

HIS 211 History of the United States to 1865

Lecture: Tues & Thur 3:30-4:45 p.m. in MHRA 1207

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Office Hours: Tues & Thur: 2:00-3:30 p.m. or by appointment.

Course Description Welcome aboard as we journey back through the history of the United States. We are going to start before the nation's existence and gather glimpses of the lives of numerous people, interactions, and significant events along the way. Many of these interactions still remain relevant to the way we see the world today. We will especially examine the lives of some who were less prominent, as we often gain unexpected insights by looking at how "ordinary" people shape history.

The course will generally flow in a chronological fashion, yet I will focus its content on **five themes**. My specialty is **political history**, and we will look at where people meet in debate over the role and purposes of government, the debates over federal vs. state power, and who is in or out when it comes to political participation. We will also look at **social and cultural history**, as these areas will allow us to examine how issues of class, race, gender, and identity affect social relations, citizenship, marginalization of some, and conflicts between groups. In addition, we will delve into **economic history** with early hints of industry and ideas that drive outcomes of wealth and poverty. We will also consider the **history of technology**, looking at how innovations reshaped both US history and its interactions with the broader world. Finally, we may also delve into **environmental history** to see how interactions with the land and waters have reshaped our environment and how the environment has impacted the lives of Americans.

I chose the readings, lectures, and assignments to help you think critically about history. We will use a combination of primary sources and secondary readings as a basis for understanding historical events. Primary sources are materials derived from the historical era in question that allow historians to get a clearer sense of events and everyday life. Secondary sources like the assigned books and articles provide an understanding of how historians integrate both primary sources and the perspectives of other historians. In addition, I use my lectures to introduce the big themes, questions, and problems from a particular historical moment. Those ideas will then help you analyze the assigned readings. Each of you should leave this class with a better and deeper understanding of American history and why the past remains relevant today. Students of all fields should also find this class helpful in learning how to participate in scholarly discussion and analyze historical arguments.

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Learning Objectives and Course Outcomes

This course is built to meet learning objectives derived from the Minerva's Academic Curriculum and are common with other UNCG courses.

Diversity and Equity (MDEQ)

Courses in this competency focus on systems of advantage and oppression, structures of power, and institutions while making connections to US or global societies and examining intellectual traditions that address systems of injustice. These courses equip students with the intellectual skills and tools needed to connect both their positionalities and experiences as they reimagine their relationships with the world.

In a Diversity & Equity course, students will:

1. Describe how political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
2. 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.
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

College Writing (CW):

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 written reflection demonstrate awareness of how one's writing choices and writing contributes to ongoing conversations in the relevant discipline.

Course Learning Outcomes

1. Assess the political, social, economic, cultural, technological, and environmental ramifications of American people and historical events from pre-contact through the end of the Civil War.
2. Contextualize and interpret primary source information—the building blocks of historical analysis—to determine how these sources shape interpretations of political events in American history.
3. Demonstrate the ability to communicate historical ideas through effective writing.

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Course Readings and Expectations

Course Readings:

Foner, Eric, *Give Me Liberty! An American History. Seagull Sixth Edition, Volume 1: To 1877*. New York: W. W. Norton & Company. 2019. (ISBN 978-0393418248)

You may buy or rent a hardcopy or e-book, and it is available in the UNCG Bookstore, Amazon, and other locations.

I will provide additional primary and secondary source materials on Canvas.

Expectations: I as the instructor:

- Will post assignments at least one week in advance to allow for early or on-time completion.

Will provide feedback on discussion posts within 24-48 business hours after they are due and within 1 weeks for papers and exams.

- Will monitor all discussion posts and provides feedback when appropriate.

- Will answer emails from you within 24 hours on weekdays/48 hours on weekends.

- Will use Canvas announcements to send course updates and new information.

Expectations: You as a student:

- Will read or view assigned reading or video materials prior to attending classes.

- Will attend each class, pay attention to lectures, and take notes as you see fit to comprehend the material.

- Will respond to questions and participate in discussions regarding class topics.

- Will complete and submit your quizzes and assignments by their due dates.

- Will notify me if you are unable to meet a deadline or experience an issue that might affect your ability to complete coursework on time. If you tell me before the assignment is due, I can offer extensions or other recommendations.

- Will be respectful of your fellow students and me in discussions and feedback should be constructive and considerate. Think about how you might receive any criticism that you offer to others.

- Will let me know if you have a specific question about the course. I may ask to share your question and my response more broadly if I think that your question and the answer may benefit others in the course.

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Assignments

Attendance/Participation: (10%): You need to attend class and engage with the materials to succeed in my class. The Attendance Policy on page 6 provides details on excused and unexcused absences. Also, I expect you to ask questions and respond to my questions, as I want to encourage your active participation in class.

Syllabus Quiz (5%): I will assign a syllabus quiz to help you get acquainted with key points from the syllabus. This quiz will emphasize those areas that you might need to refer back to during the course of the semester. You need to read the syllabus, take the quiz, and score more than 70% on the quiz to access the remainder of the course.

