

HIS: 211-03 United States History to 1865

HIS 211-03 – Tuesday, Thursday 12:30-1:45, MHRA 1215

Instructor: Jamie Mize

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Office: MHRA 2102

Office hours: By appointment

This syllabus is subject to change at the discretion of the instructor.

“Learning is not attained by chance, it must be sought for with ardor and attended to with diligence.”

Abigail Adams

“The truth is rarely pure and never simple.”

Oscar Wilde

“The historian makes histories. Histories do not exist as preformed narratives awaiting discovery.”

Raymond D. Fogelson

COURSE DESCRIPTION:

This course highlights the various groups of people that participated in the creation of the United States of America including, Native Americans, African slaves, African-American slaves and free people of color, as well all other men and women of all classes and creeds and imperial affiliations. The era of history to 1865 witnessed a major transformation of the land that would become America, from a land inhabited by various indigenous persons, to one shared with competing dynastic and imperial colonies, from a tenuous state alliance after independence to united republic, then finally, from sectional division to a more complete national union. Throughout these various political transformations, other transformations occurred on a much more individual level, meaning that what it meant to be American, and just exactly who could be an “American” also underwent an evolutionary process as well. With all these things considered “identity” will be the organizing theme of this course. We will utilize the varied fields of political, economic, military, social, and cultural history to examine the nature of identity for *all* peoples in the creation of America.

STUDENT LEARNING OBJECTIVES:

At the conclusion of this course students will be able to:

1. Explain the significance of the major events, themes, and debates in the history of the United States to the year 1865.
2. Communicate in verbal and written form the evolution of identities in early America. Identify and analyze the economic, political, and cultural influences on American identities.
3. Source, contextualize, and corroborate primary sources.
4. Analyze the interpretations of historians in secondary works.
5. Formulate a research question based upon the reading and analysis of primary and secondary source materials.

6. Utilize primary and secondary sources for research purposes, and demonstrate this knowledge through the completion of a research poster that is both historically and analytically sound, as well as visually appealing.

REQUIRED BOOKS:

- **Course Reader** available at Copy King on Lee Street.
Bring this book to every class period.
- *The Four Deaths of Acorn Whistler: Telling Stories in Colonial America* by Joshua Piker. ISBN: 9780674046863

It is imperative that you acquire the books as soon as possible to keep up with the reading assignments. Excuses provided for a failure to acquire these texts will not be accepted.

ADDITIONAL READINGS ARE AVAILABLE THROUGH THE LIBRARY'S WEBSITE OR CANVAS.

COURSE POLICIES:

Course Structure:

This course is designed to hone your critical thinking and communication skills through the sourcing and contextualizing of historical sources. Rather than require you to memorize various facts, figures, and other data, this course will teach you how to employ the skills of a historian to read, analyze, and interpret historical documents and arguments. In addition to contextualization, you will also learn how to scrutinize historical arguments in secondary sources.

Unplugged:

This class will be a technology free zone. Laptops and other smart devices such as tablets are not permitted. Cell phones must be turned off or placed on vibrate. **Students who fail to comply will be excused from class.**

Respect:

Your active participation in this course is necessary to ensure the success of the class and your grade. During a discussion thoughtful comments and questions are encouraged and expected; however, it is also imperative that mutual respect be maintained at all times. Students will treat their peers and instructor with respect at all times. **Students who fail to comply will be excused from class.**

Academic Integrity:

Students are expected to adhere to the highest standards of academic integrity. UNCG considers academic dishonesty to be a serious offense. Dishonest behavior in any form, including cheating, plagiarism, deception of effort, and unauthorized assistance, may result in a failing grade on an assignment or failure in the course (depending on the nature of the offense). It is your responsibility to avoid even the appearance of dishonesty regarding your work. UNCG's Academic Integrity policy is available online:

<http://sa.uncg.edu/handbook/academic-integrity-policy/>

Many students innocently commit plagiarism because they do not understand the writing and citation process. *To ensure that everyone understands plagiarism, you are each responsible for completing the UNCG library tutorial:*

