

HIST-211-03
United States History,
Colonial Era to 1877
Fall 2021

Instructor: Mr. Jonathan David Baird

Office Hours: Zoom, Mondays 1-4 and by appointment

Email: jdbaird@uncg.edu

Course Description:

The study of history is constantly changing. We as a discipline have moved from the “great man” model to a model that embraced social and cultural history, to the most recent models that places equal importance on those people struggling at the lowest end of the social spectrum as those on the highest end and everyone in between. History encompasses the entirety of human endeavors but to report on these in a factual manner we employ a methodology that encourages critical thinking, analysis, and contextual thinking. These are the types of skills you will be encouraged to learn and employ in this class.

This class encompasses a large swath of time from pre-Columbian Native America to the Civil War. As such this class is a survey of this period and no class can give the student a full understanding of this large a section of time in just one semester. Together we will however endeavor to tease out the broad themes of history and the context in which these play out. This class is not just about the memorization of dates or names, the goal is to leave the student with an appreciation of the period covered and to teach the student to evaluate and understand history in the ways historians do.

Online Course Disclaimer: This course is entirely online and asynchronous. There will be no set meeting days or times; 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.
- This is an asynchronous class there will be leeway on when things are due but midterms, finals, and the final paper are due on set dates. The Midterm and final will be available at least a week ahead of their due dates. Please avoid getting more than three weeks ahead if possible because that puts a strain on me. Discussions have due dates but you may work ahead on them.

Required Texts: Throughout the semester, we will examine a variety of sources including videos, 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 under files 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:

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.**

Exams: (GHP 2; SLO 1, 2, 3): There will be two exams in this course—Each exam will be skills and content-driven, based largely on lectures, class discussions, readings, and videos.

Final Paper: The final paper will be at a minimum 1500 words, a topic for the paper must be submitted by October 15th.

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

Discussion Boards:		30% total
Exams:		40% total
Midterm Exam	20%	
Final Exam	20%	
Final Paper:		30%
		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. 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.**

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.

Reading: UNCG Library, [Primary and Secondary Sources in US History Tutorial](#)

Watch: [Unfinished Nation](#)

Submit: Introductory Discussion Board:

- Begin by introducing yourself by Thursday, August 19th at 11:59 PM, and respond to two classmates by Friday as well as answer the *Questions: What is a primary source? What is a secondary source?*, August 20th at 4:00 PM

Module 1: Colonial Expansion

WEEK 2 (8/23-8/27): Native Americans Before and During European Contact

Lecture: Native Americans and Contact

Reading: Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 24-37, 51-66 on Canvas

Primary Source Readings: Christopher Columbus, *The Diario of Christopher Columbus's First Voyage to America*, (1492-1493), on Canvas; Bernal Diaz del Castillo, *The Conquest of New Spain*, (1632), on Canvas; *Mexican Accounts of Conquest from the Florentine Codex*, (c. 1547), on Canvas; Bartolomé de Las Casas, *The Devastation of the Indies: A Brief Account*, (1542), on Canvas; "Two Views on Columbus Day," (1991 and 2005) on Canvas

Week 2 Discussion Board: *Question: Does American history begin with Columbus? Why or why not?*

- 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

Lecture: Jamestown, the slave trade, and the emergence of Virginia settlement

Reading: "Why Were Africans Enslaved?" in David Northrup, ed., *The Atlantic Slave Trade, Second Edition* (New York: Houghton Mifflin, 2002), pp. 1-29 on Canvas

Primary Documents: Documents: John Hawkins, "An Alliance to Raid for Slaves" (1568), Willem Bosman, "Trading on the Slave Coast" (1700), Olaudah Equiano, "Kidnapped, Enslaved, and Sold Away" (c. 1756) on Canvas

Submit: Discussion Board post:

Week 3 Discussion Board: Question: How did Africans react to Europeans when they attempted to raid for slaves?

