
History 211-02 (Fall 2020)

United States History to 1865

Online

Why is this illustration a problematic representation of what really happened? Let's talk about it during the introductory Canvas & Syllabus Tour!



*Mayflower in Plymouth Harbor, by William Halsall ([click for source](#))

Instructor: Ms. Jewel Parker

Office Hours: Google Hangouts, by appointment

Email: jcparke2@uncg.edu

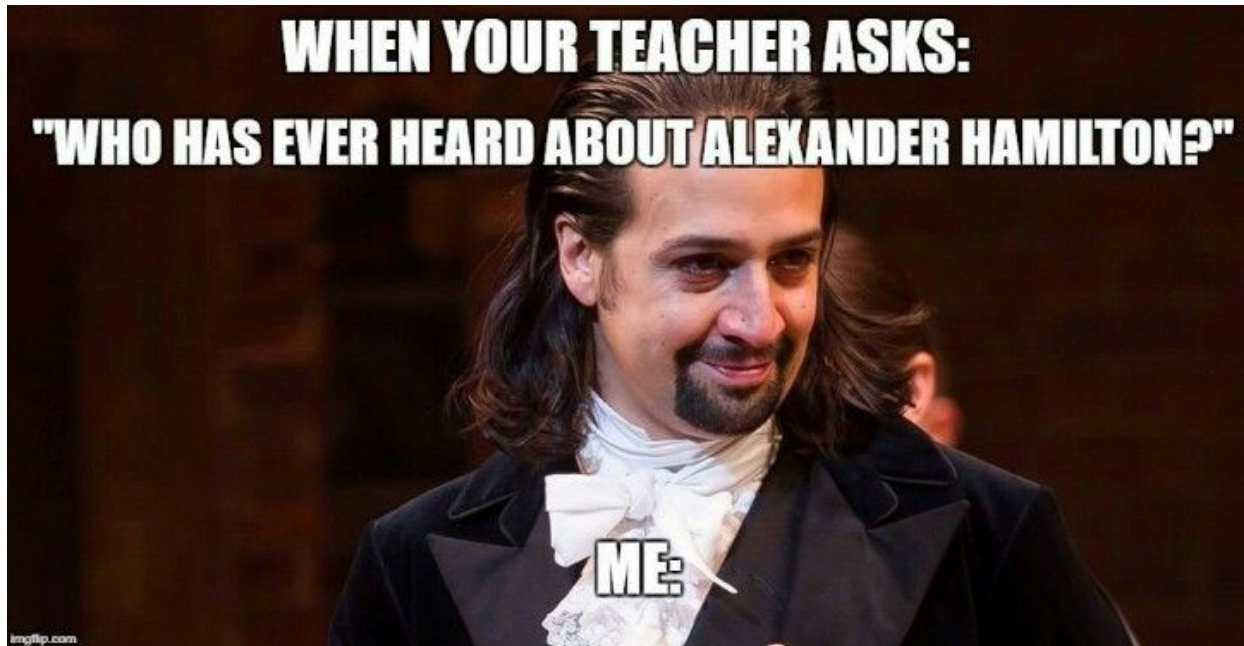
Diversity Statement:

I consider this online classroom to be a place where you will be treated with respect, and I welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

Preferred Name / Pronoun: I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

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 (GHP) 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 Specific Student Learning Outcomes (SLOs):

1. Analyze the roles of ordinary people and debates in the history of the United States to correct popular myths and misconceptions about American history.
2. Contextualize and interpret primary and secondary texts to determine validity and reliability and connect them to the larger themes in American history.
3. Assess and compare changes in various racial, ethnic, religious, and gender norms and expectations that shaped the United States from its founding through the Civil War.

Course Facilitator Expectations:

- The course facilitator will provide feedback on all assessments within 24-48 business hours.
- The course facilitator monitors all discussion posts and provides feedback when appropriate.
- The course facilitator will answer all emails from students within 24 business hours on weekdays and 48 hours on weekends.
- Any course updates and new information will be sent via course announcement in Canvas as early in the week as possible.

Participant Expectations:

- Plan to spend at least 2-5 hours a week completing this course. This time includes reviewing the module, submitting your assessments, and participating in the discussions.
- If you are unable to meet a deadline or experience a personal issue, please notify the course facilitator immediately.
- Be respectful of others in your discussion posts and replies. Your feedback should be constructive and sensitive. Think about the replies that you would want to receive. Please review these [netiquette](#) guidelines for the course.
- If you have a specific question about your course, email the course instructor. If you have a general question about the specific topic that week, use the Q & A discussion forum so that everyone can share their answers. Your question and the answer may benefit others in the course.