<http://library.uncg.edu/tutorials/index.aspx?m=8>

Electronic Communication:

Students are responsible for checking their UNCG iSpartan email on a regular basis. Students are encouraged to utilize email to contact the instructor (j_mize@uncg.edu). **All emails must be professional including an appropriate greeting, complete sentences, and a salutation. I will not respond to emails that fail to follow these instructions or that contain informal language such as Yo!, Hey!, or any text language deemed inappropriate for professional correspondence.** Please be aware that an email response will not be immediate. Please allow for a 24-hour (48 hours on the weekend) response time. If you fail to receive an email response after 24 hours (48 on the weekend) please contact me again.

Canvas:

It is the responsibility of all students to ensure that they are able to logon to Canvas. If you are having issues accessing Canvas please note that I am not a technician and cannot assist you in resolving these issues. If you are having difficulty logging into Canvas, first contact 6-Tech Online at:

https://6-tech.uncg.edu/ra/login_raremedy.jsp?lang=en. If you continue to have logon issues, contact the Registrar's Office.

Late Paper & Project Policy:

Late papers and projects will be accepted with 1/2 letter grade deduction for each class day late. After one week, however, **late work will not be accepted and a 0 will be recorded.** (Example: Your paper is due Thursday, February 25th. A B+ paper submitted on Tuesday, March 1st would earn a grade of a B- after the deduction, a C if submitted on Thursday, March 3rd. Thursday, March 3rd is the last day to submit a paper.) **Late papers will not be accepted in electronic format.**

CLASS FORMAT:

History Labs:

As mentioned earlier, this course will focus on the activities of historians. To this end, students will participate in labs, in which we will analyze selected primary sources from your textbook. Please bring your course reader to class everyday.

Discussion:

A large part of class time will be devoted to discussing reading assignments in conjunction with the other information provided to you in class. Students are expected to bring their readings with them to class. This means that you will need to print some of your readings out in advance, and bring them to class.

Written Assignments:

Regardless of your major or your future occupation, the ability to write clearly will be of great benefit to you. We will work on aspects of writing throughout this course, and you will hone your skills through various writing assignments.

Research Poster:

The ability to create and present information that is both visually appealing, as well as informative is a useful skill for your future employment; therefore, in this course you will practice and employ these skills through the completion of a research poster. At the beginning of the semester you will select a general topic for your research, and throughout the semester you will work on creating components for your poster. The final poster will meet the criteria required by the organizers of the Undergraduate Creativity Expo, and students are encouraged to submit their projects for inclusion in this event. More details on this assignment are located below.

ASSESSMENT:

RESEARCH POSTER: (SLO 1), (SLO 3), (SLO 4), (SLO 5), & (SLO 6)

Students will complete one research project on a selected topic in early American history. This research project includes the following components:

- 1) **A project abstract of 150 words.** Your abstract should include a description of your research topic, your research question, a brief description of the sources you are using, and the significance of your topic (why do we care?). We will discuss this format more in class, and examples will be provided. This proposal should be double-spaced and include: a title; page numbers; your name; standard 1" margins; and Times New Roman, 12 point font.
- 2) **Primary Sources (5-7 total):** You should have at least two primary sources that are visual to display on your poster. You need 3-5 additional primary sources to use in constructing your argument. All primary sources are available through the library's website under a link designated for our class. Students will apply the historical methods of sourcing, contextualization, and corroboration to your primary sources. We will go over these methods in class, and you will have multiple opportunities to practice them.
- 3) **Secondary sources (2 total):** To provide context for your sources you will utilize one reading assigned in class and one additional reading that you will select from a list of options. The list will be available on Canvas. You are also encouraged to utilize information from lectures and class discussions. Students will complete a worksheet on their secondary sources. This worksheet will ask for information that will help analyze the arguments and interpretations of the books.
- 4) **In the end your poster should have a title, visuals, and context.**

PARTICIPATION: (SLOs 1-4)

Students are expected to participate in discussions, labs, and any other in-class activities. Students will earn a grade for participation every class. Students are assessed on a scale of 1-10, with 10 being excellent. Students may contact the instructor at any point to determine how they are performing. The following rubric will be applied:

9-10 → Student answered questions thoughtfully, asked questions of their peers and instructor, and participated fully in other class activities that day.

