

**History 211-06/Spring 2010**  
**United States History Since 1865**  
**T/Th 12:30-1:45, MHRA 1214**  
**Instructor: Susan W. Thomas**      **Email: [swthoma3@uncg.edu](mailto:swthoma3@uncg.edu)**  
**Office Hours: T/Th 10:45-11:45, or by appt., MHRA 3103**

**Course Materials**

Required Textbook: Henretta, James A., et al, *America, A Concise History, Vol. One*, 4th Ed.  
Additional readings: Available on Blackboard.

**Course Overview**

We will begin our study before the arrival of Columbus in the 'New World' and end with the Civil War and Reconstruction. While we will highlight many of the events with which you may already be familiar, we will also delve more deeply into the past and discuss the significance of less known historical figures. Over the course of the semester, we will concentrate on several overlapping themes, including the meanings of freedom, equality, and democracy; the complex nature of gender and class relationships; and the origins and development of ideas about race and religion in America. This is not an exclusive list, but just an example of some of the topics we will address as we progress chronologically through the coursework.

Aside from lecture, we will spend time in the classroom examining and discussing primary documents related to the week's reading assignments. When appropriate, we will watch portions of videos that can shed light on or complicate the historical events we are covering. Through all of these methods, we will be learning to interpret history and develop a sense of historical context.

**Course Objectives**

We will not simply memorize dates and facts! While you will be required to remember important people, places, and events, we will use those facts to understand how "ordinary" people experienced extraordinary events. We will uncover the ways in which such people resisted changes imposed from above and sometimes forced change from below. We will not only focus on what happened and when, but we will also think about why events unfolded as they did and what the consequences were.

Our goals will be:

- To acquire critical thinking skills
- To learn how to analyze primary source documents
- To learn how to formulate an argument and support it with evidence
- To recognize connections between the past and our current social, political, and economic debates in order to make informed decisions about our future

*Grade distribution:*

**Participation** (includes attendance and any brief in-class writings/quizzes): 20%

**Two 3-5 pg. essays**, 15% each = 30%

**Three Exams**: 15% + 15% + 20% each = 50%

*Grading Range:*

A+ (97 and above), A (93-96), 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); F (less than 60, unacceptable work)

### Technology in the Classroom

**Turn off your cell phones and iPods and put them away when class begins.** Laptops are permitted.

### Course Requirements

#### *Attendance and Participation:*

Attendance counts as part of the participation grade. More than four absences will be considered excessive and could affect your grades. The remaining portion of your participation grade will be drawn from in-class writing assignments, quizzes, and discussion. **If you sleep, you will be counted absent.**

#### *Essays:*

You will write two brief essays (no more than 5 pages in length) on a topic I will assign. These papers will offer you the opportunity to use the skills you are developing to analyze materials, to choose a position on a specific question, and then defend your position with evidence. You will be drawing only from materials used in lectures, the readings/websites on Blackboard, and the specific sources designated on the assignment.

Unless you have a **documented excuse**, late papers will be penalized one letter grade for each class day until I receive the paper in hand. **You may not email your papers to me.**

#### *Exams:*

There will be a total of three in-class exams, each of which will consist of short answer and identification questions. Exams will test your ability to synthesize information from the lectures, the readings, the discussions, and the audio/visual components of the course into a succinct and coherent response. If you attend class regularly, do the readings, and take notes, you should not have any difficulty completing the exams successfully. The final exam will not be cumulative. I require blue books for all exams.

As with the essays, I require a **documented excuse** before scheduling a make-up exam you might have missed.

### Student Responsibilities

Each student bears the responsibility to attend class regularly and complete all assignments on time. Students will work together to create an open and respectful class environment in which each person's contribution is equally important. On those occasions when students disagree either with one another or with the readings, we will all remain courteous to one another and express our views without intent to disparage or harm others.

**Check your UNCG i-Spartan email regularly.** This is the system I will be using to contact you, should the need arise. My email address is listed at the top of the syllabus for your reference.

#### *Learning Disabilities and Other Concerns*

If you have a diagnosed learning disability or special needs that will affect how you perform in class or will require consideration in writing assignments or on tests, it is your responsibility to ensure that I receive the proper documentation as soon as possible.

### \*\*\*Academic Integrity and Plagiarism\*\*\*

In all assignments, students are expected to do their own work and abide by the University's Honor Code. You must provide references for materials consulted and/or quoted in your writing assignments. Plagiarism is a serious offense that could result not only in failure for the particular assignment, but also

in failure for the entire course. We will discuss plagiarism further before the first essay assignment. To view the University's Plagiarism Policy, follow this link: <http://academicintegrity.uncg.edu/>.

