

HIST-211-02
United States History,
Colonial Era to 1865
Fall 2021

Instructor: Ms. Ashley Gilbert

Office Hours: Google Hangouts, by appointment

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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. This course aims to introduce students to the controversies, trends, events, and actors in the first half of American history and familiarize students with the analytical skills employed in the study of history.

History is much more than just memorizing facts. Students will practice thinking critically as historians by analyzing evidence and learning to ask questions that illuminate historical context. Students will learn to analyze different types of evidence—narratives, diaries, drawings, and photographs—and hone historical and critical thinking and reading skills applicable beyond the field of history.

Because of its broad historical sweep, the various topics covered in this course do not claim to be comprehensive. No single course can cover all the crucial issues over two hundred and fifty years of American history.

Online Course Disclaimer: This course is entirely online and asynchronous. There will be no set meeting days or times for class; students are responsible for logging in regularly and completing their coursework on time. There will be a Canvas Page published at the beginning of each week that details what students should read, watch, and submit for that week. Lectures for each week will be recorded, uploaded to Canvas, and either linked to or embedded within that week's Canvas Page.

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.

4. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
5. Create and revise written texts for particular audiences, purposes, and contexts.
6. 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.

Course Instructor Expectations:

- The instructor will provide feedback on all assessments within 24-48 business hours.
- The instructor monitors all discussion posts and provides feedback when appropriate.
- The instructor 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.

Student 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 instructor 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.
- Abide by the University's Honor Code in all the work you do for your courses.

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. The instructor will grade and provide feedback for the most recent submission. **When assigned, quizzes will be due on Wednesday evenings at 11:59 PM.**

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 other classmates will be due on Fridays at 4:00 PM.

Assignments (GHP 1, 2; SLO 1, 2, 5, 6): Students will be required to complete a short writing assignment due Friday, November 13th, by 11:59 PM. The purpose of this essay is to analyze and contextualize a primary document. Your response should convey 1) an understanding of the document’s central argument and 2) an understanding of how that argument fits within the context of the era. Instructions will be provided in advance.

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 first exam will be assigned a smaller percentage than the 2nd and 3rd exams. The exams will be due September 24th, October 29th, and December 3rd, all at 11:59 PM.

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:	10% total
Discussion Boards:	30% total
Assignments:	10% total
Exams:	50% total
“Colonial America” Exam	10%
“Building America” Exam	20%
“Dividing America” Exam	<u>20%</u>
	100% total

Grading Scale: Your overall course grade will be based on the above-listed tests and assignments, and will be determined on the following scale:

93-100:	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 59.5:	F

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.

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. **Subscribe to Canvas Announcements.**

Academic Integrity: All work must be your own. UNCG prohibits any and all forms of academic dishonesty. The university defines plagiarism as “Representing the words, thoughts, or ideas of another, as one’s own in any academic exercise.” For examples of plagiarism, see the following: <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>. 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.**

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/>.

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.

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): UNCG 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 (8/17-8/20): Introduction.

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

Reading: Course Syllabus & Netiquette Guide for Online Courses

Watch: Introductory Video; Canvas & Syllabus Overview

Submit: Introductory Discussion Board:

- Begin by introducing yourself by Thursday, August 19th at 11:59 PM, and respond to two classmates by Friday, August 20th at 4:00 PM

Module 1: Colonial America

WEEK 2 (8/23-8/27): America before European Exploration, Spanish Colonization, & the Columbian Exchange

Inquiry Question: When and where did American history begin?

Skills Topic: Recognizing the Differences Between Primary and Secondary Sources

Lecture: America before Europeans & Contact

Reading: *The American Yawp*, [Indigenous America, Parts I-III](#)

- **Primary Source Readings:**
 - [An Aztec account of the Spanish attack](#)
 - [Bartolomé de Las Casas Describes the Exploitation of Indigenous Peoples, 1542](#)

Watch: [The Exchange Begins](#) (56 seconds); [The Effects of the Columbian Exchange](#) (54 seconds)

Submit: Quiz and Discussion Board post:

- **Week 2 Quiz** due by **Wednesday, August 25th at 11:59 PM**
- **Week 2 Discussion Board:** Understanding History as an Interpretive Discipline
 - **First post due by Wednesday, August 25th at 11:59 PM, and respond to two classmates by Friday, August 27th at 4:00 PM**

***8/23 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.**

WEEK 3 (8/30-9/3): The Collision of Cultures and the Beginnings of English America, 1607-1692

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

Skills Topic: Questioning the Validity of Primary Sources

Lecture: Spanish Exploration and Conquest; The Arrival of the French, Dutch, & English; The English and the James Fort Settlement (Jamestown)

Reading: *The American Yawp*, [Indigenous America, Part IV](#); [Colliding Cultures, Parts III-V](#)

- **Primary Source Readings:**
 - John Smith Primary Sources (on Canvas)

Watch: [John Smith](#) (4:44)