Quizzes (25%): I will assign five content quizzes which will cover materials from the readings, videos, and lectures. (MDEQ SLO 1,2)

Reflections (15%): Each week, you will respond to a prompt on Canvas by posting a 150-word response to a question(s) concerning the readings or lectures for that week. Reflections will be visible to your classmates. (MDEQ SLO 1,2,3)

Writing Assignments (3 x 15% or 45% total): You will write three separate essays during the course, and one of them will include a rough draft in which I will provide feedback for you to update and submit. I will supply the writing prompts and essay guidelines in Canvas. (MDEQ SLO 1,2,3)

Grading Scheme

Mid-Term Grade: In accordance with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the sixth week of the term (September 22nd). That grade will not appear on your transcript or in your GPA calculations. Instead, it can help you and your academic advisor understand how your progress in the course up to that point. If you find your mid-term grade to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

Final Grade: I will post final grades to UNCGenie approximately one week after the final paper is due. I use a 1000-point grading system, so each percentage point of your grade is worth 10 points. For example, each writing assignment offers up to 150 points each, and each quiz is worth up to 50 points each. You need to gain at least 600 points to pass, 700 points to earn a C, 800 points to earn a B, and 900 points to earn an A grade.

Grades follow this scale:

B+ = 87-89%;	A = 93% and above;	A- = 90-93%;
C+ = 77-79%;	B = 84-86%;	B- = 80-83%;
D+ = 67-69%;	C = 74-76%;	C- = 70-73%;
F = <60%	D = 64-66%;	D- = 60-63%;

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Course Overview and Schedule

[See Canvas for full assignments, readings, and related course information.]

WEEK 1 – 14-18 Aug: Introduction & Pre-Contact

15 Aug: First Day of Class for HIS 211

WEEK 2 – 21-25 Aug: Empires and First Contact

21 Aug: Drop/Add Period ends

WEEK 3 – 28 Aug-1 Sep: Unfree Labor

WEEK 4 – 4-8 Sep: Colonial Era Women

4 Sep: Labor Day Holiday

WEEK 5 – 11-15 Sep: Religion in Colonial Life

WEEK 6 – 18-22 Sep: Indian Life in Colonial America

22 Sep: Mid-Term Grades Due

WEEK 7 – 25-29 Sep: Road to the Revolution

WEEK 8 – 2-6 Oct: Revolution and Independence

6 Oct: Last day to withdraw from course without incurring WF grade

WEEK 9 – 9-13 Oct: US Under the Articles of Confederation

10 Oct: NO HIS 211 CLASS for Fall Break

WEEK 10 – 16-20 Oct: Constitution and Early America

WEEK 11 – 23-27 Oct: Interstate Politics in the Early Republic

WEEK 12 – 30 Oct – 3 Nov: Market and Transportation Revolutions

WEEK 13 – 6-10 Nov: New Social Movements and Democracy

WEEK 14 – 13-17 Nov: Slavery and Abolition

WEEK 15 – 20-24 Nov: War of the Rebellion

23 Nov: NO HIS 211 CLASS for Thanksgiving Holiday

WEEK 16 – 30 Nov-5 Dec: Summary and Final Paper Due

30 Nov: Last HIS 211 class for semester

5 Dec: Final Paper Due

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Class Policies

Academic Integrity: Cheating, plagiarism, and other acts of academic dishonesty are serious offenses that compromise your ability to learn. While this class may have some opportunities involving group work, most assignments are individual, and you are expected to complete your own work. You should also cite your sources to give credit to the originators of source material. You will turn in your assignments through Canvas, so that the Turnitin app can review your papers and exams to ensure they have no plagiarized content. **If you do not understand or have confusion about what plagiarism is, please see me. I'll gladly spend the time to explain what situations constitute plagiarism and how to avoid them (good citations are essential).**

Please review "Plagiarism 2.0: Information Ethics in the Digital Age" (link below):

<https://login.libproxy.uncg.edu/login?url=https://fod.infobase.com/PortalPlaylists.aspx?wID=102633&xtid=43790>. (Specifically focus on "Patch Writing" a form of plagiarism that plagues undergraduates, starting at 4:30).

By enrolling in this course and submitting an assignment, you as the student acknowledge your understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL:

<https://osrr.uncg.edu/academic-integrity/>.

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, <https://oars.uncg.edu>. You do not have to share your condition, but I may need an OARS letter to make some accommodations.

Artificial Intelligence Usage: Despite the advent of new artificial intelligence applications that create robust essay-like content, I discourage you from using AI. I have found that the current versions often do not answer class questions, and broad use of AI defeats learning how to think critically. I may give you a writing assignment that offers use of AI, but if I do, I will set limits on how AI might be used.

Attendance Policy: You are expected to attend every class. Your success in this course depends in part on your ability to regularly attend class. Please inform me of an absence in advance when possible. I will excuse three (3) absences during the semester with no questions asked. **If you encounter extenuating circumstances that result in more than three total absences, you should contact me in writing—I will excuse additional absences for good cause.** Otherwise, every absence above three for the semester will result in a reduction of your course grade.