Required Texts: Throughout the semester, we will examine a variety of sources including videos, artwork, and primary and secondary source documents. The following book is available to purchase at the university books store. However, it is also available online as a free, open-access book. All other reading and source material will be available on the course Canvas page or linked to the syllabus.

[The American Yawp: A Massively Collaborative Open U.S. History Textbook](#). Volume 1. Redwood City, CA: Stanford University Press, 2019-2020 Updates.

Course Requirements

Quizzes (GHP 1, 2; SLO 1, 2, 3): Occasionally, the instructor will assign short quizzes of the lecture content and readings for a particular week. Quizzes allow the instructor to assess how well students are understanding and interpreting the historical content from the reading. These short formative assessments also help prepare students for the summative exams that will occur at the end of each module. Quizzes will be in short answer format. When assigned, quizzes will be published on Canvas at the beginning of the week. Students may take the quiz as many times as they would like up to the due date and time. **When assigned, quizzes will be due on Wednesday mornings at 9:00 AM.** The instructor will grade and provide feedback for the most recent submission.

Discussion Boards (GHP 1, 2; SLO 1, 2, 3): Most weeks, I will assign a discussion board assignment to help you learn a specific historical skill and enhance student engagement with the course and with one another in an online setting. These measurable assessments will vary in instruction and format. Students will watch the necessary lecture that explains the historical skill for that week, read any accompanying notes or sections from their book, and perform the task themselves. Each discussion board will explicitly link the week’s inquiry question to the textbook and primary source readings. The three larger exams will be made up of similar types of questions as these weekly discussion board assignments. **Except for weeks where there are scheduled university breaks and holidays, the initial post will be due on Wednesdays at 11:59 PM and responses to two classmates will be due on Fridays at 9:00 AM.**

Exams: (GHP 2; SLO 1, 2, 3): There will be three exams in this course—one for each chronological module, “Colonial America,” “Building America,” and “Dividing America.” Each exam will be skills and content-driven, based largely on lectures, class discussions, readings, and videos. **The exams will be due on Fridays, September 25th, October 30th, and December 4th, all at 9:00 AM.** The first exam will be a smaller percentage grade weight than the 2nd and 3rd exams.

Late Policy: Assignments are due on the dates and at the times listed in the course schedule. A late assignment will receive 1 point off for each day it is late (including holidays and weekends). If you anticipate being unable to turn in an assignment on time, you will need to contact me via email or Canvas **before** the day the assignment is due.

Evaluation

Grades will be based on four different aspects of student performance: (1) quizzes, (2) weekly discussion boards, and (3) module exams. The final grade will be determined according to the following calculation:

Quizzes:	20% total
Discussion Boards:	30% total
Exams:	50% total
“Colonial America” Exam:	10 %

“Building America” Exam: 20 %

“Dividing America” Exam: 20 %

100% possible

Grading Scale: A: 93-100 B+: 87-89 C+: 77-79 D+: 67-69 F: 0-59

A-: 90-92 B: 83-86 C: 73-76 D: 63-66

B-: 80-82 C-: 70-72 D-: 60-62

Syllabus Modifications: I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations. I reserve the right to modify or alter any part of the syllabus as the course progresses. It is your responsibility to watch for any class announcements about alterations. **Subscribe to Canvas Announcements.**

Academic Integrity: All work must be your own. UNCG prohibits any and all forms of academic dishonesty. It is the student’s responsibility to know what constitutes academic integrity and to be familiar with UNCG policies which can be found here: <https://osrr.uncg.edu/academic-integrity/>. Students who engage in academic dishonesty (such as plagiarizing part of a paper or cheating on an exam) will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. Do not attempt it.

Resources

Useful Resources: UNCG provides a variety of useful services for students that focus on writing, speaking, and researching. Check them out!

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

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

UNCG History Club Facebook Page: <https://www.facebook.com/pages/category/College---University/UNCG-History-Club-330609154061135/>

Jackson Library Website: <https://library.uncg.edu/>

Writing Center Website: <https://writingcenter.uncg.edu/>

Speaking Center Website: <https://speakingcenter.uncg.edu>

***In the case of a personal or family emergency, contact the Dean of Students office and they will contact all your instructors: deanofstudents@uncg.edu; (336) 334-5514.**

Americans with Disabilities Act (ADA): NCG seeks to adhere to the ADA and provide equal access to a college education. Students with any questions or needs related to academic accommodations for disabilities should contact the Office of Accessibility Resources and Services (OARS), located in the Elliot University Center, Suite 215. For more information, please see <https://ods.uncg.edu>.

