

HIS 211-05: The United States to 1865

University of North Carolina Greensboro, Spring 2011, M 6-8:50 pm, MHRA 1215
Instructor: Keri T. Petersen, Ph.D. Candidate

Instructor Contact Information:

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Course Description:

The United States to 1865 is an introductory course that will explore the creation, development, and growth of early America from the first founders through the Civil War. This course will largely focus on ordinary Americans and the actions and interactions of Indians, Africans, and Europeans as agents of change in American history.

Course Objectives:

- To introduce students to a perspective on American history that combines the approaches of Atlantic history, environmental history, and ethnohistory to understand the founding, creation, and struggles of the early nation within a greater geographic and chronological context.
- To develop critical and analytical thinking skills by analyzing primary sources and scholarly interpretations regarding the major themes and controversies of early American history.

Required Texts (3):

Oakes, James, Michael McGerr, Jan Ellen Lewis, Nick Cullather, and Jeanne Boydston. *Of the People: A History of the United States*. Volume I: to 1877, Concise Edition. New York: Oxford University Press, 2010.
ISBN: 0195370945

Lindsay, Lisa A. *Captives as Commodities: The Transatlantic Slave Trade*. Pearson, Prentice Hall, 2008.
ISBN: 0131942158

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views in United States History*, Volume 1. 13th edition. Boston: McGraw-Hill, 2009.
ISBN: 0073515337

Blackboard Documents and Reading Assignments: Documents are stored as pdf files which will be located on the course's Blackboard site under the heading of "Course Documents". Before each section, you must read and print all of the assigned articles and documents for the week and highlight the important passages. Bring all of the assigned readings to class and come

prepared to participate in a discussion (we will discuss the *Taking Sides* assignment every week). You will be graded on your preparation and on the quality and frequency of your contributions.

Course Requirements:

- **Attendance, Participation, Pop-Quizzes, and Class Citizenship (25%)**
 - Attendance in class is **mandatory**. Students are allowed to miss **one** class period without penalty, but will have 2 points removed from their final grade for every subsequent absence. Excused absences will be considered on a case-by-case basis.
 - Active participation in class discussions is a vital part of the learning process, and will be worth 25% of your final grade. Participation will be evaluated according to the following broad guidelines: if you come to class but never open your mouth, your participation grade will be no better than a C. If you speak infrequently, but offer strong comments when you do speak (or if you speak a lot, but with only occasional insight), your participation grade will be in the B range. If you participate frequently and with insight, your participation grade will be in the A range.
 - **Pop Quizzes :** BRIEF pop-quizzes will be given at the beginning of selected class periods and will be used in the calculation of your participation grade. The quizzes will be graded according to a check plus, check, and check minus scale.
- **Exams:** Two exams will be given in the course, a midterm and a final. They will be given in-class and will require the use of a blue-book. Exam materials will be drawn from lectures, reading assignments, in-class films, and class discussions. The format will be essays, short-answer, and multiple choice.
- **Writing Assignments:** Writing assignments will be based on the book *Taking Sides*. Choose 5 of the 11 assigned issues in the book to write a 3-4 page position paper explaining which of the two views that you find most convincing and why. You must incorporate specific evidence from each of the readings to back up your interpretation. You must analyze each of the historian's arguments surrounding the issue and make a judgment about which one is more valid. You will be graded on the insightfulness of your analysis, use of evidence from readings, and proper use of spelling and grammar. You must also use parenthetical citations containing the historian's name and page numbers when appropriate to avoid plagiarism. **Papers are due the day that the issue is assigned—before it is discussed in class. Only hard-copies, at the beginning of class will be accepted.**

Grading: ALL assignments must be completed; failure to complete any exam or paper will result in failure of the course.

Attendance, Participation, Quizzes, Class Citizenship: 25%

Midterm: 25%

Final Exam: 25%

Writing Assignments: 25%

Total: 100%

We will use the following grading scale: 99 and above A+, 93 and above A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-, 68-69 D+, 63-67 D, 60-62 D-, 59 and below F.