- 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.**

Lecture: European attitudes towards America

Reading: 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 on Canvas

Primary Source Readings: George Peckham, "A True Reporte of the Late Discoveries," (1583); Richard Hakluyt, the Younger, "Discourse of Western Planting," (1584); Richard Hakluyt, the Elder, "Inducements to the Liking of the Voyage Intended towards Virginia," (1585) on Canvas

Week 4 Discussion Board: Question: What is the hidden history of the Atlantic?

- 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): Culture Clash

Lecture: Property, Politics, and Culture

Reading: 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 on Canvas

Primary Source Readings: Documents: John Winthrop, "But What Warrant Have We To Take That Land" (1629) (See document collection in "08"); John Smith, "Description of Virginia" on Canvas; Father Paul LeJeune, "Encounter with the Indians" : Documents: [Virginia Company], "A True Declaration of the Estate of the Colonie in Virginia," (1610) (See document collection in "08"); on Canvas

Week 5 Discussion Board: *Inquiry Question: How did Native Americans and the English differ in attitudes about property and lifestyles?*

- 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): Working the land

Lecture: Indentured Servants; the template for slavery

Reading: Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 138-157 on Canvas

Primary Source Readings: James Revel, “The Poor Unhappy Transported Felon’s Sorrowful Account of His Fourteen Years Transportation at Virginia in America,” (c. 1680) on Canvas; “Servitude and Slavery in 17th-Century Virginia Courts,” (1630-89) Gabriel Thomas, “Pennsylvania, The Poor Man’s Paradise” (1698) on Canvas

Week 6 Discussion Board: *Questions: In what ways did Indentured servitude prepare the way for slavery? In what ways did it differ from slavery?*

- First post due by Wednesday, September 22nd at 11:59 PM, and respond to two classmates by Friday, September 24th at 4:00 PM

Module 2: Revolution and Control

WEEK 7 (9/27-10/1): Regulators and Revolution

Lecture: The road to revolution

Reading: 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 on Canvas

Primary Source Readings: “New Jersey Land Riots” (1746 and 1748) on Canvas; William Livingtons, “The Vanity of Birth and Titles; with the Absurdity of Claiming Respect without Merit” (1753) on Canvas; Paxton Boys, “Manifesto” (1764) on Canvas; North Carolina Regulators, “Shew Yourselves to be Freemen” (1769) on [internet \(Links to an external site.\)](#); on Canvas

Week 7 Discussion Board: Question: How did movements such as the regulator movement prepare the way for the American Revolution?

- 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

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

Lecture: The American Revolution

Readings: *The Journal of the American Revolution*, [The Cherokee-American War from the Cherokee Perspective](#), The American Yawp: [The American Revolution](#)

Primary Source Readings: J. Hector St. John Crèvecoeur, “What is an American?” (1770) Documents: Thomas Paine, Common Sense, Section I (Links to an external site.), Section II (Links to an external site.), Section III (Links to an external site.) on internet; Ann Hulton, “Loyalist View of Colonial Unrest” (1774) on Canvas; Thomas Jefferson, “Declaration of Independence” (1776); Abigail and John Adams, “Remember the Ladies” (1776) on Canvas; Joseph Brant, “Mohawk Loyalty to Britain” (1776) on Canvas; John Dickinson, “A Speech Against Independence” (1776) on Canvas; Slave Petitions for Freedom during the Revolution (1774-79) on Canvas

Submit: Quiz and Discussion Board post:

Week 8 Discussion Board: Question: How revolutionary was the American Revolution?

- First post due by Wednesday, August 25th at 11:59 PM, and respond to two classmates by Friday, October 8th at 4:00 PM

WEEK 9 (10/11-10/15): Midterm Exam

- **Optional** Zoom review meeting, Monday, October 11th at 10:00 AM
 - **Zoom link provided on Canvas**

Submit: Midterm Exam on Friday, October 15th at 4:00 PM, Topic for final paper due 11:59pm

WEEK 10 (10/18-10/22): Creating the Constitution

Lecture: The creation of a new government

Reading: *The American Yawp*, [A New Nation](#), Drew R. McCoy, “The Fears of the Jeffersonian Republicans” on Canvas; Linda Kerber, “The Fears of the Federalists” on Canvas

Primary Source Readings: Shay’s Rebels, “Grievances,” 1786 on Canvas; Constitution (1787) on [internet \(Links to an external site.\)](#); Bill of Rights (1791) on [internet \(Links to an external site.\)](#); Elbridge Gerry, “The Danger of the Levelling Spirit” (1787); George Clinton, “To The Citizens of the State of New York,” (1787); James Madison, “The Federalist, No.

