

HIS 211-01: History of the United States to 1865

Lectures: TTR 8:00-9:15 in MHRA 1215

Fall 2021

Instructor: Ms. Abigail Shimer

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Office Hours: Tuesday/Thursday 9:30-11:00 in person and on Zoom by Appointment

Course Description

What happens when we put people in the center of the story of America? In this course we will examine how the lives of people living the land we know call the United States changed over the course of history – from prehistoric times to the end of the Civil War. We will see how their experiences changed based on when and where they lived in the United States, as well as, how their race, gender, and class shaped their lives.

Student Learning Outcomes

1. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
2. Create and revise written texts for particular audiences, purposes, and contexts.
3. Through oral or written reflection demonstrate awareness of one's writing choices as well as how one's own writing contributes to ongoing conversations in the relevant discipline.
4. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
5. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
6. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

Course Text

There is no required text for this class that you need to buy. All reading assignments will be online.

The online textbook use for this course is American Yawp, a free online textbook.

Locke, Joseph L. and Ben Wright eds. *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Volume I, Stanford University Press, 2019.

Assignments

- Reflection and Question Board: Every day of class you will post either a reflection or questions about the readings that we will discuss in class that week.
- Midterm Exam
- Reflection Essay

- You will write an essay answering a prompt using primary sources from this course, the textbook, lecture notes. The first part of the paper will be five to seven pages and will be due on September 28, and the final ten to twelve page paper will be due on November 16. More details about the paper will be given in class.
- Final Exam

Grade Scheme

This course is graded out of 1000 points.

| | |
|-------------------------------|-----------------------------|
| Reflection and Question Board | 10 points each (260 Points) |
| Midterm | 150 |
| First Half of Paper | 140 |
| Final Draft | 200 |
| Final Exam | 150 |
| Participation | 100 |

Late Work Policy

All work is due on the assigned date. If you have any issues meeting the deadline, please let me know before the assignment is due. Any unexcused late work will be penalized 10% for each day it is late.

Covid-19 Policy

If you get diagnosed with Covid or have to miss class for a Covid related reason, please let me know as soon as possible. This will allow me to best assist you.

Attendance Policy

Students should come to every class. However, if for some reason you cannot attend class, please email me. Students with fewer than five absences will not receive any grade penalty. Students over five absences will receive a 5-point penalty for every class they miss. Students missing more than 12 classes will fail the class.

Seating Chart

Per UNCG policy, students are required to sit in the seats they are assigned on the first day of class. The seating chart will be posted on the first day of class.

Academic Integrity

Plagiarism and academic dishonesty will not be tolerated. Enrollment in this course and submission of each written assignment constitute students' acceptance of UNCG's Academic Integrity Policy. You can find the full Academic Integrity Policy, here:
<https://drive.google.com/file/d/0B0rFGGhJvbDHUEXSZmFFaWFmb00/view>.

Academic Support & Disability Accommodations

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336) 334-5440, oars.uncg.edu.

Religious Observance

The university allows for a limited number of excused absences each academic year for religious observances required by the faith of the student. Students must notify me in advance of the date of the religious observance.

Writing Center

UNCG has a Writing Center to help students at all levels. Since this is a writing intensive course, you should take advantage of the writing center to improve your writing assignments. Visit the Writing Center (<https://writingcenter.uncg.edu/>) to learn more.

Speaking Center

The Speaking Center provides support for both speaking in class and giving oral presentations. (speakingcenter.uncg.edu)

Office Hours

Office Hours give you a time to speak to me about this class, history in general, or any other concerns you may have. Please let me know if these hours do not work for you and we can schedule something at another time. Additionally, if you do not feel comfortable meeting in person, please let me know and we can schedule a time to meet over zoom.

History Department Websites:

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

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

Introduction

08/17 – Introduction

- Reading – Syllabus

Section One – 10,000 BCE to 1700

Big Question: What was life like before European colonization? How did Atlantic travel affect the lives of Native Americans, Africans, and Europeans?