Submit: Discussion Board post:

- **Week 3 Discussion Board:** Debating Which Account is More Accurate and Why
 - **First post due by Wednesday, September 1st at 11:59 PM, and respond to two classmates by Friday, September 3rd at 4:00 PM**

WEEK 4 (9/6-9/10): Colonial America: Peoples and Society

***No class on 9/6 for Labor Day holiday. Classes dismissed; offices closed.**

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

Skills Topic: Sourcing

Lecture: Colonial American Peoples and Societies Beyond the Chesapeake

Reading: *The American Yawp*, [Colliding Cultures, Part VI. New England and Part VII. Conclusion](#)

- **Primary Source Readings:** Please read all 3 sources, then pick one of these primary sources for completing the information literacy assignment.
 - [Boston Trader Sarah Knight on her travels in Connecticut, 1704](#)
 - [Eliza Lucas Letters, 1740-1741](#)

- [Rose Davis is sentenced to a life of slavery, 1715](#)

Submit: Quiz and Discussion Board post:

- **Week 4 Discussion Board:** Information Literacy
 - First post due by Wednesday, September 8th at 11:59 PM, and respond to two classmates by Friday, September 10th at 4:00 PM

WEEK 5 (9/13-9/17): Enslaved Peoples and the Slave Trade

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.

Skills Topic: 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. (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)

Submit: Quiz and Discussion Board post:

- **Week 5 Quiz** due by Wednesday, September 15th at 11:59 PM
- **Week 5 Discussion Board:** Evaluating Non-Print Sources
 - First post due by Wednesday, September 15th at 11:59 PM, and respond to two classmates by Friday, September 17th at 4:00 PM

WEEK 6 (9/20-9/24): Review of Module One

- **Optional** Zoom review meeting, Monday, September 20th at 10:00 AM
 - **Zoom link provided on Canvas**

Submit: Module 1 Exam due by Friday, September 24th at 11:59 PM

Module 2: Building America

WEEK 7 (9/27-10/1): Awakenings, Enlightenments, and War

Inquiry Question: How did the Great Awakening and the French and Indian War impact American Life?

Skills Topic: Close Reading

Lecture: The Great Awakening and the French and Indian War

Reading: *The American Yawp*, [Colonial Society, Parts I-VII](#)

- **Primary Source Readings:**

- [Jonathan Edwards Revives Enfield, Connecticut, 1741](#)
- [The Great Awakening Comes to Weathersfield, Connecticut](#)
- [Extracts from Gibson Clough's War Journal, 1759](#)
- [Pontiac Calls for War, 1763](#)
- [Alibamo Mingo, Choctaw leader, Reflects on the British and French, 1765](#)

Submit: Discussion Board post:

- **Week 7 Discussion Board:** Understanding History as an Interpretive Discipline
 - First post due by Wednesday, September 29th at 11:59 PM, and respond to two classmates by Friday, October 1st at 4:00 PM

WEEK 8 (10/4-10/8): The American Revolution, 1736-1783

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

Skills Topic: Sourcing and Close Reading

Lecture: The American Revolution

Reading: *The American Yawp*, [The American Revolution, Parts I-III and VI](#)

- **Primary Source Readings:**

- Accounts by Thomas Preston (Loyalist) and Samuel Drowne (Patriot) (on Canvas)

Submit: Quiz and Discussion Board post:

- **Week 8 Quiz** due by Wednesday, October 6th at 11:59 PM
- **Week 8 Discussion Board:** Understanding History as an Interpretive Discipline
 - First post due by Wednesday, October 6th at 11:59 PM, and respond to two classmates by Friday, October 8th at 4:00 PM

WEEK 9 (10/11-10/15): Constitutional Controversy

***No classes on 10/8-10/12 for Fall Break! Classes dismissed; offices closed.**

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

Skills Topic: Close Reading

Lecture: A New Nation and the Ratification of the Constitution

Reading: *The American Yawp*, [A New Nation, Parts III-V](#)

- **Primary Source Readings:**

- [“Natural and Inalienable Right to Freedom”: Slaves’ Petition for Freedom to the Massachusetts Legislature, 1777](#)
- Melancton Smith, June 21, 1788 (Anti-Federalist Position) and Alexander Hamilton, June 21, 1788 (Federalist Position) (on Canvas)

Submit: Discussion Board post:

- **Week 9 Discussion Board:** Understanding History as an Interpretive Discipline
 - First post due by Wednesday, October 13th at 11:59 PM, and respond to two classmates by Friday, October 15th at 4:00 PM

WEEK 10 (10/18-10/22): Jefferson, Expansion, and War (Again)

Inquiry Question: Why did the War of 1812 occur?