Topical Course Schedule:

Week 1-Introduction

8/19-8/21

Inquiry Questions: What do historians do? Why do we study history?

Week 1 To-Do List:

- **Submit:** Introductory Discussion Board
 - Begin by introducing yourself by Wednesday, August 19th at 11:59 PM, and respond to two classmates by Friday, August 21st at 9:00 AM

Module 1: Colonial America

Week 2- America Before Amerigo and the Columbian Exchange

***8/24 is the last day to add a course or course section for the standard term, Last day to withdraw from a course for tuition and fees refund; course withdrawal policy in effect after this date.**

8/24-8/28

Inquiry Questions: Where and when does American history begin?

Week 2 To-Do List: Recognizing the Differences Between Primary and Secondary Sources

- **Lecture:** The People Who Discovered Europeans

- **Read:** *The American Yawp*, [Indigenous America Part 3 "European Expansion," Part 4, "Spanish Exploration and Conquest," and Part 5, "Conclusion"](#)
 - **Primary Source Readings:**
 - *The American Yawp*, [An Aztec Account of the Spanish Attack](#)
 - *The American Yawp*, [Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542](#)
- **Submit:**
 - Week 2 Quiz_due by Wednesday, August 26th at 9:00 AM
 - Week 2 Discussion Board: Understanding History as an Interpretive Discipline
 - First post due by Wednesday, August 26th at 11:59 PM, and respond to two classmates by Friday, August 28th at 9:00 AM

Week 3- Beginnings of English America, 1607-1692

8/31-9/4

Inquiry Question: How does Virginia change the course of English settlement in America?

Week 3 To-Do List: Questioning the Validity of Primary Sources

- **Lecture:** Pocahontas, John Smith, and Their Roles in the Success of Jamestown Settlement
- **Reading:** [The American Yawp, Colliding Cultures, Part 5 "Jamestown"](#)
 - **Primary Source Reading:** John Smith Primary Sources (on Canvas)
- **Watch:** [John Smith \(4 minutes, 44 seconds\)](#)
- **Submit:** Week 3 Discussion Board-Debating Which Account is More Accurate and Why
 - First post due by Wednesday, September 2nd at 11:59 PM, and respond to two classmates by Friday, September 4th at 9:00 AM

Week 4- The People of Colonial America

***No class on 9/7 for Labor Day holiday. Classes dismissed; offices closed.**

9/9-9/11

Inquiry Question: Is there a common colonial identity in Anglo-North America?

Week 4 To-Do List: Sourcing: Information Literacy Assignment

- **Lecture:** Beyond the Chesapeake

- **Reading:** *The American Yawp*, [Colliding Cultures--Part 6, "New England,"](#) and 7, ["Conclusion"](#)
 - **Primary Source Reading:** Pick one of these primary sources for completing the information literacy assignment.
 - *The American Yawp*, [Boston Trader Sarah Knight on her travels in Connecticut, 1704](#)
 - *The American Yawp*, [Rose Davis is sentenced to a life of slavery, 1715](#)
 - *The American Yawp*, [Eliza Lucas Letters, 1740-1741](#)
- Submit: Week 4 Discussion Board Skills Assignment for Information Literacy
 - First post due by Wednesday, September 9th at 11:59 PM, and respond to two classmates by Friday, September 11th at 9:00 AM

Week 5- Slave Trading and Enslaved Peoples

9/14-9/18

Inquiry Question: How do we know about enslaved Africans' experiences and journeys to and within America? Pay attention to the continuities and preservation of traditional culture, language, music, or other beliefs among enslaved Africans while showing how they interacted with a changed world.

Week 5-Sourcing: Evaluating Non-Print Sources

- **Lecture:** The Black Atlantic
- **Watch:** "Ghosts of Amistad: In the Footsteps of Rebels" (Film), directed by Tony Buba, produced by Markus Rediker. (Filmmakers Library, 2014, 56 min.)
 - How to Access: Jackson Library Website; Research Guides; History; Films; Music and Images; Streaming Films; Academic Video Online; Alexander Street; (then search for title) Or: search.alexanderstreet.com/view/work/2748533.
- **Submit:**
 - Week 5 Quiz due on Wednesday, September 16th at 9:00 AM
 - Week 5 Discussion Board: Evaluating Non-Print Sources
 - First post due by Wednesday, September 16th at 11:59 PM, and respond to two classmates by Friday, September 18th at 9:00 AM

Week 6-Review of Module 1

9/21-9/25

Week 6-To-Do List:

- Optional Zoom Review Meeting, Monday, September 21st at 10:00 AM
 - Zoom Meeting Link Provided on Canvas
- **Submit:** Module 1 Exam due on 9/25 at 9:00 AM

Module 2: Building America

Week 7- The Consumer Revolution

9/28-10/2

Inquiry Question: What caused the Consumer Revolution, and how did it change American life?

