

Spring 2012 | University of North Carolina, Greensboro
Prof. Watson Jennison | Email: wwjennis@uncg.edu | 2143 HHRA Building | Phone: 334-4092
Office Hours: Mondays, 9:30 to 10:30, Wednesdays, 9:30 to 10:30, and by appointment

HIS 211: The United States to 1865 **Course Syllabus**

For many years, historians focused on statesmen and other great men as the sole agents of change in American history. This course shifts focus to ordinary Americans and their efforts to shape their own history and the history of their nation. The goals of this course are to introduce students to the controversies, trends, events, and actors in the first half of American history and to familiarize students with the analytical skills employed in the study of history.

Course Requirements: The requirements for this course include assigned readings for each class, periodic assignments and quizzes on the assigned readings, one paper, and two exams. Assignments submitted in class are due at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. All assignments must be submitted in hard copy.

Sections: Students are required to sign up for a discussion section. Attendance in section each week is mandatory. The sections are scheduled as follows:

Fridays, 11:00 a.m. to 11:50 a.m., Bryan 117
Fridays, 11:00 a.m. to 11:50 a.m., Bryan 114
Fridays, 11:00 a.m. to 11:50 a.m., Bryan 216
Fridays, 12:00 a.m. to 12:50 a.m., SOEB 102
Fridays, 12:00 a.m. to 12:50 a.m., Bryan 213
Fridays, 12:00 a.m. to 12:50 a.m., Bryan 117

Assigned Readings: There are two books assigned for this class: Paul E. Johnson and Sean Wilentz, *The Kingdom of Matthias: A Story of Sex and Salvation in 19th-Century America* (1995) and William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War* (2007). Both books can be purchased at the University Bookstore. Additional readings are on blackboard, e-reserves, and the internet. These readings will be linked to the Syllabus on Blackboard and listed under Course Documents on Blackboard as they become available. The assigned reading list may undergo minor changes, including the addition of primary source readings; students should be sure to consult the most current version of the Syllabus on Blackboard under Course Information.

Electronic Devices: The use of laptops, tablets, cellular phones, or any other type of electronic device is prohibited during class.

Attendance: Attendance in class is mandatory. The door will close ten minutes after class starts. Once the door closes, students will no longer be admitted to the class and will be considered absent. Each student is allowed three absences. After three unexcused absences, students will receive a zero for participation for that day. The instructor will excuse absences with a doctor's note or legitimate documentation of other emergencies. Students will be dropped from the class for excessive absences.

Late Assignments: All assignments must be submitted in hard copy. Unless otherwise specified on the syllabus, papers are due in class at the beginning of the class period. Students who submit assignments after the deadline will be penalized with a grade deduction based on the lateness of the assignment. No assignments will be accepted one week after the due date. If a student leaves a paper in the professor's mailbox, it is the student's responsibility to check that the professor has received the paper.

Plagiarism: The University defines plagiarism as "intentionally or knowingly representing the words of another, as one's own in any academic exercise."¹ (See the University's [Academic Integrity Policies](#) for further information.) All sources (books, articles, documents, internet sites, etc.) used in any paper or assignment must be properly cited or will be considered plagiarism. Any instance of plagiarism will receive a zero and will be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion from the University.

Final Grade Composition

- Participation 15%
- Assignments 15%
- Midterm Exam 20%
- Final Exam 20%
- Paper 30%

Participation: Participation in discussion is mandatory. **Students should be prepared to discuss the readings on the day that they are assigned.** Attendance alone is not sufficient for full participation credit.

Assignments: Students will be given brief in-class and take-home writing and research assignments based on the assigned readings. Students will also be periodically quizzed on readings and lectures. There will be no make-up assignments in the case of a missed class.

Exams: There will be two exams in this class: one midterm exam on March 2 and one final exam on May 2.

Paper: Students are required to a ten- to twelve-page paper based on assigned readings and lectures. The paper is segmented with preliminary assignments, which allows students opportunities for feedback before submitting their final drafts. The first five- to seven-page segment of the paper is due on February 17 and the final ten- to twelve-page version is due on March 30. All sources in the paper must be properly cited according to the guidelines laid out in [The Chicago Manual of Style](#), which is available on-line.

