

HIS 211-02: The United States to 1865

Fall 2023

3 credit hours, Asynchronous Online

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Office Hours: Wednesday and Thursday 1-3 pm
(virtual) and by appointment
Pronouns: she/her

COURSE DESCRIPTION:

This course covers the main themes of U.S. History from pre-Columbian contact through 1865. We will be exploring the political, economic, and social development of the US as well as how this development impacted the lives of American inhabitants from diverse ethnic and cultural backgrounds. Throughout this course, we will consult primary source documents in order to build our historical analysis and historical writing skills.



This course is taught completely online. All instructions and assignments will be available on Canvas. Weekly modules will contain the assigned readings, video lectures, and assignments to be completed during each week. Each module will be available on Sunday. All work will be submitted via Canvas as well.

STUDENT LEARNING OUTCOMES (SLOs):

MAC Diversity and Equity SLOs:

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 (including groups with whom students may identify). [Paper 1; DP 4; DP 9]
2. Describe how political, social, or cultural systems, in the past or present, have disempowered people through imposed ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition. [Paper 2; DP 3]
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion. [Paper 2; DP 13]

College Writing (CW) SLOs:

In a Writing Intensive Course, students will:

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.

COURSE-SPECIFIC (CS) SLOs:

At the completion of this course, the students will be able to:

1. Explain the significance of major events in early American history.
2. Evaluate the role of liberty, equality, and rights in shaping political, economic, and cultural trends in early American society over time.
3. Analyze and interpret primary source documents from a variety of perspectives.
4. Compose an original written historical interpretation based on relevant primary and secondary sources.

ASSIGNMENTS AND ASSESSMENTS FOR ACHIEVING LEARNING OUTCOMES:

Discussion Posts = 15%

SLO: (MAC 3; CW 1, 2; CS 2, 3)

Each week, you will read a primary source document that aligns with our content for the week. On weeks that you do not have a written assignment due, you will complete a discussion post related to the primary source. Initial responses will be due by Thursday at 11:59pm EST. You will often need to respond to your classmates (see specific instructions for the week), which will need to be completed by Saturday at 11:59pm EST. These posts are designed to have a variety of "correct" responses as well as help you develop your historical skills. Your interactions with your classmates should remain professional and respectful at all times, but you should engage in conversations that will enhance your understanding of class materials. Due to inevitable failures in technology, I will be dropping the lowest three quiz grades at the end of the semester.

Weekly Quizzes = 20%

SLO: (MAC 1, 2; CW 2; CS 1, 2)

You will be required to complete a brief online quiz based on the required readings each week. The quiz will be due by Saturday at 11:59pm EST. You will have one opportunity to complete the quiz, so be sure you have completed the material for the week before starting the quiz. You will be able to use your textbook as specific details and examples are necessary for fully developed responses. You will be expected to cite the page number (or if reading online, the paragraph number) for information included in your responses. You will not be able to make up or submit late quizzes so allow plenty of time to complete them each week. Due to inevitable failures in technology, I will be dropping the lowest three quiz grades at the end of the semester.

Written Assignments = 40% (20% each)

SLO: (MAC 1, 2, 3; CW 2, 3; CS 1, 2, 3, 4)

You will write 2 papers 4-5 pages in length for this course based on the required readings. For each paper, you will submit a polished, completed paper with citations and bibliography, which I will return with feedback. You will have a week to revise your paper based on my feedback and resubmit for a higher grade. Each paper is worth 20% of your grade. The first submission will be 5%, and the second submission will be 15%.

Each paper will follow conventional formatting for historical papers, including Times New Roman 12 pt font, double-spaced, and Chicago style citations. Detailed instructions and a rubric will be provided in each Canvas for each written assignment.

Final Exam = 25%

SLO: (MAC 1, 2, 3; CW 1; CS 1, 2, 3, 4)

Your final exam will be a culmination of both the content and skills we have learned this semester. You will complete short essay questions that consider the overarching themes with a well-structured, coherent

response that focuses on change and continuity over time. You will draw upon several primary sources from the required reading materials throughout the course.