Week 7 To-Do List: Introduction of Close Reading

- **Lecture:** Consumer Revolution and American Slavery
- **Reading:** *The American Yawp*, "[Colonial Society](#)";--Part 1, "[Introduction](#)," Part 2, "[Consumption and Trade in the British Atlantic](#),"and Part 3 "[Slavery, Anti-Slavery, and Atlantic Exchange](#)"
 - **Primary Source Reading:**
 - Pick one runaway slave advertisement from the [NC Runaway Slave Advertisements, 1750-1865 Database](#)
- **Submit:**
 - [Week 7 Discussion Board- Close Reading of NC Runaway Slave Advertisements, 1750-1865](#)
 - First post due by Wednesday, September 30th at 11:59 PM, and respond to two classmates by Friday, October 2nd at 9:00 AM

Week 8- The American Revolution, 1736-1783

10/5-10/9

Inquiry Questions: Why did some oppose or favor the Revolution? How revolutionary was the outcome of the war?

Week 8 To-Do List: Sourcing and Close Reading Practice

- **Lecture:** What Really Happened at the Boston Massacre?
- **Reading:** *The American Yawp*, "[The American Revolution](#)"--Part 1, "Introduction," Part 2, "[The Origins of the American Revolution](#)," and Part 3 "[The Causes of the American Revolution](#)," and Part 6, "[The Consequences of the American Revolution](#)"
 - **Primary Source Reading:**
 - Accounts by Thomas Preston (Loyalist) and Samuel Drowne (Patriot) (on Canvas)
- **Submit:**
 - Week 8 Quiz due on Wednesday, October 7th at 9:00 AM
 - Week 8 Discussion Board-Sourcings and Close Reading Assignment
 - First post due by Wednesday, October 7th at 11:59 PM, and respond to two classmates by Friday, October 9th at 9:00 AM

Week 9- Constitution Controversy

10/12-10/16

Inquiry Question: What can the debates surrounding the Constitution tell us about early Americans' view of government?

Week 9 To-Do List: Close Reading: Graphic Organizer Assignment

- **Lecture:** The Battle to Ratify the Constitution
- **Reading:** *The American Yawp*, "[A New Nation](#)"--Part 3, "[The Constitutional Convention](#)," Part 4, "[Ratifying the Constitution](#)," and Part 5, "[Rights and Compromises](#)"
- **Primary Source Readings:**
 - Melancton Smith, June 21, 1788 (Anti-Federalist Position) and Alexander Hamilton, June 21, 1788 (Federalist Position) (on Canvas)
- **Submit:**
 - Week 9 Quiz due on Wednesday, October 14th at 9:00 AM
 - Week 9 Discussion Board: Close Reading Graphic Organizer Assignment
 - First post due by Wednesday, October 14th at 11:59 PM, and respond to two classmates by Friday, October 16th at 9:00 AM

Week 10- Alexander Hamilton Versus Thomas Jefferson

10/19-10/23

Inquiry Question: Did the United States draw more from the vision of Alexander Hamilton or Thomas Jefferson?

Week 10 To-Do List: Close Reading of Letters

- **Lecture:** Hamilton Versus Jefferson
 - **Reading:** The American Yawp, ["A New Nation"--Part 6, "Hamilton's Financial System," Part 10, "The Election of 1800," and Part 11 "Conclusion"](#)
 - **Primary Source Readings:**
 - Alexander Hamilton Letter to George Washington, 1792 and Thomas Jefferson Letter to George Washington, 1792 (on Canvas)
- **Submit:**
 - Week 10 Discussion Board: Hamilton Versus Jefferson Sourcing and Close Reading Review Assignment
 - First post due by Wednesday, October 21st at 11:59 PM, and respond to two classmates by Friday, October 23rd at 9:00 AM

Week 11-Review of Module 2

10/26-10/30

Week 11 To-Do List:

- Optional Zoom Review Meeting, Optional Zoom Review Meeting, Monday, October 26th at 10:00 AM
 - Zoom Meeting Link Provided on Canvas
- **Submit:**
 - [Module 2 Exam](#) due on Friday, October 30th at 9:00 AM