Class Schedule

Week 1:

¹ <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>

01: Monday, January 9: Introduction

02: Wednesday, January 11: Precontact

Readings:

- Mary Beth Norton, “History Under Construction” (2006) on [internet](#); Jules R. Benjamin, “How Historians Work” (2004) on blackboard; Jack Hitt, “Mighty White of You: Racial Preferences Color America’s Oldest Skulls and Bones,” *Harper’s*, July 2005, pp. 39-55 on [blackboard](#)
- UNCG Library, Chapter 7: [From Research to Writing](#), *First Steps: An Explorer’s Guide to Research*

03: Friday, January 13: Sections

Week 2:

04: Monday, January 16: MLK Day – Class Canceled

05: Wednesday, January 18: Creating the Atlantic World

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 23-49 on [blackboard](#).
- Documents: Christopher Columbus, *The Diario of Christopher Columbus’s First Voyage to America*, (1492-1493), on [blackboard](#); Bernal Diaz del Castillo, *The Conquest of New Spain*, (1632), on [blackboard](#); *Mexican Accounts of Conquest from the Florentine Codex*, (c. 1547), on [blackboard](#); Bartolomé de Las Casas, *The Devastation of the Indies: A Brief Account*, (1542), on [blackboard](#); “Two Views on Columbus Day,” (1991 and 2005) on [blackboard](#)

06: Friday, January 20: Sections

Week 3:

07: Monday, January 23: The Atlantic Slave Trade

Readings:

- “Why Were Africans Enslaved?” in David Northrup, ed., *The Atlantic Slave Trade, Second Edition* (New York: Houghton Mifflin, 2002), pp. 1-29 on [blackboard](#)
- Documents: John Hawkins, “An Alliance to Raid for Slaves” (1568), Willem Bosman, “Trading on the Slave Coast” (1700), Olaudah Equiano, “Kidnapped, Enslaved, and Sold Away” (c. 1756) on [blackboard](#)

08: Wednesday, January 25: The British Empire in the Americas

Readings:

- Peter Linebaugh and Marcus Rediker, *The Many Headed Hydra: Sailors, Slaves, and Commoners, and the Hidden History of the Atlantic* (Boston: Beacon Press, 2000), pp. 8-35 on [blackboard](#)
- Documents: George Peckham, “A True Reporte of the Late Discoveries,” (1583); Richard Hakluyt, the Younger, “Discourse of Western Planting,” (1584); Richard Hakluyt, the Elder, “Inducements to the Liking of the Voyage Intended towards Virginia,” (1585) on [blackboard](#)

09: Friday, January 27: Sections

Week 4:

10: Monday, January 30: Encounter

Readings:

- Kathleen Brown, “The Anglo-Algonquian Gender Frontier,” in *Negotiators of Change Historical Perspectives on Native American Women*, ed. Nancy Shoemaker (New York: Routledge, 1995), pp. 26-48 on [blackboard](#)
- Documents: John Winthrop, “But What Warrant Have We To Take That Land” (1629) (See document collection in “08”); John Smith, “Description of Virginia” on [blackboard](#); Father Paul LeJeune, “Encounter with the Indians” on [blackboard](#)

11: Wednesday, February 1: Colonial America: Chesapeake

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 138-157 on [blackboard](#)
- Documents: [Virginia Company], “A True Declaration of the Estate of the Colonie in Virginia,” (1610) (See document collection in “08”); James Revel, “The Poor Unhappy Transported Felon’s Sorrowful Account of His Fourteen Years Transportation at Virginia in America,” (c. 1680) on [blackboard](#); “Servitude and Slavery in 17th-Century Virginia Courts,” (1630-89) on [blackboard](#)

12: Friday, February 3: Sections

Week 5:

13: Monday, February 6: Colonial America: New England

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 158-186 on [blackboard](#)
- Document: Mary Rowlandson, from “*The Narrative of Mary Rowlandson*” (1682) on [blackboard](#)

