

HIS 211
U.S. to 1865 Course Syllabus

Location: Online

Office Hours: Tuesdays 8am-11am

Professor: Emilee Robbins

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Course Description:

This course follows the history of the United States from pre-contact society through the Civil War. We will look at the impact on various groups in North America including indigenous groups, Africans, and women. Through these disparate perspectives, we will identify the ways categories of race, class, and gender impacted individuals in the United States. We will also see the ways trans-Atlantic exchanges impacted the formation of the new American nation. As a writing intensive course, the assessment of student writing is a significant component of the final grade for the course. The course will have an enrollment cap no higher than 25.

Important Due Dates:

Primary Source Paper First Draft: September 24th at 11:59pm

Primary Source Paper Final Draft: October 22nd at 11:59pm

Final Exam: December 4th at 11:59pm

Grading:

The final grade for this course is determined by the following calculation:

Discussion Posts (14): 35%

Quizzes (12): 35%

Primary Source Paper: 20%

Final Exam: 10%

In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the sixth week of the term. That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

Grading Scale:

A: 93-100 A-: 90-92 B+: 87-89 B: 83-86 B-: 80-82 C+: 77-79 C: 73-76 C-: 70-72
D+: 67-69 D: 63-66 D-: 60-62

Assignments:

This course is a fully online, asynchronous course. All lectures, readings, and assignments can be accessed through the Canvas site using your UNCG login. If you have any trouble accessing Canvas or any of the readings/assignments, email the instructor as soon as possible. Students are expected to read all assigned readings and complete all assignments for the course.

- **Discussion Posts (GHP 1,2; MAC 1,2,3; CIC 1):** Every week, students will complete a discussion post that answers a prompt based on the material from that week. Posts should be at least 150 words. Discussion posts are due every Thursday at 11:59pm.
- **Quizzes (GHP 2; MAC 1; CIC 1) :** Every week, students will complete a quiz based on the material from that week. Quizzes are due every Sunday at 11:59pm.
- **Final Exam (GHP 1,2; MAC 1,3; CIC 1):** The final exam will be based on the material from the course. The exam will include short answer prompts. The exam is open-book and has no time limit.
- **Primary Source Paper (GHP 1,2; MAC 1,2,3; CIC 1,2,3):** Students will write one paper based on the primary sources in the course. The paper will include one draft due September 24th and one final draft due October 22nd. Assignment instructions will be provided on Canvas.

Late Policy:

Late assignments will be accepted until November 30th. When an assignment is turned in late, there will be a 5-point deduction from the grade on the first day late and 1-point deduction every additional day late. I encourage everyone to turn all assignments in, even if they are late!

Learning Outcomes:

Upon successful completion of this course, students will have developed skills in:

General Education Historical Perspectives Student Learning Outcomes (GHP):

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.

MAC Diversity and Equity:

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.

CIC College Writing:

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.

Readings:

The main textbook for this course is the American Yawp (available online). All readings will be available on Canvas.

Accommodations/ADA Statement:

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 Obligation Statement:

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:

https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g.

Attendance Policy for University Sponsored Events:

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

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/>.

There is a zero-tolerance policy for plagiarism of any sort in this course. Anything you write should be in your own words; all work must be your own. UNCG prohibits any and all forms of academic dishonesty. Students who engage in academic dishonesty (such as using sentences from other sources and treating them as your own) will receive a zero on the assignment and may be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion. If you are confused about what plagiarism is, please come to my office hours and we can talk about it!

Weekly Schedule

Week One: August 15- August 18

- Syllabus
- What is a Primary Source?