08/19

- **Reading**
 - [American Yawp Chapter 1 \(Parts I-II\)](#)
 - How Historians Use Archeological Sources (On Canvas)
 - [Native American Creation Stories](#)
- **Assignment**
 - Discussion Board Due before Class

08/24

- **Reading**
 - [American Yawp Chapter 1 \(Parts III-V\)](#)
 - [Journal of Christopher Columbus, 1492](#)
 - [An Aztec Account of the Spanish Attack](#)

- **Assignment**
 - Discussion Board Due before Class

08/26 – NOT MEETING

- **Reading**
 - [American Yawp Chapter 2 \(Parts I-III\)](#)
 - Amerigo Vespucci Describes his First (Third) Voyage to “America,” 1505/6 (On Canvas)
- **Listen**
 - [How Historians Read Historical Sources;](#)
- **Assignment**
 - Discussion Board Due before Class

08/31

- **Reading**
 - [American Yawp Chapter 2 \(Parts IV-VII\)](#)
 - [Olaudah Equiano Describes the Middle Passage, 1789](#)
- **Assignment**
 - Discussion Board Due before Class

09/02

- **Reading**
 - [American Yawp Chapter 3 \(Parts I-II\)](#)
 - [City on a Hill;](#)
 - Dutch-Native American Relations Deteriorate: Keift’s War 1640-1645 (On Canvas)
- **Assignment**
 - Discussion Board Due before Class

09/07

- **Reading**
 - [American Yawp Chapter 3 \(Part III-VI\)](#)
 - [John Cotton, Milk for Babes;](#)
 - [Accusations of Witchcraft;](#)
- **Assignment**
 - Discussion Board Due before Class

Section Two – 1700 to 1800

Key Questions: What was life like for those under British colonization? How did different groups interact and impact each other? What issues led to people deciding to support (or not support) American independence from Great Britain?

09/09

- **Reading**
 - [American Yawp Chapter 4 \(Part I-III\)](#)
 - [Jonathan Edwards Revives Enfield, Connecticut;](#)

- [Samson Occom describes his conversion and ministry;](#)
- [Eliza Lucas Letters;](#)
- **Assignment**
 - Discussion Board Due before Class

09/14

- **Reading**
 - [American Yawp Chapter 4 \(Part IV-VII\)](#)
 - [Extracts from Gibson Clough's War Journal;](#)
 - [Pontiac Calls for War;](#)
- **Assignment**
 - Discussion Board Due before Class

09/16

- **Reading**
 - [American Yawp Chapter 5 \(Part I-III\)](#)
 - [Boston King Recalls Fighting for the British and Securing His Freedom;](#)
 - [Oneida Declaration of Neutrality, 1775](#)
- **Assignment**
 - Discussion Board Due before Class

09/21

- **Reading**
 - [American Yawp Chapter 5 \(Part IV-VII\)](#)
 - [Women in South Carolina Experience Occupation;](#)
- **Assignment**
 - Discussion Board Due before Class

09/23

- **Reading**
 - [American Yawp Chapter 6 \(Sections I-V\)](#)
 - [Mary Smith Cranch Comments on Politics, 1786-87](#)
- **Assignment**
 - Discussion Board Due before Class

09/28

- **Reading**
 - [American Yawp Chapter 6 \(Section VI-XI\)](#)
 - [Hector St. Jean de Crèvecoeur Describes the American people, 1782](#)
- **Assignment**
 - Discussion Board Due before Class
 - First Part of Paper Due

09/30

- **Reading**
 - [American Yawp Chapter 7 \(Sections I-IV\)](#)
 - [Thomas Jefferson's Racism](#)

- [Black Scientist Benjamin Banneker Demonstrates Black Intelligence to Thomas Jefferson, 1791](#)
- **Assignment**
 - Discussion Board Due before Class

10/05

- **Reading**
 - [American Yawp Chapter 7 \(Section V-VII\)](#)
 - [Creek headman Alexander McGillivray \(Hoboi-Hili-Miko\) seeks to build an alliance with Spain;](#)
 - [Abigail and John Adams Converse on Women's Rights;](#)
 - [Abigail Bailey Escapes an Abusive Relationship, 1815](#)
- **Assignment**
 - Discussion Board Due before Class

10/07

- Midterm

Section Three – 1800 to 1845

Key Questions: What did it mean to be an American in the early years of the United States? What groups benefitted during these decades and what debates were happening? How did ideas of race and gender affect people's experience?

10/14

- **Reading**
 - [American Yawp Chapter 8 \(Sections I-III\)](#)
 - [Harriet H. Robinson Remembers a Mill Workers' Strike;](#)
 - [Maria Stewart Bemoans the Consequences of Racism, 1832](#)
- **Assignment**
 - Discussion Board Due before Class

10/21

- **Reading**
 - [American Yawp Chapter 8 \(Sections IV-VII\)](#)
 - [Rebecca Burlend Recalls her Emigration from England to Illinois, 1848](#)
 - [A Traveler Describes Life Along the Erie Canal, 1829](#)
- **Assignment**
 - Discussion Board Due before Class