10,” Governor Thomas Mifflin, “Proclamation on Unlawful Combinations,” 1794; Judge Alexander Addison, “On the Whiskey Rebellion” (1794) on Canvas

Week 10 Discussion Board: Question: Why did some of those men who had fought against the British feel betrayed by the new government?

- 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 11 (10/25-10/29): Jefferson, and the Rise of an Expansionist Republic

Lecture: Turbulent beginnings

Reading: *The American Yawp*, [The Early Republic](#)

Primary Source Readings: Document: Tecumseh’s Plea to the Choctaws and the Chickasaws on Canvas; James Tallmadge, “Denunciation of Slavery in Missouri” (1819) on Canvas, Documents: James Flint, “Panic of 1819” (1822) on Canvas; David Crockett, “Advice to Politicians” (1833) on Canvas

Week 11 Discussion Board: Question: What were the biggest problems faced by the early republic?

- First post due by Wednesday, October 20th at 11:59 PM, and respond to two classmates by Friday, October 22nd at 4:00 PM

Module 3: The Nation Torn Asunder

WEEK 12 (11/1-11/5): Jackson and the Rise of the Democratic Party

Lecture: Cherokees and Mexico in the Crosshairs

Reading: *The American Yawp*: [Manifest Destiny](#)

Primary Source Readings: 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, Document: John O’Sullivan, “Annexation,” *The United States Magazine and Democratic Review* 17 on [internet](#)

Week 12 Discussion Board: Question: In what ways was “Manifest Destiny” driven by slavery?

- 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 North at Work

Lecture: An emerging industrial nation

Reading: The American Yawp, [The Market Revolution](#)

Primary Source Readings:

- Documents: B. Julianna, “Factory Life as it Is” (1845) on Canvas; “Accounts of Urban Riots” (1835) on Canvas; William Sanger, “New York Prostitutes” (1858) on Canvas Excerpt from David Walker’s *Appeal to the Coloured Citizens of the World* (1829) on Canvas and William Lloyd Garrison’s “On the Constitution and the Union” on the [internet](#)

Submit: Discussion Board post:

Week 13 Discussion Board: Question: How did the market revolution change the North?

- First post due by Wednesday, August 25th at 11:59 PM, and respond to two classmates by Friday, August 27th at 4:00 PM

WEEK 14 (11/15-11/19): The South and the Slave System

Lecture: A nation in chains

Reading: The American Yawp: [The Cotton Revolution](#)

Primary Source Readings: 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* on Canvas; Mary Boykin Chesnut, from *The Private Mary Chesnut* on Canvas; Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery*, 1841, on Canvas 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 Documents: Harriet Jacobs, from *Incidents in the Life of a Slave Girl* on Canvas; Frederick Douglass, from *Narrative of the Life of Frederick Douglass* on Canvas

Week 14 Discussion Board: Question: Why did the Cotton Revolution invigorate slavery?

- 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): The Civil War: A Nation Torn Asunder

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

Lecture: Brother versus Brother

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

Primary Source Readings: 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) on Canvas

Week 15 Discussion Board: Question: In what sense was the Civil War brother against brother?

- 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 than previous weeks****

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

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

Submit: **Final Exam on Friday, December 3rd at 4:00 PM** **Final Paper due 11:59pm**

NOTE: The information in this course outline (dates of exams and assignments, etc.) is subject to change. Any changes will be announced in class, and it is the responsibility of the student to check canvas regularly in order to be aware of these changes.

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.