

# U.S. History to 1865 - HIS 211-04

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## Course Information

**Class:** Tuesday, 6-8:50 pm, MHRA 1214 (possible room change)

**Instructor:** Justina Licata

**Contact Info:** j\_licata@uncg.edu

**Office:** MHRA 3103

**Office Hours:** Tuesday 5-6 pm or by appointment (I have a very flexible schedule, and I am happy to meet you at your convenience.)

This course surveys the social, cultural, and political history of the United States from the beginnings of European colonization of America to the end of the American Civil War. Because of its broad historical sweep, the variety of topics covered in this course make no claim to be comprehensive. The course will examine leaders as well as ordinary people demonstrating the importance of top down and bottom up history.

This course also serves as an introduction to the discipline of history as a field. Students will be trained to think as historians by analyzing evidence and learning to ask questions that help to understand the historical context of the evidence. Students will learn how to read, use, and evaluate a wide range of primary historical sources including memoirs, novels, letters, speeches, political cartoons, and oral interviews. They will identify different methods of historical inquiry and gain an appreciation for how history structures our daily lives.

## Course Objectives

- Students will gain a strong understanding of major themes and events in U.S. history to 1865.
- Students will learn how to historically contextualize and analyze a range of primary sources representing different points of view.
- Students will use evidence-based reasoning to interpret the past coherently while developing and presenting an original argument.
- Students will improve their reading, writing, and verbal skills.

## Link to Spring 2016 Academic Calendar

<http://www.uncg.edu/reg/Calendar/acaCal/sp16.html>

## Readings and Videos

A great deal of your grade is based on participation in class discussion. Class discussion is based primarily on the readings. You can find all of the required readings in the Course Pack. We will use the readings in class almost every day. You must annotate them (see below) and bring them to class every day.

### Course Pack and Book

A mandatory collection of primary and secondary source readings is available for purchase at **Copy King**, 611 West Lee Street.

You must also purchase the book *Kingdom of Matthias: A Story of Sex and Salvation in 19<sup>th</sup> Century American* by Paul E. Johnson and Sean Wilentz. You can find it at the UNCG bookstore, on Amazon, or other bookstores.

### Videos

Most weeks, I will list a video (usually from John Green’s “Crash Course” series or somewhere else on YouTube) for you to watch at home before the lecture. You should expect occasional quizzes (either online or in person) in response to these videos.

### Policies

#### Laptops and Mobile Devices

Please do not use either in class. You should take notes on paper, or directly on the reading.

I will treat having a cell phone out during a test the same way I will treat cheating. Please see the UNCG Academic Integrity Policy for more information:

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

#### Office Hours

My office hours on Tuesday from 5-6 pm or by appointment. If you schedule an appointment with me, please treat this appointment the same way you would treat attending class. Notify me immediately (preferably 24 hours ahead of time) if you are going to need to break the appointment. I will count violations of this policy as an absence. (See attendance policy below.)

#### E-mail

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 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 receive credit for any information that you communicated.

I will use e-mail to contact you, so you must check your UNCG email account regularly.

You can use [j\\_licata@uncg.edu](mailto:j_licata@uncg.edu). Please always

- Include the title of the class in the subject line
- Use a salutation – “Dear,” “Hello,” or even just “Hi” are all fine
- Include your full name at the end

### 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, webpages) 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.

Plagiarism includes copying and pasting any text from the internet into a document without using quotation marks and a citation.

Anyone who commits plagiarism will be penalized. 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.

### Resources for students with Disabilities

Students with recognized disabilities should register with the Office of Accessibility Resources & Services (OARS). OARS is located on the second floor of the Elliott University Center (EUC) in Suite 215 and maintains webpage at <http://ods.uncg.edu/>. The mission of OARS is to provide, coordinate, and advocate for services, which enable undergraduate and graduate students with disabilities to receive equal access to a college education and to all aspects of university life.

### Absence, Tardiness, and Late Assignments

Attendance is mandatory and counts as part of the overall participation grade. Absences beyond TWO will hinder your participation grade in this course!

I will not collect documentation for absences except in cases where an extended absence is necessary (e.g., hospitalization). Note that beyond the role attendance plays in the grading rubric, a student who seriously neglects attendance and class preparation risks failing the course. You must sign in at the beginning of every class.