EVALUATION AND GRADING:

Weekly Quizzes: 20%
 Discussion Posts: 15%
 Written Assignments: 40%
 Paper 1 Total: 20%
 Paper 2 Total: 20%
 Final Exam: 25%

Letter Grade	% points accumulated
A	≥ 93.0
A-	90.0-92.9
B+	87.0-89.9
B	83.0-86.9
B-	80.0-82.9
C+	77.0-79.9
C	73.0-76.9
C-	70.0-72.9
D	60.0-69.9
F	<60.0

REQUIRED TEXTS/READINGS/REFERENCES:

You will not need to purchase any books for this class. Our [textbook](#) and [primary source reader](#) are both available free and online. Links will be provided in weekly modules to connect you with the scheduled readings due. If you would like to purchase a hard copy, below is the full citation for the 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.

TOPICAL OUTLINE/CALENDAR (Subject to modification. See Canvas Modules for any updates):

Course Introduction

Week 1 (Aug 15 – Aug 19) - Basics of History
Textbook- Introduction

Unit 1: Early America

Week 2 (Aug 20 – Aug 26) - Indigenous America
Textbook – Chapter 1, Sections 1-2
Primary Source – Native American Creation Stories

Week 3 (Aug 27 – Sept 2) - Exploration and Colliding Cultures
Textbook – Chapter 1, Section 3-4; Chapter 2
Primary Source – Thomas Morton Reflects on Indians in New England, 1637

Week 4 (Sept 3 – Sept 9) - British North America
Textbook – Chapter 3
Primary Source – Olaudah Equiano Describes the Middle Passage, 1789

Week 5 (Sept 10 – Sept 16) - Colonial Society
Textbook – Chapter 4
Primary Source – Samson Occom describes his conversion and ministry, 1768

Paper 1 First Submission Due

Unit 2: Revolution and New Nation

Week 6 (Sept 17 – Sept 23) - American Revolution
Textbook – Chapter 5
Primary Source – American Revolution Cartoon

Week 7 (Sept 24 – Sept 30) - A New Nation

Textbook – Chapter 6

Primary Source – *Mary Smith Cranch comments on politics, 1786-87*

Paper 1 Second Submission Due

Week 8 (Oct 1 – Oct 7) - Early Republic

Textbook – Chapter 7

Primary Source – *Congress Debates Going to War, 1811*

Unit 3: Antebellum America

Week 9 (Oct 8 – Oct 14) - Market Revolution

Textbook – Chapter 8

Primary Source – *Blacksmith Apprentice Contract, 1836*

Week 10 (Oct 15 – Oct 21) - Democracy in America

Textbook – Chapter 9

Primary Source – *County Election Painting, 1854*

Week 11 (Oct 22 – Oct 28) - Religion and Reform

Textbook – Chapter 10

Primary Source – *Angelina Grimké, Appeal to Christian Women of the South, 1836*

Week 12 (Oct 29 – Nov 4) - Cotton Revolution

Textbook – Chapter 11

Primary Source – Nat Turner explains the Southampton rebellion, 1831

Paper 2 First Submission Due

Week 13 (Nov 5 – Nov 11) - Manifest Destiny

Textbook – Chapter 12

Primary Source – Cherokee Petition Protesting Removal, 1836

Unit 4: Division

Week 14 (Nov 12 – Nov 18) - Sectional Crisis

Textbook – Chapter 13

Primary Source – *Margaretta Mason and Lydia Maria Child Discuss John Brown, 1860*

Paper 2 Second Submission Due

Week 15 (Nov 19 – Nov 25) - The Civil War (Part 1)

Textbook – Chapter 14, Section 1-2

Primary Source – *South Carolina Declaration of Secession, 1860*

Week 16 (Nov 26 – Nov 29) - The Civil War (Part 2)

Textbook – Chapter 14, Section 3-4

Primary Source – *William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922*

Final Exams: Due 12/4/23 at 11:59 pm EST

ADDITIONAL REQUIREMENTS:

All electronic communication must take place through official university email accounts or Canvas mail. Our course will rely on Canvas, so a reliable electronic device such as laptop or tablet as well as internet accessibility is essential. If you experience any issues with your university email or Canvas account, contact UNCG IT Resources via their website <https://its.uncg.edu/>.