Skills Topic: Sourcing and Close Reading

Lecture: President Thomas Jefferson and the War of 1812

Reading: *The American Yawp*, [The Early Republic, Parts I-III and Parts VI-VII](#)

- **Primary Source Readings:**
 - [Mary Smith Cranch comments on Politics, 1786-1787](#)
 - [Congress Debates Going to War, 1811](#)
 - [Tecumseh Calls for Native American Resistance, 1810](#)

Watch: [Having a Strong National Government](#) (6:04)

Submit: Discussion Board post:

- **Week 10 Discussion Board:** Sourcing and Close Reading
 - First post due by Wednesday, October 20th at 11:59 PM, and respond to two classmates by Friday, October 22nd at 4:00 PM

WEEK 11 (10/25-10/29): Review of Module 2

- **Optional** Zoom review meeting, Monday, October 25th at 10:00 AM
 - **Zoom link provided on Canvas**

Submit: **Module 2 Exam due by Friday, October 29th at 11:59 PM**

Module 3: Dividing America

WEEK 12 (11/1-11/5): Revolutions, Removals, and Jackson

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

Skills Topic: Contextualization

Lecture: Jackson & Removal

Reading: *The American Yawp*, [Democracy in America, Parts I-V](#) and [Parts X-XI](#)

- **Primary Source Readings:**

- [Missouri Controversy Documents, 1819-1820](#)
- [Rhode Islanders Protest Property Restrictions on Voting, 1834](#)
- [Black Philadelphians Defend their Voting Rights, 1838](#)

Submit: Discussion Board post:

- **Week 12 Discussion Board:** Contextualization

- First post due by Wednesday, November 3rd at 11:59 PM, and respond to two classmates by Friday, November 5th at 4:00 PM

WEEK 13 (11/8-11/12): The Antebellum Era

Inquiry Question: How does the idea of Manifest Destiny contribute to the impending sectional crisis?

Skills Topic: Contextualization

Lecture: King Cotton, Manifest Destiny, and the Reform Movement

Reading: Primary Source Readings and Corresponding Textbook Chapters

- **Primary Source Readings:**

- [Nat Turner Explains the Southampton Rebellion & The Cotton Revolution](#)
- [Maria Stewart bemoans the consequences of racism & The Market Revolution](#)
- [Dorothea Dix defends the mentally ill, 1843 & Religion and Reform](#)
- [Cherokee Petition Protesting Removal, 1836 & Manifest Destiny](#)

Watch: [The Abolitionists: The Economic of Slavery](#) (1:46); [Cotton Gin](#) (3:58)

Submit: You Pick Primary Source-Contextualization Skills Essay

- Rather than a discussion post, this week you will have a short writing assignment due, Friday, November 12th, by 11:59 PM

WEEK 14 (11/15-11/19): Sectional Crisis & the Civil War

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

Lecture: Sectional Crisis & the Civil War

Reading: *The American Yawp*, [The Sectional Crisis](#) & [The Civil War](#)

- **Primary Source Readings:** Please read the following primary sources to complete the contextualization assignment.
 - [Harriet Beecher Stowe, Uncle Tom's Cabin, 1852](#)
 - [Charlotte Forten complains of racism in the North, 1855](#)

- [South Carolina Declaration of Secession, 1860](#)
- [Alexander Stevens on Slavery and the Confederate Constitution, 1861](#)

Watch: [Battlefield Medicine](#) (42:41)

- **NOTE:** This documentary is *optional* but very interesting

Submit: Quiz and Discussion Board post:

- **Week 14 Quiz** due by **Wednesday, November 17th at 11:59 PM**
- **Week 14 Discussion Board:** Understanding History as an Interpretive Discipline
 - **First post due by Wednesday, November 17th at 11:59 PM, and respond to two classmates by Friday, November 19th at 4:00 PM**

WEEK 15 (11/22-11/26): Review—What is History?

***No class on 11/24-11/26. Classes dismissed; offices closed. Happy Thanksgiving!**

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

Watch: [“The Language You Cry In”](#) (53 min)

- If the link does not work, go to the Jackson Library Website; Research Guides; History; Films; Music and Images; Streaming Films; Academic Video Online; Alexander Street; (then search for title)

Submit: Discussion Board post:

- **Week 15 Discussion Board:** What is history?
 - **First post due by Monday, November 22nd at 11:59 PM, and respond to two classmates by Tuesday, November 23rd at 11: 59 PM**
 - ****note these days and times are different from previous weeks****

WEEK 16 (11/29-12/3):

***Last day of classes 12/1.**

- **Optional** Zoom review meeting, Monday, November 29th at 10:00 AM
 - **Zoom link provided on Canvas**

Submit: **Module 3 Exam due by Friday, December 3rd at 11:59 PM**

NOTE: The information in this course outline (dates of exams and assignments, etc.) is subject to change at the instructor’s discretion. Any changes will be announced, and it is the responsibility of the student to check Canvas regularly in order to be aware of such changes.

COVID-19 STATEMENT:

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.

During these uncertain times, I am here to assist you in your academic success. **If you fall ill with COVID-19, please let me know.**