Please do not come late to class as it disrupts the class for both your fellow classmates and for me. If you are significantly late (more than ten minutes) or chronically late, you will be marked as absent.

Turn in all assignments on time; those turned in late will not receive credit. This includes online assignments and annotations. If you have very extreme, dire, extenuating circumstances, contact me at least 48 hours before an assignment is due, and we will discuss alternate arrangements for completing the assignment.

### Classroom Etiquette

It is okay to eat and drink during class as long as this does not cause a problem for you, me, or the rest of the class. Please limit crunchy and messy foods or anything else that

could pose a problem for your neighbor. If food becomes a problem, we will discuss it and reconsider this policy.

Please observe all other normal rules of polite classroom behavior. Raise your hand when participating in a large group discussion. Don't talk or make excessive noise when others are talking. I reserve the right to ask you to leave the classroom if you engage in behaviors that make it difficult for me to teach or for you or other students to learn.

Please do not pack up your bags until I have signaled that class has come to an end! This is very rude. It makes it difficult for your classmates to hear, and it signals to me that you are no longer paying attention. I will do my best to signal that class has come to an end in a timely manner so that you can get to your next appointment on time. Please do your part by waiting to pack up.

## Grading

### Grade Components:

Attendance, participation, and class citizenship in lecture and discussion: 15%

Annotation: 20%

Quizzes: 5%

Poster Project: 25%

Take Home Exam: 10%

Paper: 15%

Final Project: 10%

### 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

### Powerpoint

We will often use Powerpoint in lecture. The slides are intended to help guide your note taking. They will not provide a complete set of notes and will not be distributed after class. It is imperative that you take notes to supplement the power point in order to succeed in the course.

## Course Requirements

### Class Participation

Class participation may take many forms, including the following:

- Thoughtfully answering questions posed in class
- Asking thoughtful questions in class
- Being engaged in group work, taking an active role in groups
- Participating in the online Blackboard forum
- Visiting my office to ask questions, discuss assignments, get help with assignments you are struggling with

## Canvas, Google Drive, etc.

I will occasionally use Canvas, Google Drive, online quiz sites, etc. in order to assess your performance in the class. You should complete these assignments outside of class, by the required due date.

I will also occasionally use Canvas to communicate with the entire class. Be sure to read all announcements promptly and to email me if you have questions.

## Annotation

You must take notes (annotate) on every reading. (This includes videos.) We will discuss various annotation techniques throughout the semester. Sometimes I will provide a handout that will guide you in your note taking. Typically, you should take notes directly on your printed-out readings. Talk to me if you find that this doesn't work for you. Note that annotation is 20% of your grade. I will collect annotation at random, so you should be prepared to turn it in every day. Annotations, like all other assignments, are not accepted late. *If you are absent on a day that I collect annotations, then your annotation grade for that day will be a zero.*

## Poster and Final Project

Instructions are forthcoming.

## Take Home Exam and Paper

Instructions are forthcoming.

## Class Schedule

### Week 1

Dates	Assignments	Notes
Jan. 11th	<ul style="list-style-type: none"> <li>Excerpt from Columbus's Diary</li> <li><i>NY Times</i> article on Columbus</li> <li>Excerpt from Díaz's <i>The True History of the Conquest of New Spain</i></li> </ul>	<ul style="list-style-type: none"> <li>Syllabus</li> <li>Annotations</li> <li>Introductions</li> <li>Primary Sources</li> <li>Secondary Sources</li> </ul>

### Week 2

Dates	Assignments	Notes
Jan. 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>Ch 4. Tales of Captivity and Redemption</li> <li>Crash Course #1: The Black Legend, Native Americans, and Spaniards</li> <li>Crash Course #2: When is Thanksgiving? Colonizing America</li> <li>Crash Course #3: The Natives and the</li> </ul>	<ul style="list-style-type: none"> <li>Comparing Primary Sources</li> </ul>

	<b>English</b>	
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## Week 3

Dates	Assignments	Notes
Jan. 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>Read the Introduction and Chapter 1 of <i>The Slave Ship</i> by Rediker</li> <li>Jamestown Reading</li> </ul>	<ul style="list-style-type: none"> <li>The Atlantic Slave Trade</li> <li>Guest speaker: talk about Jamestown and archeology</li> </ul>