### **Lectures and Assignments**

Check [Blackboard](#) at the beginning of each week to find the assigned readings listed on the syllabus. The syllabus may change if I decide to eliminate a particular reading or substitute something else in place of one. I will announce any changes in class before changing the syllabus. Take notes or jot down questions as you read.

Questions to keep in mind:

- What rights define us as Americans? Do all deserve the same rights?
- What is the role of government in securing rights for Americans?
- Why do we continue to debate the meaning of 'freedom and equality for all'?

#### **IMPORTANT DATES:**

**EXAM ONE, TH FEB 18**

**ESSAY ONE, TUES MAR 2**

**EXAM TWO, TUES MAR 23**

**ESSAY TWO, TUES APR 20**

**EXAM THREE (FINAL), TH APR 29**

#### **1. Origins of the New World**

*Jan 19:* Introduction to Course

*Jan 21:* Text 1, "Emergence of an Atlantic World"

#### **2. When Worlds Collide**

*Jan 26:* Reading: "Out of the European Cradle" (on BB)

*Jan 28:* Reading: "The Colonization of America" (on BB)

#### **3. Europe in the New World**

*Feb 2:* Readings on BB: The Columbian Exchange

Bartolome de Las Casas, "Of the Island of Hispaniola"

John Winthrop, "A Model of Christian Charity"

*Feb 4:* Text 2, "Invasion and Settlement of North America"

#### **4. Becoming American**

*Feb 9:* Text 3, "Creating a British Empire in America, 1660-1750"

BB Readings: Gottlieb Mittelberger on Indentured Servitude and Virginia Slave Statutes

*Feb 11:* Text 4, "Growth and Crisis in Colonial Society, 1720-1765" and Proclamation of 1763 (BB)

#### **5. Turning of the Tide**

*Feb 16:* Text 5, "Toward Independence: Years of Decision, 1763-1776" and Lord Dunmore's Decree (BB)

*Feb 18:* **Exam One...Bring Blue Book!**

## **6. Independence and the Creation of the American Nation**

*Feb 23:* Text 6, "Making War and Republican Governments, 1776-1789

*Feb 25:* Readings: Federalist No. 10 and the Anti-Federalist Argument (BB)

## **7. How Revolutionary was the Revolution?**

*Mar 2:* ***Essay One Due!***

Text 7, "Politics and Society in the New Republic, 1787-1820" and Crèvecoeur, "What is an American?" (BB)

*Mar 4:* Text 8, "Creating a Republican Culture"

Readings on BB: "Remember the Ladies," "On the Equality of the Sexes," and Benjamin Rush on Female Education

## **8. Spring Break!!!**

## **9. The Market Revolution**

*Mar 16:* Reading: "Preparations for the Age of Manufacture" (BB)

(*LAST DAY TO DROP W/O ACADEMIC PENALTY*)

*Mar 18:* Text 9, "Economic Transformation, 1820-1860"

## **10. Let the People be Heard: Jacksonian Democracy**

*Mar 23:* ***Exam Two...Bring Blue Book!***

*Mar 25:* Text 10, "A Democratic Revolution, 1820-1844" and Indian Removal Act, 1830 (BB)

## **11. Slave Nation**

*Mar 30:* Text 12, "The South Expands: Slavery and Society, 1820-1860"

*Apr 1:* Nat Turner's Rebellion (BB)

## **12. The Impending Crisis**

*Apr 6:* Text 13, "The Crisis of the Union, 1844-1860"

*Apr 8:* Readings on BB: DeBow, "The Non-Slaveholders of the South"

Fitzhugh and the Proslavery Argument

Sumner's "Crime Against Kansas" Speech

## **13. The Failure of Compromise and the Battle for Union**

*Apr 13:* Text 14, "Two Societies at War, 1861-1865"

*Apr 15:* Websites on BB: A House Divided, Valley of the Shadow, and New York City Draft Riots

## **14. When the War was Over**

*Apr 20:* ***Essay Two Due!***

Text 15, "Reconstruction, 1865-1877"

*Apr 22:* Readings on BB: Special Field Order 15, Mississippi Black Code, Letter "To my old Master"

## **15. Picking up the Pieces: Reconstruction**

*Apr 27:* Reading: 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments (see back of text)

*Apr 29:* ***Final Exam...Bring Blue Book!***