

## Course Information

### Student Outcomes

Upon successful completion of this course, the student will be able:

- To understand the colonial origins of English North America;
- To evaluate the development of the American Revolution and the subsequent evolution of the American Republic;
- To assess the impact of the developing slave society, on politics, culture, and the economic system;
- To understand the impact of industrialization on 19th century American life;
- To write competently and describe details, facts, and opinions concerning the subjects covered.

### Required Textbook

Eric Foner, *Give Me Liberty: An American History*, Vol. 1 (second Seagull edition, 2009), published by W. W. Norton & Co.

### Course Requirements

This will be an entirely online course. Students should begin by logging into <http://blackboard.uncg.edu>, and there enter their UNCG Novell username, followed by their Novell password. Instructions on using Blackboard are available at this website, but for specific problems, email the BB tech support. On the BB site, students will find everything needed (except the textbook) for the class: video lectures, primary documents, online quizzes and tests, and entry points for their discussion postings.

### Reading

All students must complete the text and primary source readings in the time period provided for each lesson. Within each lesson, they should do the following: 1) read the text assignment and take the chapter quiz (there is one quiz per lesson); 2) watch the video lectures and post comments on the online discussion board; and 3) read the primary source and post comments on the online discussion board.



Syllabus

### History 211: U.S. to 1865

#### Spring 2011 (January 10-April 26, 2011)

Instructor: Susannah J. Link; Course developer: William A. Link

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### UNCG Honor Code

All students are expected to abide by UNCG Honor Code. This means:

- All quizzes should be taken without using the text, or with any assistance from anyone;
- All writing assignments should be your own work;
- No internet plagiarism, or plagiarism of any kind, will be tolerated. **I will prosecute offenders to the full extent of the system.**
- For more information about the University's academic integrity policy, please visit these links:

Academic Integrity Policy: <http://saf.dept.uncg.edu/studiscp/Honor.html>

UNCG Student Code of Conduct: <http://saf.dept.uncg.edu/studiscp/Honor.html>



Course Description

History 211, the first part of a two-part study of American history, seeks to improve our understanding of how the United States came into being and developed in the first hundred years of its existence. This course tries to help us understand the historical development of colonial America and what became the United States. What forces went into shaping America? How has life changed? How did our unique constitutional system come into existence? What conflicts existed among different Americans?

As part of this course, consider the following themes:

- The social experiences of Americans and the extent to which they varied. Not all Americans had the same experiences: in fact, most had very different experiences. How were they different?
- The effect of race and ethnicity: how did race and racial attitudes shape American history? How did African Americans respond to enslavement? How did slavery shape society? How did the end of slavery affect American life?
- The changing economic system: We currently live in a society of great affluence, and the American economic system is the most powerful in the world. What were the origins of American economic supremacy?
- The changing political system: What conditions shaped the American constitutional system, as formed in the Constitution of 1787? How did the Constitution change? How did it respond to the great constitutional crisis of the Civil War?



### Course Organization

The course is divided into 3 units and 7 lessons. Each lesson is approximately two weeks long. There are assignments at both the lesson and unit levels, and students MUST complete these according to the deadlines provided.

#### **Unit 1: Colonial America, 1588-1763 (January 10-February 6)**

##### **Assignments for each lesson:**

- Take chapter quiz (online, in blackboard site, on the last day of each lesson)
- Complete discussion board on primary documents: each student is required to complete at least 3 posts of at least 100 words.

##### **Lesson 1: First Americans and Early Immigrants (January 19-23)**

**Documents:** Native Americans (John Lawson, *A New Voyage to Carolina* (1709)).

**Text readings:** Foner, *Give Me Liberty*, chapters 1 & 2

**Quiz #1: Sunday, January 23, 7am - 11pm (located under "Assignments")**

##### **Lesson 2: Colonization and Slavery (January 24-February 6)**

**Documents:** The Ordeal of Anne Hutchinson (*Trial and Interrogation of Anne Hutchinson* (1637)).

**Text readings:** Foner, *Give Me Liberty*, chapters 3 & 4

**Quiz #2: Sunday, February 6, 7am - 11pm**

**TEST 1: due by 9 pm, Tuesday, February 8 (covers Chapters 1-4; the essay questions will be available under "Announcements" by 9 pm on Sunday, February 6).**