ASSIGNMENT SUBMISSION AND FORMAT:

All assignments in this course are submitted electronically via Canvas by the assignment deadline. No assignments will be accepted either by email or on paper. Assignments must be submitted as Word documents.

POLICY ON LATE WORK:

All assignment due dates are listed in Canvas. Weekly assignments (discussion posts and weekly quizzes) will not be accepted after Saturdays at 11:59 pm EST the week they are due. Written assignments submitted after the due date are subject to grade reduction of 1/3 of a letter grade per day. Please reach out to me if any personal or health emergencies arise during the semester.

FINAL EXAMINATION:

The Final Exam for this course will be given during the last week of class and due no later than December 4, 2023 at 11: 59pm EST.

MIDTERM GRADES:

The midterm grade period for Fall 2023 occurs between September 11-22, 2023. During this time, I will assign you a midterm grade for this course based on the first five weeks of the course. You will be able to access the grade in UNCGenie.

Your midterm grade in this course is a snapshot of how you are currently performing academically based on the assignments we have had to date. It will let you know if you are on the right track or if you need to take action to do something differently to improve your grade. If you have a D or an F at the midterm, we should definitely talk further about strategies and options for continuing in the class.

You can find more information about midterm grades here: <https://spartancentral.uncg.edu/student-records/grades/> Once midterm grades are assigned, reach out to me if you have questions. You should also talk with your academic advisor if you are considering withdrawal from this class.

ONLINE CONDUCT AND ETIQUETTE:

Throughout the course, whether in video meetings, online discussion boards, or assignments, you are required to be respectful of other people and their arguments. Critiques and disagreements over the ideas we discuss are expected and even encouraged, but this does not permit anyone to be offensive or abusive toward others. I reserve the right to remove anyone from class for disrespectful behavior.

General behaviors to avoid include (but are not limited to): flaming, doxing, using or posting offensive images or language that is outside the scope of course materials, posting suspicious websites, and advertising yours or others' businesses or products.

COMMUNICATION RESPONSE:

I will respond to emails within 24 hours on Mondays thru Thursdays. Emails received Friday thru Sundays will be responded to the following Monday.

ACADEMIC INTEGRITY POLICY:

By submitting an assignment, each student is acknowledging their 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:

The University of North Carolina at Greensboro respects and welcomes students of all backgrounds and abilities. If you encounter any barriers to full participation in this course due to the impact of a

disability/condition impacting a major life activity, please contact the Office of Accessibility Resources and Services (OARS). OARS will engage students in an interactive process to determine the need for any reasonable accommodations.

Connect quickly via a brief Welcome Form,

https://cm.maxient.com/reportingform.php?UNCGreensboro&layout_id=50. Upon receipt, OARS will contact you to schedule a convenient, virtual consultation. You may also request a consultation by calling 336-334-5440, emailing oars@uncg.edu, or walking into the OARS suite in 215, EUC. Additional OARS info may be found at <https://oars.uncg.edu/>.

STARFISH:

UNCG cares about your success! Our university uses Starfish to help signal to you and others on campus when you may need additional support to achieve academic success in your courses. When I observe situations in which you are struggling with assignments or tests, seem disengaged from class, or even in distress, I will raise a Starfish flag to notify you of my concerns. I may also refer you to your academic advisor, or another support resource on campus. Raising flags and connecting you to others at UNCG is important in helping ensure your academic and personal success as a student.