10/26

- **Reading**
 - [American Yawp Chapter 9 \(Sections I-III, XI\)](#)
 - [Black Philadelphians Defend Their Voting Rights, 1838](#)
 - [Fredrick Douglass, "What to the Slave is the Fourth of July," 1852](#)
- **Assignment**
 - Discussion Board Due before Class

10/28

- **Reading**
 - [American Yawp Chapter 9 \(IV-X\)](#)
 - [Samuel Morse Fears a Catholic Conspiracy, 1835](#)
 - [Rebecca Reed Accuses Nunes of Abuse, 1835](#)
- **Assignments**
 - Discussion Board Due before Class

11/02

- **Reading:**
 - [American Yawp Chapter 10](#)
- **Assignment:**
 - Discussion Board Due before Class

11/04

- **Reading:**
 - [American Yawp Chapter 12](#)
 - [Cherokee Petition Protesting Removal, 1836](#)
 - [Wyandotte woman describes tensions over slavery;](#)
- **Assignment:**
 - Discussion Board Due before Class

Section Four – 1845-1877

Key Questions: How did the ongoing debate over slavery affect the lives of people in the United States? How did the sectional crisis and Civil War affect the people's lives? How did gender, race, and class impact this experience?

11/09

- **Reading**
 - [American Yawp Chapter 11 \(Sections I-IV\)](#)
 - Sojourner Truth, "Ar'n't I a Woman," 1851 (On Canvas)
 - [David Walker's Appeal to the Colored Citizens of the World;](#)
 - [Angelina Grimké, Appeal to Christian Women of the South](#)
- **Assignment**
 - Discussion Board Due before Class

11/11

- **Reading:**
 - [American Yawp Chapter 11 \(Sections V-VII\)](#)
 - [Mary Polk Branch remembers plantation life;](#)
 - Louisa Picquet, *The Octoroon: or Inside View of Southern Deomestic Life* (New York: Published by the Author, Nos. 5 & 7 Mercer Street, 1862), 36-38. (On Canvas)
 - [Harriet Jacobs on Rape and Slavery;](#)
 - Martha Harrison, "I Wasn't Crying 'Bout Mistress, I Was Crying 'Cause The White Bread Was Gone," from Ophelia Settle Egypt, J. Masouka, and Chalres S.

Johnson, eds., "Unwritten History of Slaves, Autobiographical Accounts of Negro Ex-Slaves," Social Science Source Documents No. 1 (Nashville, TN: Fisk University, Social Science Institute, 1946). (On Canvas)

- **Assignment**
 - Discussion Board Due before Class

11/16

- **Reading:**
 - [American Yawp Chapter 13](#)
 - [1860 Republican Party Platform](#);
 - [South Carolina Declaration of Secession](#);
 -
- **Assignment:**
 - Discussion Board Due before Class;
 - Final Draft of Paper Due

11/18

- **Reading:**
 - [American Yawp Chapter 14 \(Sections I-III\)](#)
 - [Alexander Stephens on Slavery and the Confederate Constitution](#);
- **Assignment:**
 - Discussion Board Due before Class

11/23

- **Reading**
 - [American Yawp Chapter 14 \(Sections IV-V\)](#)
 - [Missouri Black Soldier to His Daughters, and to the Owner of One of the Daughters](#)
 - [Freedmen Discuss Post-Emancipation Life with General Sherman, 1865](#)
- **Assignment**
 - Discussion Board Due before Class

11/30

- **Reading**
 - [American Yawp Chapter 15](#)
 - [Jourdon Anderson Writes His Former Enslaver, 1865](#)
 - [A Case of Sexual Violence During Reconstruction, 1866](#)
 - [Mississippi Black Codes, 1865](#)
- **Assignment**
 - Discussion Board Due before Class

12/08

- **Final Exam (8:00-11:00)**

Syllabus is subject to change at the discretion of the instructor. I will notify you of any changes in class.

UNCG Statement on Covid

As we return for fall 2021, the campus community must recognize and address continuing concerns about physical and emotional safety, especially as we will have many more students, faculty, and staff on campus than in the last academic year. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Following face-covering guidelines](#)
- Engaging in proper hand-washing hygiene when possible
- Self-monitoring for symptoms of COVID-19
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seats at every class meeting and must not move furniture. Students should not eat or drink during class time.

To make it easier for students to hear their instructor and/or read lips and if conditions permit, instructors who are fully vaccinated and who can maintain at least six feet of distance from students may remove their masks while actively teaching if they choose, but will wear a mask at all other times while in the classroom, including during the periods before and after class

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow the basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and other requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.