#### **Unit 2: Revolution and the New Nation, 1763-1815 (February 9-March 17)**

##### **Lesson 3: Imperial Crisis and Revolution (February 9-22)**

**Documents:** Currency Act; Sugar Act; Resolutions of the Stamp Act Congress.

**Text readings:** Foner, *Give Me Liberty*, chapters 5 & 6

**Quiz #3: Tuesday, February 22, 7am-11pm**

##### **Lesson 4: Early Republic (February 23-March 17--includes spring break March 5-13)**

**Documents:** *The Federalist Papers*, nos. 30, 46, 51.

**Text reading:** Foner, *Give Me Liberty*, chapters 7 & 8

**Quiz #4: Thursday, March 17, 7am - 11pm**

**TEST 2: due by 9 pm, Saturday, March 19 (covers Chapters 5-8; the essay questions will be available under "Assignments" by 9 pm on Thursday, March 17).**

#### **Unit 3: Growth, Change, and War, 1815-1865 (March 20-April 26)**

##### **Lesson 5: Commerce and Democracy (March 20-31)**

**Documents:** Andrew Jackson, annual messages to Congress, 1829-31; Indian Removal Act of 1830.

**Text reading:** Foner, *Give Me Liberty*, chapters 9 & 10

**Quiz #5: Thursday, March 31, 7am - 11pm**

**Lesson 6: Antebellum America (April 1-26)**

**Documents:** Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. IV; Frederick Douglass, *Narrative*, ch. X.

**Text reading:** Foner, *Give Me Liberty*, chapters 11 & 12

**Quiz #6: Tuesday, April 12, 7am - 11pm**

**Lesson 7: Sectionalism and Civil War (April 13-26)**

**Documents:** Roger Taney, Dred Scott decision; selected editorial responses; selected documents from slaves during the Civil War, 1861-63.

**Text reading:** Foner, *Give Me Liberty*, chapters 13 & 14

**Quiz #7: Tuesday, April 26, 7am - 11pm**

**TEST 3/FINAL EXAM: due by 9 pm, Friday, April 29 (covers Chapters 9-14; the essay test questions will be available by 9 pm on Tuesday, April 26).**



Grading & Assignments

**Grading Scale**

Grading is on a 10-point scale, so 90-100 is in the A range; 80-89 is in the B range; and so on, with pluses and minuses at my discretion.

**Grade Breakdown**

2 tests: 30 percent (15 percent each)

Final exam: 25 percent

Textbook quizzes: 20 percent

Online discussion boards: 25 percent

**Assignments**

**1. Online discussion:** All students must participate on the class discussion board. NB: Students **MUST** complete online discussion assignments for each of the 8 lessons in the class. Comments must be posted no later than the deadline indicated on the discussion board.

The online discussion should be completed after reading the lesson documents and watching the video lectures. Students must post at least one answer to the questions that I have placed on the discussion board. You may post more than three times, but three is a required minimum. Ideally, postings should be interactive and should react to what others have said.

Students are graded according to the following measures:

- quality of input,
- ability to generate a reasoned response among your peers,
- ability to integrate and synthesize what others in the class have contributed.

As stated above, I expect no fewer than three (3) posts per lesson of at least 100 words each. I will assign grades according to the quality of comments and the degree to which they seek to interact with and engage other students. Those students who do not post at all will receive a discussion grade of zero for that lesson; students who do not meet the minimum number of posts will receive a maximum grade of 50 percent.

Three or four students will serve as assigned online discussion leaders beginning with Lesson 2.

Discussion leaders are expected to post 3 discussion questions about the primary documents for your classmates. The discussion leaders' posts should appear by 9 p.m. the night before the beginning of a new lesson; for example, by 9 p.m. on January 23 for Lesson 2. Throughout the remainder of the lesson, discussion leaders are responsible for monitoring the discussion, posting more questions (which can be based on any of the materials from that lesson) and responding to other students in order to keep the discussion lively and focused on the historical context.

**2. Quizzes:** All students are expected to complete textbook readings on time, according to deadlines established in the course calendar. Upon completion of the readings in each lesson, they will complete a brief, multiple-choice, closed-book quiz online, located under the "Assignments" link, on the final day of each lesson.

**3. Tests:** There will be three (3) tests, one at the end of each unit. These will be take-home, open book, essay tests. You are not to refer to any materials or people outside the assigned course materials (no Wikipedia, etc.).

#### **Consequences of Non-Participation in Class**

All students must complete assignments in a timely fashion; in the event that you fail to do so, I reserve the right to drop you from the course. I will do this if 2 consecutive lessons aren't completed by the deadlines, or if a total of 3 lesson deadlines are missed.



#### FAQs

I've included some frequently asked questions along with my answers to them in order to help clarify assignments and expectations for the course. Please read through these at the beginning of the course, along with the other course information, and then e-mail me to confirm that you have done so.