8 → Student appeared attentive and engaged through the taking of notes etc., but interacted with their peers minimally in class activities.

7 → Student lacked attentiveness, and did not interact with the instructor or their peers.

6 → Student placed their head on their desk and made not attempt to engage with any part of the class whatsoever.

5-1 → Student missed 30 or more minutes of class and/or disrupted the class with their behavior.

0 → Student failed at attend class.

EXAMS: (SLOs 1-4)

There are two exams in this class: a midterm and a final. Students will be tested on skills, content, course themes, and the ability to analyze historical arguments. Both exams are open book/open note.

READING RESPONSE ESSAY: (SLO 2) & (SLO 4)

Students will write a reading response essay, of 3-4 pages in length that corresponds with the assigned book: *The Four Deaths of Acorn Whistler*. This book presents multiple narratives: that of Governor Glen of South Carolina; the Lower Creek headman, Malatchi; the local story of Okfuskee, the preeminent town in Acorn Whistler's region; and Thomas and Mary Bosomworth (formerly Mary Musgrove). Identify one of these individuals or groups of individuals and describe the events that shaped their identity. Questions to consider: Which "identity" best applies to the individual or group of individuals (imperial, national, local, or colonial)? How did the story that the individual told about Acorn Whistler's death establish their identity? How did their identity influence their reactions to Acorn Whistler's death? What does the event of Acorn Whistler's death demonstrate about identity in the eighteenth-century American Southeast? Essays should be double-spaced and include: page numbers; your name; standard 1" margins; and Times New Roman, 12 point font.

READING QUIZZES: (SLO 1), (SLO 2), & (SLO 4)

Students will write one paragraph that answers a prompt provided by the instructor. Your typed or written (as long as it is legible) paragraph should consist of approximately 3/4 of a page. If you choose to type your answer use a reasonable font and margins. Include examples from the readings, and explain how they support your answer.

EVALUATION:

This course is based upon 850 points and will use the point range scale below.

A = 850 – 765

B = 764 – 680

C = 679 – 595

D = 594 – 510

F = 509 and below

Research Poster = ~29%

Participation = ~29%

Midterm Exam = ~12%

Final Exam = ~12%

Essay = ~12%

Quizzes = ~6%

ASSIGNMENT GRADES:

RESEARCH PROJECT = 250 points

Poster = 100 pts.

Abstract = 50 pts.

Primary Source Analyses = 50 pts.

Secondary Source Worksheet = 50 pts.

PARTICIPATION = 250 points

25 classes/10 points (See participation grading scale above.)

MIDTERM EXAM = 100 points

FINAL EXAM = 100 points

READING RESPONSE ESSAY = 100 points

READING QUIZZES = 50 points

11 quizzes/5 points = 55 points → the lowest quiz grade will be dropped

COURSE SCHEDULE:

WEEK ONE: INTRODUCTION

Tuesday, January 12th

Class Introduction

Thursday, January 14th

Original Americans

WEEK TWO: COLONIAL IDENTITIES

Tuesday, January 19th

The Spanish

Source: A Narrative of the de Soto Invasion

Thursday, January 21st

The French

Reading: Daniel Richter, "Iroquois versus Iroquois: Jesuit Missions and Christianity in Village Politics, 1642-1686"

WEEK THREE: COLONIAL IDENTITIES

Tuesday, January 26th

The English

Reading: Alan Galloway, "Carolina, The Westo, and the Trade in Indian Slaves, 1670-1685" in *The Indian Slave Trade: The Rise of the English Empire in the American South, 1670-1717*

Thursday, January 28th

The Colonial Low Country

WEEK FOUR: COLONIAL IDENTITIES

Tuesday, February 2nd The Colonial Chesapeake

Source: Nathaniel Bacon on Bacon's Rebellion

Thursday, February 4th Colonial New England

Reading: Virginia DeJohn Anderson, "King Philip's Herds: Indians, Colonists, and the Problem of Livestock in Early New England"

Due Thursday: Poster Abstract

WEEK FIVE: A BRITISH IDENTITY?

