Were Africans Enslaved?" in David Northrup, ed., *The Atlantic Slave Trade, Second Edition* (New York: Houghton Mifflin, 2002), pp. 1-29 (document on Canvas);
- Marcus Rediker, "Introduction" and Chapter 1, *The Slave Ship: A Human History* (New York: Viking, 2007) (document on Canvas);
- Primary documents: John Hawkins, "An Alliance to Raid for Slaves" (1568) (document on Canvas); Willem Bosman, "Trading on the Slave Coast" (1700) (document on Canvas); Olaudah Equiano, "Kidnapped, Enslaved, and Sold Away" (c. 1756) (document on Canvas).

### **Week 3: An English Empire in the Americas**

#### 05. Tuesday, August 28: Founding an English Empire in the Americas

- Peter Linebaugh and Marcus Rediker, *The Many Headed Hydra: Sailors, Slaves, and Commoners, and the Hidden History of the Atlantic* (Boston: Beacon Press, 2000), pp. 8-35 (document on Canvas);
- Primary documents: George Peckham, "A True Reporte of the Late Discoveries," (1583) (document on Canvas); Richard Hakluyt, the Younger, "Discourse of Western Planting," (1584) (document on Canvas); Richard Hakluyt, the Elder, "Inducements to the Liking of the Voyage Intended towards Virginia" (1585) (document on Canvas).

#### 06. Thursday, August 30: A Nation Among Nations: English/American Indian Encounters

- Kathleen Brown, "The Anglo-Algonquian Gender Frontier," in *Negotiators of Change: Historical Perspectives on Native American Women*, ed. Nancy Shoemaker (New York: Routledge, 1995), pp. 26-48 (document on Canvas).
- Primary documents: John Winthrop, "But What Warrant Have We To Take That Land" (1629) (document on Canvas); John Smith, "Description of Virginia" (document on Canvas); Father Paul LeJeune, "Encounter with the Indians" (document on Canvas); "John Lawson Encounters North American Indians, 1709," <http://www.americanyawp.com/reader/colliding-cultures/john-lawson-encounters-north-american-indians-1709/>.

### **Week 4: Colonial America**

#### 07. September 4: Colonial America, Chesapeake

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 138-157 on Canvas
- Primary documents: [Virginia Company], "A True Declaration of the Estate of the Colonie in Virginia," (1610) (document on Canvas); James Revel, "The Poor Unhappy Transported Felon's Sorrowful Account of His Fourteen Years Transportation at Virginia in America," (c. 1680) (document on Canvas); "The Trappan'd Maiden, or, the Distressed Damsel," (c. 1700) (<https://brbl-dl.library.yale.edu/vufind/Record/3953384>); "Servitude and Slavery in 17th -Century Virginia Courts," (1630-89) (document on Canvas)

#### 08. Thursday, September 6: Colonial America, New England/Colonial American, Carolina

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 158-186, 222-224 (document on Canvas).
- *Going to the Source*, Chapter 2
- Primary source documents: "John Winthrop Dreams of a City on a Hill, 1630," <http://www.americanyawp.com/reader/colliding-cultures/john-winthrop-dreams-of-a-city-on-a-hill-1630/>; "The Stono Rebellion in South Carolina" (1739) (document on Canvas)

### **Week 5: Colonial America, II**

#### 09. September 11: Middle Colonies

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 246-272 on Canvas
- Primary source document: Gabriel Thomas, "Pennsylvania, The Poor Man's Paradise" (1698) (document on Canvas).

## 10. September 13: Colonial (Dis)Order – Prelude to the Revolution

- Peter Linebaugh and Marcus Rediker, “Sailors and Slaves in the Revolution,” in *The Social Fabric*, ed. Thomas L. Hartshorne (New York: Longman, 2006), pp. 131-49 (document on Canvas).
- *Going to the Source*, Chapter 4.
- Primary source documents: “New Jersey Land Riots” (1746 and 1748) (document on Canvas); William Livingtons, “The Vanity of Birth and Titles; with the Absurdity of Claiming Respect without Merit” (1753) (document on Canvas); Paxton Boys, “Manifesto” (1764) (document on Canvas); North Carolina Regulators, “Shew Yourselves to be Freemen” (1769) (link on Canvas); J. Hector St. John Crèvecoeur, “What is an American?” (1770) (document on Canvas)
- **Writing Assignment #1 due on Canvas by 11:59 pm**

## Unit 2: “Free and Independent States”: The American Nation, 1763-1800

### **Week 6: The American Revolution**

#### 11. September 18: “Let Facts be Submitted” – Causes of the American Revolution

- *Going to the Source*, Chapter 5
- Primary source documents: Thomas Paine, *Common Sense* (links on Canvas); Ann Hulton, “Loyalist View of Colonial Unrest” (1774) (document on Canvas); Dunmore’s Proclamation (1775) (document on Canvas); Thomas Jefferson, “Declaration of Independence” (1776).