Unit One: Early America

Week Two: August 21- August 25

- Pre-Contact Indigenous Society
- Reading: [1.Indigenous America | THE AMERICAN YAWP](#)
- Primary Source: [Journal of Christopher Columbus](#); [Native American Creation Stories](#)

Week Three: August 28- September 1

- Contact
- Reading: [2.Colliding Cultures | THE AMERICAN YAWP](#)
- Primary Source: [Richard Hakluyt document](#); [John Winthrop Sermon](#)

Week Four: September 5- September 8

- Colonial Settlement
- Reading: Taylor, Alan. "8: New England," in *American Colonia* (New York: Vikings, 2001).
- Primary Source: [The legend of Moshup, 1830](#) AND [Sketch of Algonquin village, 1585](#)

Week Five: September 11- September 15

- Colonial Slavery
- Reading: Morretta, Alison. "Chapter Two: Regional Differences in Slavery," and "Chapter Three: Resistance and Rebellion," in *Slavery in Colonial America*. (New York: Cavendish Square Publishing LLC, 2017).
- Primary Source: [Oludah Equiano Describes the Middle Passage, 1789](#); [Rose Davis is sentenced to a life of slavery, 1715](#)

Week Six: September 18- September 22

- Early Colonial Society
- Reading: [4.Colonial Society | THE AMERICAN YAWP](#)
- Primary Source: [Sarah Knight Letter](#); [Eliza Lucas Letters](#)

~First Draft~ Due September 24 at 11:59pm

Unit Two: Forming the United States

Week Seven: September 25- September 29

- American Revolution
- Reading: [5.The American Revolution | THE AMERICAN YAWP](#)
- Primary Source: [Abigail and John Adams Letters](#)

Week Eight: October 2- October 6

- The New American Nation
- Reading: [6.A New Nation | THE AMERICAN YAWP](#)
- Primary Source: [Constitutional Ratification Cartoon](#); [Anti-Jefferson Cartoon](#)

Week Nine: October 9- October 13

- People on the Margins
- Reading: Cleves, Rachel Hope. "Chapter 7: Never To Marry, 1800," *Charity and Sylvia: A Same-Sex Marriage in Early America*. (New York: Oxford University Press, 2014), 59-67; Cleves, Rachel Hope. "Chapter 11: The Tie That Binds, July 1807," *Charity and Sylvia: A Same-Sex Marriage in Early America*. (New York: Oxford University Press, 2014), 101-109.
- Primary Source: [A Confederation of Native peoples seek peace with the United States, 1786](#)

Week Ten: October 16- October 20

- The Market Revolution
- Reading: [8.The Market Revolution | THE AMERICAN YAWP](#)
- Primary Source:[Blacksmith Apprenticeship Contract](#); [Mill Workers' Strike](#)

~Primary Source~ Paper Due October 22nd at 11:59pm

Week Eleven: October 23- October 27

- Politics and Religion in America
- Reading: [9.Democracy in America | THE AMERICAN YAWP](#); [10. Religion and Reform | THE AMERICAN YAWP](#)
- Primary Source: None this week!

Unit Three: Rising Tensions

Week Twelve: October 30- November 3

- The West and Manifest Destiny
- Reading: [12. Manifest Destiny | THE AMERICAN YAWP](#); Glenn, Elizabeth J, and Stewart Rafert. "Chapter 5: After Indian Removal, 1840-1870," in *The Native Americans*. Peopling Indiana, (Indianapolis: Indiana Historical Society Press, 2009), 61-71.
- Primary Source: [Chinese Merchant Complains of Racist Abuse](#); [Anti-Immigration Cartoon](#)

Week Thirteen: November 6- November 10

- Kingdom of Cotton
- Reading: [11.The Cotton Revolution | THE AMERICAN YAWP](#)
- Primary Source:[George Fitzhugh Argument](#); [Solomon Northrup Narrative](#)

Week Fourteen: November 13- November 17

- The Civil War

- Reading: [13. The Sectional Crisis | THE AMERICAN YAWP](#); [14. The Civil War](#)
- Primary Source: Civil War Photos

Thanksgiving Break!

Week Fifteen: Nov 27- Nov 29

- Conclusions and Reflections

~Final Exam~ due December 4th at 11:59pm