Tuesday, February 9th Economic and Cultural Connections

Reading: James E. McWilliams, "Intoxication: Finding Common Bonds in an Alcoholic Empire" in *A Revolution in Eating: How the Quest for Food Shaped America*

Thursday, February 11th The French and Indian War

Source: The Abenaki's Defy the English

WEEK SIX: MAYBE WE'RE NOT BRITISH...

Tuesday, February 16th The Aftermath of the French and Indian War

Source: Pontiac, "The Master of Life Speaks to the Wolf"

Thursday, February 18th Independence and Revolution

Due Thursday: Secondary Source Worksheet

Reading: Jim Picuch, "The British Government and Its Supporters React to Revolution" in *Three Peoples, One King: Loyalists, Indians, and Slaves in the Revolutionary South, 1775-1782*

WEEK SEVEN: AN INDEPENDENT IDENTITY

Tuesday, February 23rd Independence and Revolution

Source: Petition of Slaves to the Massachusetts Legislature

Thursday, February 25th NO CLASS

Essay due. Please place your completed papers in the box outside my office door (MHRA 2102).

WEEK EIGHT: WHAT ARE WE?

Tuesday, March 1st The Constitution

Reading: The Constitution

Thursday, March 3rd MID TERM EXAM

WEEK NINE: SPRING BREAK

Tuesday, March 8th NO CLASS
Thursday, March 10th NO CLASS

WEEK TEN: WHO IS AN AMERICAN?

Tuesday, March 15th Citizenship and Race
Due Tuesday: Primary Source Analyses
Thursday, March 17th Citizenship and Gender
Reading: Rosemarie Zagari, "The Rights of Man and Woman in Post-Revolutionary America"

WEEK ELEVEN: POSTER SESSIONS

Tuesday, March 22nd POSTER SESSION
Thursday, March 24th POSTER SESSION

WEEK TWELVE: ECONOMIC IDENTITIES

Tuesday, March 29th The War of 1812
Source: Tecumseh on Indians and Land
Thursday, March 31st The Market Revolution
Reading: John Lauritz Larson, "Heartless Markets, Heartless Men" in *The Market Revolution in America: Liberty, Ambition, and the Eclipse of the Common Good*

WEEK THIRTEEN: IMPERIAL AMERICA?

Tuesday, April 5th Citizenship and Class
Source: Immigrants Arriving in New York City & Robert Owen, "The First Discourse on a New System of Society"
Thursday, April 7th Citizenship and Race
Reading: Thomas R. Hietala, "Continentalism and the Color Line" in *Manifest Design: American Exceptionalism and Empire*

WEEK FORTEEN: SECTIONAL IDENTITIES & CIVIL WAR

Tuesday, April 12th The North & The South

Source: George Henry Evans, "Freedom of the Soil" & William Henry Seward, "The Irrepressible Conflict"

Thursday, April 14th The South & Civil War

Reading: Stephanie McCurry, "The Two Faces of Republicanism: Gender and Proslavery Politics in Antebellum South Carolina"

WEEK FIFTEEN: CIVIL WAR & CONCLUSION

Tuesday, April 19th Civil War

Reading: Drew Gilpin Faust, "Preface" & "Epilogue: Surviving" in *This Republic of Suffering: Death and the American Civil War*

Thursday, April 21st Conclusion

FINAL EXAM: TUESDAY, MAY 3RD 12:30-3:30