Module 3: Dividing America

Week 12-Hamilton's America

11/2-11/6

Inquiry Question: *Why did the Burr-Hamilton duel happen?*

Week 12 To-Do List: Introduction of Contextualization

- **Lecture:** Understanding the Burr-Hamilton Duel
- **Reading:** "Understanding the Burr-Hamilton Duel" by Joanne Freeman (on Canvas)

- **Watch:** [Hamilton's America: Understanding the Burr-Hamilton Duel](#) (5 minutes, 49 seconds)
- **Submit:**
 - Week 12 Discussion Board: Contextualization of the Burr-Hamilton Duel
 - First post due by Wednesday, November 4th at 11:59 PM, and respond to two classmates by Friday, November 6th at 9:00 AM

Week 13-Jacksonian America, 1829-1837

11/9-11/13

Inquiry Questions: What features distinguish politics in the Age of Jackson from those in the Age of Jefferson and years prior?

Week 13 To-Do List: You Pick Contextualization Assignment

- **Lecture:** Market Revolution, Manifest Destiny, and Reforms
- **Reading:**
 - **Primary Source Readings & Corresponding Textbook Readings:** Pick one of the following pairs (primary source & corresponding textbook chapter) to complete the contextualization assignment.
 - *The American Yawp*, [Nat Turner Explains the Southampton Rebellion, 1831](#) & *The American Yawp*, [The Cotton Revolution](#)
 - *The American Yawp*, [Maria Stewart bemoans the consequences of racism, 1832](#) & *The American Yawp*, [The Market Revolution](#)
 - *The American Yawp*, [Cherokee Petition Protesting Removal, 1836](#) & *The American Yawp*, [Manifest Destiny](#)
 - *The American Yawp*, [Dorthea Dix defends the Mentally Ill, 1843](#) & *The American Yawp*, [Religion & Reform](#)
- **Submit:**
 - Week 13 Discussion Board: You Pick Primary Source-Contextualization Skills Assignment
 - First post due by Wednesday, November 11th at 11:59 PM and respond to two classmates by Friday, November, 13th at 9:00 AM

Week 14-Sectional Crisis & Civil War

11/16-11/20

Inquiry Question: How and why does the South justify secession from the Union?

Week 14 To-Do List: You Pick-Contextualization Assignment

- **Lecture: A Second American Revolution?**
- **Reading:** *The American Yawp*, [The Sectional Crisis](#) & *The American Yawp*, [The Civil War](#)
- **Primary Source Readings:** Pick one of the following primary sources to complete the contextualization assignment.
 - *The American Yawp*, [Harriet Beecher Stowe, Uncle Tom's Cabin, 1852](#)
 - *The American Yawp*, [Charlotte Forten complains of racism in the North, 1855](#)
 - *The American Yawp*, [South Carolina Declaration of Secession, 1860](#)
 - *The American Yawp*, [Alexander Stevens on Slavery and the Confederate Constitution, 1861](#)
- **Submit:**
 - Week 14 Quiz due on Wednesday, November 18th at 9:00 AM
 - Week 14-You Pick Primary Source-Contextualization Skills Assignment
 - First post due by Wednesday, November 4th at 11:59 PM, and respond to two classmates by Friday, November 6th at 9:00 AM

Week 15-Review of What is History?

11/23

Inquiry Questions: *What is history? Why do we study it?*

Week 15 To-Do List: Contextualization Reflection

- **Watch:** “The Language You Cry In” (Film), directed and produced by Alvaro Toepke and Angel Serrano. (California Newsreel, 1998, 53 min.)

How to Access: Jackson Library Website; Research Guides; History; Films; Music and Images; Streaming Films; Academic Video Online; Alexander Street; (then search for title) Or: https://search-alexanderstreet-com.libproxy.uncg.edu/view/work/bibliographic_entity%7Cvideo_work%7C1859904.

- **Submit:**
 - Week 13 Discussion Board: You Pick Primary Source-Contextualization Skills Assignment
 - Because this school week is short due to the break and because I am not offering new lecture content, the deadline for your initial post will be

Tuesday, November 24th at 9:00 AM. Your responses to classmates are due on **Tuesday, November 24th at 11:59 PM**

No class 11/25-11/27

Week 16-Exam Week/ Review of Module 3

11/30-12/4

Week 16 To-Do List

- Optional Zoom Review Meeting, Monday, November 30th at 10:00 AM
 - Zoom Meeting Link Provided on Canvas
- **Submit:**
 - Module 3 Exam must be completed by December 4th at 9:00 AM