#### 12. September 20: “The World Turned Upside Down” – The Revolutionary War

- Primary source documents: Abigail and John Adams, “Remember the Ladies” (1776) (document on Canvas); Joseph Brant, “Mohawk Loyalty to Britain” (1776)(document on Canvas); John Dickinson, “A Speech Against Independence” (1776) (document on Canvas); Slave Petitions for Freedom during the Revolution (1774-79) (document on Canvas); Narrative of Boyreureau Brinch (1810) (document on Canvas); Narratives of Revolutionary War Veterans (1830s) (document on Canvas).

### **Week 7: Founding a New Nation**

#### 13. September 25: Debating the Constitution

- Alfred F. Young, “The Pressures of the People on the Framers of the Constitution,” in *Major Problems in American History*, Volume I, 3rd Edition, eds. Elizabeth Cobbs-Hoffman et al., 139-146 (document on Canvas).
- *Going to the Source*, Chapter 6
- Primary source documents: William Finlay, “On Democracy, Banks, and Paper Money,” 1786 (document on Canvas); Shay’s Rebels, “Grievances,” 1786 (document on Canvas)

#### 14. September 27: The 1787 Constitution and its Ratification

- Primary source documents: Constitution (1787) (link on Canvas); Bill of Rights (1791) (link on Canvas); Elbridge Gerry, “The Danger of the Levelling Spirit” (1787); George Clinton, “To The Citizens of the State of New York,” (1787); “Keep Within Compass” cartoon (c. 1785); James Madison, “The Federalist, No. 10” (all documents on Canvas)

## **Week 8: Challenges to a New Nation**

### 15. October 2: The Tumultuous 1790s

- Drew R. McCoy, “The Fears of the Jeffersonian Republicans” (document on Canvas); Linda Kerber, “The Fears of the Federalists” (document on Canvas)
- Going to the Source*, Chapter 7
- Primary source documents: Governor Thomas Mifflin, “Proclamation on Unlawful Combinations,” 1794; Judge Alexander Addison, “On the Whiskey Rebellion,” 1794; “Proclamation of Neutrality,” 1793 (all documents on Canvas)

### 16. October 4: No Class; **Take-Home Midterm due by 11:59 pm.**

**Note: October 5 is the last day to withdraw from a course without incurring a WF grade**

## **Unit 3: The New Republic – 1800-1846**

## **Week 9: America in the Age of Jefferson**

### 17. October 9: FALL BREAK

### 18. October 11: The Age of Jefferson

- Going to the Source*, Chapter 8
- Begin reading Wilentz and Johnson, *The Kingdom of Matthias*
- Wilentz, “The Making of Jeffersonian Democracy,” *The Rise of American Democracy* (New York: W.W. Norton, 2005), 72-98 (on Canvas)
- Crash Course US History, #9 and #10 (links on Canvas)
- Primary source documents: Jefferson on British aggression (1815); John Adams on George Washington’s “Talents” (1807); Alexander Hamilton to Harrison Gray Otis (1800); Jefferson to David Howell (1815) (all documents on Canvas)

## **Week 10: The Market Revolution**

### 19. October 16: Politics and Society in the Market Revolution

- Continue reading Wilentz and Johnson, *The Kingdom of Matthias*
- Watson, “The Great Body of the People,” *Liberty and Power: The Politics of Jacksonian America* (New York: Hill and Wang, 2006), 17-41 (on Canvas).
- Primary source documents: James Flint, “Panic of 1819” (1822); David Crockett, “Advice to Politicians” (1833); “The Journeyman’s Dilemma” document collection (1810-1829); B. Julianna, “Factory Life as it Is” (1829-1845); “Accounts of Urban Riots” (1835); William Sanger, “New York Prostitutes” (1858) (all documents on Canvas)

### 20. October 18: Religion in the Market Revolution

- Continue reading Wilentz and Johnson, *The Kingdom of Matthias*
- Howe, “Awakenings of Religion,” *What Hath God Wrought: The Transformation of America, 1815-1848* (New York: Oxford University Press, 2007), 164-202 (on Canvas).
- Primary source documents: Beecher, “A Plea for the West” (1835); Garrison, “Truisms” (1831); David Walker, “Appeal to the Coloured Citizens of the World” (1829) (all documents on Canvas)