14: Wednesday, February 8: Colonial America: Lowcountry

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 222-244 on [blackboard](#)
- Document: “The Stono Rebellion in South Carolina” (1739) on [blackboard](#)

15: Friday, February 10: Sections

Week 6:

16: Monday, February 13: Colonial America: Middle Colonies

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 246-272 on [blackboard](#)
- Document: Gabriel Thomas, “Pennsylvania, The Poor Man’s Paradise” (1698) on [blackboard](#)

17: Wednesday, February 15: Colonial (Dis)Order

Readings:

- Peter Linebaugh and Marcus Rediker, “Sailors and Slaves in the Revolution,” in *The Social Fabric*, ed. Thomas L. Hartshorne (New York: Longman, 2006), pp. 131-49 on [blackboard](#)
- Documents: “New Jersey Land Riots” (1746 and 1748) on [blackboard](#); William Livingtons, “The Vanity of Birth and Titles; with the Absurdity of Claiming Respect without Merit” (1753) on [blackboard](#); Paxton Boys, “Manifesto” (1764) on [blackboard](#); North Carolina Regulators, “Shew Yourselves to be Freemen” (1769) on [internet](#); J. Hector St. John Crèvecoeur, “What is an American?” (1770) on [blackboard](#)

18: Friday, February 17: Sections

First segment of paper due at the beginning of class

Week 7:

19: Monday, February 20: War and Rebellion

Readings:

- Documents: Thomas Paine, *Common Sense*, [Section I](#), [Section II](#), [Section III](#) on internet; Ann Hulton, “Loyalist View of Colonial Unrest” (1774) on [blackboard](#); Thomas Jefferson, “Declaration of Independence” (1776); Abigail and John Adams, “Remember the Ladies” (1776) on [blackboard](#); Joseph Brant, “Mohawk Loyalty to Britain” (1776) on [blackboard](#); John Dickinson, “A Speech Against Independence” (1776) on [blackboard](#); Slave Petitions for Freedom during the Revolution (1774-79) on [blackboard](#)

20: Wednesday, February 22: Founding of a New Nation

Readings:

- Documents: William Finlay, “On Democracy, Banks, and Paper Money,” 1786 on [blackboard](#); Shay’s Rebels, “Grievances,” 1786 on [blackboard](#)

21: Friday, February 24: Sections

Week 8:

22: Monday, February 27: “We the People”

Readings:

- Jack N. Rakove, “The Perils of Originalism,” *What Did the Constitution Mean to Early Americans?*, ed. Edward Countryman (Boston and New York: Bedford/St. Martin’s, 1999), pp. 141-63 on [blackboard](#); Ron Chernow, “The Founding Fathers Versus the Tea Party,” *New York Times* (2010) on [internet](#)
- Documents: Constitution (1787) on [internet](#); Bill of Rights (1791) on [internet](#); Elbridge Gerry, “The Danger of the Levelling Spirit” (1787); George Clinton, “To The Citizens of the State of New York,” (1787); James Madison, “The Federalist, No. 10,” on [blackboard](#)

23: Wednesday, February 29: Competing Visions for the Early Republic

Readings:

- Drew R. McCoy, “The Fears of the Jeffersonian Republicans” on [blackboard](#); Linda Kerber, “The Fears of the Federalists” on [blackboard](#)
- Documents: Governor Thomas Mifflin, “Proclamation on Unlawful Combinations,” 1794; Judge Alexander Addison, “On the Whiskey Rebellion” (1794) on [blackboard](#)

24: Friday, March 2: *Mid-Term Exam*

Week 9: Spring Break – Class Canceled

Week 10:

25: Monday, March 12: American Expansion and Indian Removal

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 3-48
- Document: Tecumseh’s Plea to the Choctaws and the Chickasaws on [blackboard](#); James Tallmudge, “Denunciation of Slavery in Missouri” (1819) on [blackboard](#)

26: Wednesday, March 14: Market Revolution

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 49-90
- Documents: James Flint, “Panic of 1819” (1822) on [blackboard](#); David Crockett, “Advice to Politicians” (1833) on [blackboard](#)