Class Rules:

• **Technology: E-mail Policy, Blackboard, Power Point, Laptops, and Cell Phones**

E-mail is the best way to reach me. I will always confirm receipt of messages and try to respond quickly. If you do not receive a response from me within 48 hours, you should assume that I did not receive your message and try again. If you do not receive confirmation of your message, it means that I did not receive it and you will not be credited for any information that you communicated.

I will use e-mail to contact you, so you must check your UNCG email account regularly. All messages will be sent to UNCG accounts.

You must hand in hard copies of all papers and assignments. I will not accept e-mailed written work.

The course will have a Blackboard website, which will have a copy of the syllabus and links to additional readings, and frequent announcements.

I will occasionally use PowerPoint slides in lecture. The slides are intended to help guide your note taking. They will not provide a complete set of notes. It is imperative that you take notes to supplement the power point in order to succeed in the course.

This is an interactive class that requires your engaged attention. You may *not* use laptops in the classroom. Cell phones and any other electronic equipment must also be turned off at all times.

• **Plagiarism:**

Plagiarism is presenting the words or ideas of others without giving them credit. Any source that you use in your work (i.e. books, documents, articles, internet sites) must be properly cited. If you use someone else's exact words they must be enclosed in quotation marks and be followed by a citation. If you put someone else's ideas into your own words, you must also use a citation. NOTE: Plagiarism includes copying and pasting any text from the internet without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized severely. For more information, see UNCG's academic integrity policy: <http://academicintegrity.uncg.edu/complete/>

I report all cases of plagiarism to the Dean of Students.

Tentative Class Schedule:

1/10 Introduction to Course
First Founders
European Expansion/Columbian Exchange

Reading: *Of the People*, Chapter 1
Taking Sides, Issue 2
“Christopher Columbus, Letter to Luis de Sant’ Angel (1493)” on blackboard

1/17: MLK, Jr. Holiday, No Class!

1/24: Old World Slavery, the Plantation Complex, and the Transatlantic Slave Trade

Reading: Lindsay, *Captives as Commodities*, pages 1-77.

2/7: Invasion of the Americas

Reading: *Of the People*, Chapters 2 and 3.
Taking Sides, Issue 3
“The Requirement” on blackboard

2/14: Colonial America: Diversity, Growth, and Conflict

Reading: *Of the People*, Chapters 4 and 5
Lindsay, *Captives as Commodities*, Chapter 3
“Virginia Slave Codes, 1661-1705” on blackboard

2/21: Imperial Warfare and the American Revolution

Reading: *Of the People*, Chapter 6 and Chapter 7, pp. 183-197.
Taking Sides, Issue 5

2/28: Midterm Exam

3/7 Spring Break, No Class!

3/14: Creating a New Nation

Reading: *Of the People*, Chapter 7, pp. 198-214, Chapter 8
Taking Sides, Issue 6
Lindsay, *Captives as Commodities*, Chapter 4.

3/21: American Expansion

Reading: *Of the People*, Chapters 9 and 10
Taking Sides, Issue 8

3/28: “Era of the Common Man” & Indian Removal

Reading: *Of the People*, Chapters 11 and 12
Taking Sides, Issue 9 and 10

4/4: Manifest Destiny

Reading: *Of the People*, Chapters 13
Taking Sides, Issue 12

4/11: Road to Civil War

Reading: *Of the People*, Chapter 14
Taking Sides, Issue 14

4/18: Civil War and Emancipation

Reading: *Of the People*, Chapter 15
Taking Sides, Issue 15
Lindsay, *Epilogue*

4/25: Reconstructing the Union

Reading: *Of the People*, Chapter 16
Taking Sides, Issue, 16

5/2 Final Exam at 7pm MHRA 1215