

**History 211-03/Spring 2013
United States History to 1877
T/Th 9:30-10:45, BRY 213**

**Instructor: Dr. Susan W. Thomas Email: swthoma3@uncg.edu
Office Hours: T/Th 11-1:00, or by appt., MHRA 2214**

Course Materials

Required Textbook: Henretta, James A., et al, *America, A Concise History, Vol. One*, 4th or 5th ed.
Additional readings: Available on Blackboard, as noted on the syllabus.

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 recognize and 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%

Three Document Analysis Papers, 5% ea. = 15%

Two 3-5 pg. essays, 10% each = 20%

Three Exams: 15% + 15% + 15% each =45%

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. My policy is to deduct one point from your final average for each unexcused absence beyond the four. Students absent 10 or more times are subject to being administratively dropped from the class.

Additionally, students who are habitually late to class disturb the lecture in progress. Unless there are extenuating circumstances, **four tardies will be the equivalent of one absence.**

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.**

Document Analysis Papers:

You will complete **three** document analysis assignments, each of which will include completion of a worksheet and a written 1-2 page paper. You will choose a primary source document from the sections covered by your exams. These papers will be due in class on the day of each exam and may not be emailed. I will post the required worksheet on BB and we will practice using it in class to be sure you understand the requirements.

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. I will provide grading rubrics and guidelines before the essays are assigned.

Unless you have a documented excuse, late papers will be penalized one letter grade for each class day (ea. Tues or Thurs) until I receive the paper in hand. Students often have problems with printers or lack money for ink, so know that the library and campus computer labs offer ways to compensate for these technical difficulties. **You may not email your papers to me.**

*Exams: I require **blue books** for all exams.*

There will be **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. I do provide study guides and post power points on Blackboard once the study guide is distributed. 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.

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

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 [Black board](#) at the beginning of each week to find the assigned readings listed on the syllabus and posted under the weekly folder in the Course Documents section. 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 and PRIMARY SOURCE ANALYSIS ONE, TUES FEB 12

ESSAY ONE, TUES FEB 26

EXAM TWO and PRIMARY SOURCE ANALYSIS TWO, TUES MAR 26

ESSAY TWO, TUES APR 16

EXAM THREE and PRIMARY SOURCE ANALYSIS THREE, TH APR 25

1. Origins of the New World

- Jan 15: Introduction to Course
- Jan 17: Text 1, "Emergence of an Atlantic World"

2. When Worlds Collide

- Jan 22: Reading: "Out of the European Cradle" (on BB)
- Jan 24: Reading: "The Colonization of America" (on BB)

3. Europe in the New World

- *Jan 29*: Text 2, "Invasion and Settlement of North America"
- *Jan 31*: Readings on BB: The Columbian Exchange; Bartolome de Las Casas, "Of the Island of Hispaniola;" John Winthrop, "A Model of Christian Charity"

4. Becoming American

- *Feb 5*: Text 3, "Creating a British Empire in America, 1660-1750"
BB Readings: Gottlieb Mittelberger on Indentured Servitude and Virginia Slave Statutes
- *Feb 7*: Text 4, "Growth and Crisis in Colonial Society, 1720-1765"
Proclamation of 1763 (BB)

5. Turning of the Tide

- *Feb 12*: **Exam One...Bring Blue Book!**
- *Feb 14*: Text 5, "Toward Independence: Years of Decision, 1763-1776"
Lord Dunmore's Decree (BB)

6. Independence and the Creation of the American Nation

- *Feb 19*: Text 6, "Making War and Republican Governments, 1776-1789"
- *Feb 21*: Readings on BB: Federalist No. 10 and the Anti-Federalist Argument

7. How Revolutionary was the Revolution?

- *Feb 26*: **Essay One Due!**
Text 7, "Politics and Society in the New Republic, 1787-1820"
Crevecoeur, "What is an American?" (BB)
- *Feb 28*: 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. The Market Revolution

- *Mar 5*: Reading: "Preparations for the Age of Manufacture" (BB)
- *Mar 7*: Text 9, "Economic Transformation, 1820-1860"
Documents in Textbook

9. Spring Break!

10. Jacksonian Democracy and Reform

- *Mar 19*: Text 10, "A Democratic Revolution, 1820-1844"
Indian Removal Act, 1830 (BB)
- *Mar 21*: Text 11, "Religion and Reform, 1820-1860"
Documents in Textbook

11. Slave Nation

- *Mar 26*: **Exam Two...Bring Blue Book!**
- *Mar 28*: Text 12, "The South Expands: Slavery and Society, 1820-1860"
Nat Turner's Rebellion (BB)

12. The Impending Crisis The Failure of Compromise and the Battle for Union

- *Apr 2:* Text 13, "The Crisis of the Union, 1844-1860"
Readings on BB: DeBow, "The Non-Slaveholders of the South," Fitzhugh and the Proslavery Argument, Sumner's "Crime Against Kansas" Speech
- *Apr 4:* Text 14, "Two Societies at War, 1861-1865"
Websites on BB: A House Divided, Valley of the Shadow, and New York City Draft Riots

13. When the War was Over

- *Apr 9:* Text 15, "Reconstruction, 1865-1877"
- *Apr 11:* Readings on BB: Special Field Order 15, Mississippi Black Code, Letter "To my old Master"

14. Realizing Reconstruction

- *Apr 16:* **Essay Two Due!**
- *Apr 18:* Reading: 13th, 14th, 15th Amendments (see back of text)

15. Picking up the Pieces: Reconstruction

- Apr 23:* Review for Final Exam
- Apr 25:* **Final Exam...Bring Blue Book!**