Classroom Conduct: I expect students to help create a classroom environment that is conducive to learning. So that all students have the opportunity to gain from time spent in class, please avoid unnecessary distractions. I will ask students to leave class if their behavior is disruptive.

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Communications: Make sure you read your email regularly. I will primarily use Canvas tools to provide you with information. For example, I will make periodic announcements regarding important course information using the “Announcements” function. I will provide feedback on your assignments using comments. I may also send you an email message via Canvas or your UNCG email address. It is your responsibility to monitor and read all of these communications in a timely manner.

I will gladly respond to your Canvas or campus emails. Please allow me a full day to respond (or two on weekends and holidays). I will try to reply sooner.

Elasticity Statement: I reserve the right to modify or alter any part of the syllabus or the course content as the course progresses. It is your responsibility to keep up with class announcements about any alterations. Any modifications will appear in Canvas. Always check Canvas first for changes and guidelines.

Illnesses: Let me know if you cannot complete classwork due to illness. I will readily excuse absences for your illness, and we can make arrangements for you to complete your work without incurring late penalties.

Late Work: All papers, discussion posts, and exams are due by the date posted on Canvas. If you need more time, contact me, as we may be able to negotiate some latitude. For unexcused late assignments, I will deduct 3% of the value of an assignment for each day that assignment is late up to a 20% total deduction.

Office Hours: I encourage you to contact me for office hours. They serve as an opportunity for you to ask questions about assignments or course materials outside of the classroom. You may drop in between 2-3:30pm Tue & Thurs or make an appointment to meet in person or via video link.

Religious Obligations: I will make reasonable accommodations for students who have conflicts due to religious obligations. Please inform me beforehand so that I might either excuse an absence or offer an extension for a due assignment. For more information on UNCG’s Religious Obligations policy, visit:
https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g.

Technology: I welcome the use of laptops and tablets in the classroom to the degree that they facilitate your learning and do not impede or distract the class. Many of you use such devices for notetaking and document reading purposes. Please refrain from playing unrelated videos or engaging with your social media accounts while in the classroom as they distract you and may distract your classmates. If you need to urgently communicate with someone with a device, please step out of class until you complete your communications. If I find that your device usage distracts me or your classmates, I’ll ask you to stop what you are doing. Focusing on my lecture and our discussions will greatly improve your ability to understand the content and to succeed in this class.

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Resources for You

History Department: Have you considered majoring or minoring in history? It's easier than you think! Browse our website for more info. Feel free to reach out to me or another history professor to discuss how history might fit into your study plans.

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

Instagram: <https://www.instagram.com/uncghistory1/>

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

YouTube: https://www.youtube.com/channel/UCCmAM-qIz-IVzKR_YmoHq4A

Jackson Library: The library (<https://library.uncg.edu/>) is available to help you with research needs. You might find their History Resources page helpful with brief descriptions of primary sources, secondary sources, and a reference guide for Chicago-Turabian style of source documentation.

UNCG Writing Center: Offers students assistance with writing assignments. Please contact them to set an appointment. (<https://writingcenter.uncg.edu/>)

Academic Achievement Center (AAC): AAC engaged learning opportunities include: 1) small group peer tutoring for many courses. Tutoring sessions are available in person or online; 2) academic coaching that focuses on notetaking, time management, and study strategies; and 3) a focused study environment with limited distractions every Wed/Thur from 1-4 pm. Sign up for tutoring and academic skills at go.uncg.edu/trac, drop by the AAC in the lower level of Jackson Library between 9am-4pm, Mon-Fri or visit go.uncg.edu/aac.

Office of Accessibility Resources and Services (OARS): If you have any needs or questions regarding disability issues, please contact the folks at OARS. I prioritize making this course accessible to all of the students in it, and I will work with OARS to accommodate students' requests. You do not need to disclose details about your disability to me to receive accommodations. (<https://ods.uncg.edu/>)

Information Technology: If you encounter a technology problem that precludes you from completing coursework, contact UNCG Information Technology Services (6-TECH), as soon as possible. They have online, phone and walk-in options for technical support, all listed here: (<https://its.uncg.edu/Help/>). Also let me know that you are having technical difficulties, as I can offer possible mitigations as needed.

Health and Wellness: Issues regarding your health and well-being may impact your ability to learn, and while attending UNCG, you may experience situations that can impede your academic success. These might include: illnesses, strained relationships, anxiety, stress, alcohol or drug addictions, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help. You can learn about free, confidential mental health services available on campus by calling 336-334-5874, visiting them at their website (<https://shs.uncg.edu/>) or in person at the Student Health Center at 107 Gray Drive. For students in recovery from alcohol and other drug addiction, The Spartan Recovery Program offers recovery support services. You can learn more about recovery and recovery support services by visiting (<https://shs.uncg.edu/srp>).