If you receive a notification that I have raised Starfish [flags](#), it is time for you to take action! Flags do not directly affect your grade or carry any punitive consequence, but they are intended to signal that you need to make some changes in how you are approaching your coursework. Please pay attention to these emails and take action by seeking assistance and support from others. Some possible next steps are to meet with me (the instructor), schedule an appointment with your academic advisor, or sign up for UNCG tutoring or academic skills.

I may also periodically raise congratulatory Starfish [kudos](#) when you're doing really well, and [referrals](#) to specific UNCG offices when I think you might benefit from connecting with them. Starfish can be accessed by logging into starfish.uncg.edu. Overall, Starfish is a useful and easy way to communicate and connect with me, your other instructors, your academic advisor, and support staff or resources on campus!

Helpful Links : Starfish Site: [Starfish Overview for Students](#) Support Contact: starfish@uncg.edu

HEALTH AND WELLNESS:

Health and well-being have a big impact on your learning and academic success. Throughout your time at UNCG, you may experience a range of concerns that impact your personal and academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug concerns, crime victimization, feeling down, loss of motivation, or death of a loved one. It is OK TO ASK FOR HELP!

- [Student Health Services \(SHS\)](#) (336-334-5340): For preventative and acute healthcare, SHS offers a primary medical clinic, full pharmacy, and over-the-counter medications.
- [Counseling & Psychological Services](#) (336-334-5874): free confidential mental health services
- [Spartan Well-Being](#)
- [Campus Violence Response Center](#) (336-334-9839)
- [Spartan Recovery](#) offers recovery support services (SRP@uncg.edu)

You can also visit any of these services in person at the Anna M. Gove Student Health Center at 107 Gray Drive.

TITLE IX:

UNCG is committed to fostering a safe, productive, learning environment. Title IX and our school's policy prohibit discrimination on the basis of sex. Sexual harassment, which includes gender-based harassment, domestic and dating violence, sexual assault, and stalking, is prohibited. We encourage anyone who has experienced sexual harassment to speak with someone and get the support and resources they need. I, because of my role with the University, am not required to share information with the University's Title IX Coordinator. Please be aware that if you share a situation related to interpersonal violence with an Official with Authority, they are required to share that information with the University's Title IX Coordinator. [List of Officials with Authority](#).

UNCG has confidential staff members trained to support students in navigating campus life, understanding reporting options, accessing health and counseling services, and more. Confidential support services include; [Campus Violence Response Center \(CVRC\)](#) located on the ground floor of Gove Student Health Center or UNCG's [Student Health Services \(SHS\)](#), [Counseling & Psychological Services](#) (336-334-5874), and [Spartan Well-Being](#) located in the Gove Student Health Center.

RELIGIOUS HOLIDAYS:

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: [UNCG's Religious Obligations Policy](#).

TECHNICAL SUPPORT:

Students with technical issues with the course and email should contact 6-TECH for support either by email or phone or chat ([6TECH Help](#)). Please also make your instructor aware of the issue and if there will be any delays in resolving the issue.

ELASTICITY STATEMENT:

It is the intention of the instructor that this syllabus and course calendar will be followed as outlined; however, as the need arises, there may be adjustments to the syllabus and calendar. In such cases, the instructor will notify the students in class and via email with an updated syllabus and calendar within a reasonable timeframe to allow students to adjust as needed.

LAND ACKNOWLEDGMENT:

UNCG is located on the traditional lands of the Catawba, Keyauwee, and Saura Nations. UNCG and the City of Greensboro are home to a vibrant Native community connected by the Native American Student Association (NASA) at UNCG and the Guilford Native American Association.

The state of North Carolina is home to many Native Nations, including the Coharie, the Eastern Band of Cherokee Indians, the Haliwa-Saponi, the Lumbee Tribe of North Carolina, the Meherrin, the Sappony, the Occaneechi Band of the Saponi Nation, the Tuscarora Nation of North Carolina, and the Waccamaw Siouan. Let us venture to honor them with our work together.

CONNECT WITH THE UNCG HISTORY DEPARTMENT:

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

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

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

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