## Week 4

Dates	Assignments	Notes
Feb. 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Article: "Biological Warfare in Eighteenth Century North America" and Ch. 4 from <i>Going to the Source</i></li> </ul>	<ul style="list-style-type: none"> <li>Examining an argument</li> <li>Indian History</li> <li><b>Poster Abstract Due</b></li> </ul>

## Week 5

Dates	Assignments	Notes
Feb. 9 <sup>th</sup>	<ul style="list-style-type: none"> <li>Article: "Wheels, Looms, and the Gender Division of Labor in Eighteenth-Century New England" by Ulrich</li> </ul>	<ul style="list-style-type: none"> <li>Labor History</li> <li>Gender History</li> <li></li> </ul>

## Week 6

Dates	Assignments	Notes
Feb. 16 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>Common Sense</i> by Thomas Paine (the real T-Paine!)</li> <li><b>Crash Course #7: Who Won the American Revolution</b></li> </ul>	<ul style="list-style-type: none"> <li>The Road to Revolution</li> <li></li> </ul>

## Week 7

Dates	Assignments	Notes
Feb. 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>The Declaration of Independence</li> <li>Patrick Henry's Speech</li> <li>John Dickinson, A Speech Against Independence</li> <li>Joseph Brant Pledges Mohawk Loyalty to Britain</li> <li>Abigail and John Adams on Women's Rights</li> <li>An Act for the Gradual Abolition of Slavery</li> </ul>	<ul style="list-style-type: none"> <li>The American Revolution</li> <li><b>Take Home Exam Due (Reading Primary Sources)</b></li> </ul>

## Week 8

Dates	Assignments	Notes
March 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Ch. 6 “Debating the Constitution”</li> <li>Crash Course #8: The Constitution, the Articles, and Federalism</li> <li>Crash Course #9: Where U.S. Politics Came From</li> </ul>	<ul style="list-style-type: none"> <li>Founding America</li> </ul>

March 8<sup>th</sup> - **No Class**- Happy Spring Break!

## Week 9

Dates	Assignments	Notes
March 15 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>Kingdom of Matthias</i></li> <li>Crash Course #10: Thomas Jefferson and His Democracy</li> </ul>	<ul style="list-style-type: none"> <li>The Great Awakening</li> <li><b>Give Out Slave Readings</b></li> </ul>

## Week 10

Dates	Assignments	Notes
March 22 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Watch <i>13 Years a Slave</i> (in class)</li> </ul>	<ul style="list-style-type: none"> <li><b>Poster Due</b></li> </ul>

## Week 11

Dates	Assignments	Notes
March 29 <sup>th</sup>	<ul style="list-style-type: none"> <li>Documents A-J (all) on Indian Removal</li> <li>Crash Course #12: The Market Revolution</li> <li>Crash Course #14: The Age of Jackson</li> </ul>	<ul style="list-style-type: none"> <li>Indian Removal</li> <li>The Age of Jackson</li> </ul>

## Week 12

Dates	Assignments	Notes
April 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>Your Two Chosen Slavery Readings</li> <li>Crash Course #13: Slavery</li> </ul>	<ul style="list-style-type: none"> <li>Slavery</li> </ul>

## Week 13

Dates	Assignments	Notes
April 12 <sup>th</sup>	<ul style="list-style-type: none"> <li><i>Apostles of Disunion</i></li> <li>Crash Course #18: The Election of 1860 and the Road to Disunion</li> </ul>	<ul style="list-style-type: none"> <li>Civil War</li> </ul>

## Week 14

Dates	Assignments	Notes
April 19 <sup>th</sup>	<ul style="list-style-type: none"><li>• <i>What This Cruel War Was Over</i> by Manning</li><li>• <b>Crash Course #20: The Civil War Part 1</b></li><li>• <b>Crash Course #21: The Civil War Part 2</b></li></ul>	<ul style="list-style-type: none"><li>• Civil War</li><li>• <b>Paper 2 Due</b></li></ul>

Final on Tuesday, May 3<sup>rd</sup>

- **Final Project Due**