27: Friday, March 16: Sections

Week 11:

28: Monday, March 19: Northern Working Class

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 91-164
- Documents: B. Julianna, “Factory Life as it Is” (1845) on [blackboard](#); “Accounts of Urban Riots” (1835) on [blackboard](#); William Sanger, “New York Prostitutes” (1858) on [blackboard](#)

29: Wednesday, March 21: Northern Middle Class

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 164-180
- Documents: David Walker’s *Appeal to the Coloured Citizens of the World* (1829) and William Lloyd Garrison on Slavery on [blackboard](#)

30: Friday, March 23: Sections

Week 12:

31: Monday, March 26: Creating the “Old South”

Readings:

- Stephanie McCurry, “The Two Faces of Republicanism: Gender and Proslavery Politics in Antebellum South Carolina,” *Journal of American History*, Vol. 78, No. 4 (Mar., 1992), pp. 1245-1264 on [blackboard](#)
- Documents: Augustus Baldwin Longstreet, from *Georgia Scenes* on [blackboard](#); Daniel R. Hundley, from *Social Relations from Our Southern States* on [blackboard](#); Mary Boykin Chesnut, from *The Private Mary Chesnut* on [blackboard](#); Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery*, 1841, on [blackboard](#)

32: Wednesday, March 28: Life in the “Quarters”

Readings:

- Brenda Stevenson, “Distress and Discord in Virginia Slave Families, 1830-60,” in *In Joy and In Sorrow: Women, Family, and Marriage in the Victorian South, 1830-60*, pp. 103-124 on [blackboard](#)
- Documents: Harriet Jacobs, from *Incidents in the Life of a Slave Girl* on [blackboard](#); Frederick Douglass, from *Narrative of the Life of Frederick Douglass* on [blackboard](#)

33: Friday, March 30: Sections

Final version of paper due at the beginning of class

Week 13:

34: Monday, April 2: Manifest Destiny and the Mexican-American War

Readings:

- Susan Lee Johnson, “‘Domestic’ Life in the Diggings: The Southern Mines in the California Gold Rush,” in Matsumoto and Allmendinger, eds., *Over the Edge: Remapping the American West*, pp. 107-132 on [blackboard](#)
- Document: John O’Sullivan, “Annexation,” *The United States Magazine and Democratic Review* 17 on [internet](#)

35: Wednesday, April 4: Political Crises of the 1850s

Readings:

- Documents: Secession Era Editorials Project on [blackboard](#); George Fitzhugh, *Cannibals All! or Slaves Without Masters* (1857) on [blackboard](#); James D. B. DeBow, “The Interest in Slavery of the Southern Non-Slaveholder” on [blackboard](#); Frederick Law Olmsted, *The Cotton Kingdom* (1861) on [blackboard](#); and Frederick Douglass, “What to the Slave is the Fourth of July?” (1852) on [blackboard](#)

36: Friday, April 6: Spring Holiday – Sections Canceled

Week 14:

37: Monday, April 9: Secession and the Descent to War

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 3-45
- Documents: South Carolina’s “Declaration of Causes” (December 24, 1860); Mississippi’s “Declaration of Causes” (January 9, 1861); Georgia’s “Declaration of Causes” (January 19, 1861) on [blackboard](#)

38: Wednesday, April 11: On the Frontline

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 46-85

39: Friday, April 13: Sections

Week 15:

40: Monday, April 16: On the Homefront

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 86-108

41: Wednesday, April 18: War's End

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War*, pp. 109-140
- Documents: Spotswood Rice to "My Children" (1864) and Spotswood Rice to Kittey Diggs (1864) on [internet](#)

42: Friday, April 20: Sections

Week 16:

43: Monday, April 23: The Rise and Fall of Reconstruction

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War*, pp. 141-231

44: Tuesday, April 24: Sections

Final Exam

Wednesday, May 2, 8:00 a.m. - 12:00 p.m.

Endnotes:

¹ <http://studentconduct.uncg.edu/policy/academicintegrity/violation/plagiarism/>