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

### 23. October 23: Indian Removal and Nullification Crisis

- Continue reading Wilentz and Johnson, *The Kingdom of Matthias*
- Watson, "Our Federal Union. It Must Be Preserved," *Liberty and Power: The Politics of Jacksonian America* (New York: Hill and Wang, 2006), 96-131 (on Canvas).
- Going to the Source*, chapter 9.
- Primary source documents: Tecumseh's Plea to the Choctaws and the Chickasaws; James Tallmadge, "Denunciation of Slavery in Missouri" (1819) (all documents on Canvas)

### 24. October 25: The Second Party System: Democrats vs. Whigs

- Finish reading Wilentz and Johnson, *The Kingdom of Matthias*
- Watson, "The Second American Party System," *Liberty and Power: The Politics of Jacksonian America* (New York: Hill and Wang, 2006), 231-253.
- Primary source documents: Whig Party Platform, 1848; Democratic Party Platform, 1848; Clay, "In Defense of the American System (1832) (all documents on Canvas)

## **Week 12: The South in the Market Revolution**

### 21. October 30: Creating the "Old South"

- Stephanie McCurry, "The Two Faces of Republicanism: Gender and Proslavery Politics in Antebellum South Carolina," *Journal of American History*, Vol. 78, No. 4 (Mar., 1992), pp. 1245-1264 (on Canvas)
- Daniel R. Hundley, from *Social Relations from Our Southern States*; Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery* (all documents on Canvas)

### 22. November 1: Slavery and the Market Revolution

- Brenda Stevenson, "Distress and Discord in Virginia Slave Families, 1830-60," in *In Joy and In Sorrow: Women, Family, and Marriage in the Victorian South, 1830-60*, pp. 103- 124 (on Canvas)
- Edward Baptist, "Left Hand," *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (New York: Basic Books, 2014), 111-144.
- Going to the Source*, chapter 10.
- Writing Assignment #2 due by 11:59 pm.**

## **Unit 4: Road to Disunion and the Civil War: 1846-1865**

## **Week 13: Western Expansion and the Challenge to the American Republic**

### 23. November 6: Western Expansion and the Mexican American War

- Susan Lee Johnson, "'Domestic' Life in the Diggings: The Southern Mines in the California Gold Rush," in Matsumoto and Allmendinger, eds., *Over the Edge: Remapping the American West*, pp. 107-132 (on Canvas)
- Primary source documents: John O'Sullivan, "Annexation," *The United States Magazine and Democratic Review* 17 (document on Canvas)

### 24. November 8: Compromise of 1850 and Political Crises of the 1850s

- *Going to the Source*, Chapter 11
- Primary source documents: Secession Era Editorials Project; George Fitzhugh, *Cannibals All! or Slaves Without Masters* (1857); James D. B. DeBow, “The Interest in Slavery of the Southern Non-Slaveholder”; Frederick Law Olmsted, *The Cotton Kingdom* (1861); and Frederick Douglass, “What to the Slave is the Fourth of July?” (1852) (all documents on Canvas)

#### **Week 14: “The Union is Dissolved!” The Outbreak of the Civil War**

##### 25. November 13: Secession and Descent to War

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, 3-45
- Primary source documents: South Carolina’s “Declaration of Causes” (December 24, 1860); Mississippi’s “Declaration of Causes” (January 9, 1861); Georgia’s “Declaration of Causes” (January 19, 1861) (documents on Canvas)

##### 26. November 15: The Civil War on the Frontline

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 46-85
- *Going to the Source*, chapter 12
- Primary source documents: Antietam National Battlefield, Letters and Diaries of Soldiers and Civilians (document on Canvas)

#### **Week 15: The Civil War on the Homefront**

##### 27. November 20: The Civil War on the Homefront

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 86-140
- Primary source documents: Julia Johnson Fisher, “Diary,” 1864 (document on Canvas)
- **Writing Assignment #3 due on Canvas by 11:59 pm**

##### 28. November 22: Thanksgiving – NO CLASS

#### **Week 16: The End of the Civil War and the Beginning of Reconstruction**

##### 29. November 27: The End of the Civil War and the Beginning of Reconstruction

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 141-231
- Primary source documents: Spotswood Rice to “My Children” (1864) and Spotswood Rice to Kitty Diggs (1864) (documents on Canvas)

**Final Exam: December 6, 3:30-6:30 pm in MHRA 1214**