

Fall 2021 | University of North Carolina, Greensboro
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Office Hours: By appointment

HIS 211: The United States to 1865 (WI) 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.

Sections: This course is a hybrid course. As such, students will attend one lecture per week in person: Students enrolled in HIS 211-01A on Mondays, and students enrolled in HIS 211-01B on Wednesdays. On days that they do not attend class in person, students will be able to access the lecture through Panopto once the lecture is complete. In addition, all students are required to attend Friday sections virtually through Zoom.

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 Canvas and the internet. The assigned reading list may undergo minor changes, including the addition of primary source readings; students should be sure to consult the most current and official version of the Syllabus on Canvas.

Electronic Devices: The use of laptops, tablets, cellular phones, or any other type of electronic device is prohibited during class. Use of electronic devices will incur grade penalties.

Attendance: Attendance in class is mandatory. The door will close ten minutes after class starts. After ten minutes, 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. After ten absences, students will receive an automatic F.

Late Assignments: 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: one-third of a letter grade per day. 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 “representing the words, thoughts or ideas 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 Rights and Responsibilities for appropriate action, including suspension or expulsion from the University.

Final Grade Composition

- | | |
|-----------------|-----|
| ▪ Participation | 15% |
| ▪ Assignments | 10% |
| ▪ Midterm Exam | 20% |
| ▪ Final Exam | 25% |
| ▪ 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 12 and one final exam on May 5.

Paper: Students are required to complete 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 March 5 and the final ten- to twelve-page version is due on April 7. 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:

01: Wednesday, January 20: Introduction

Readings:

- Mary Beth Norton, “History Under Construction” (2006) on [internet](#); Jules R. Benjamin, “How Historians Work” (2004) on Canvas

¹ <https://osrr.uncg.edu/academic-integrity/violations-and-sanctions/plagiarism/>

- UNCG Library, [Primary and Secondary Sources in US History Tutorial](#)

02: Friday, January 22: Sections

Week 2:

03: Monday, January 25: Precontact

Readings:

- Jack Hitt, "Mighty White of You: Racial Preferences Color America's Oldest Skulls and Bones," *Harper's*, July 2005, pp. 39-55 on Canvas

04: Wednesday, January 27: Creating the Atlantic World

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 24-37, 51-66 on Canvas
- Documents: Christopher Columbus, *The Diario of Christopher Columbus's First Voyage to America*, (1492-1493), on Canvas; Bernal Diaz del Castillo, *The Conquest of New Spain*, (1632), on Canvas; *Mexican Accounts of Conquest from the Florentine Codex*, (c. 1547), on Canvas; Bartolomé de Las Casas, *The Devastation of the Indies: A Brief Account*, (1542), on Canvas; "Two Views on Columbus Day," (1991 and 2005) on Canvas

05: Friday, January 29: Sections

Week 3:

06: Monday, February 1: 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 Canvas
- 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 Canvas

07: Wednesday, February 3: An English 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 Canvas
- 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 Canvas

08: Friday, February 5: Sections

Week 4:

09: Monday, February 8: 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 Canvas
- Documents: John Winthrop, “But What Warrant Have We To Take That Land” (1629) (See document collection in “08”); John Smith, “Description of Virginia” on Canvas; Father Paul LeJeune, “Encounter with the Indians” on Canvas

10: Wednesday, February 10: Colonial America: Chesapeake

Readings:

- Alan Taylor, *American Colonies: The Settling of North America* (New York: Penguin Press, 2002), pp. 138-157 on Canvas
- 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 Canvas; “Servitude and Slavery in 17th-Century Virginia Courts,” (1630-89) on Canvas

11: Friday, February 12: Sections

Week 5:

12: Monday, February 15: Colonial America: New England

Readings:

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

13: Wednesday, February 17: Colonial America: Lowcountry

Readings:

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

14: Friday, February 19: Sections

Week 6:

15: Monday, February 22: Colonial America: Middle Colonies

Readings:

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

16: Wednesday, February 24: 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 Canvas
- Documents: “New Jersey Land Riots” (1746 and 1748) on Canvas; William Livingtons, “The Vanity of Birth and Titles; with the Absurdity of Claiming Respect without Merit” (1753) on Canvas; Paxton Boys, “Manifesto” (1764) on Canvas; North Carolina Regulators, “Shew Yourselves to be Freemen” (1769) on [internet](#); J. Hector St. John Crèvecoeur, “What is an American?” (1770) on Canvas

17: Friday, February 26: Sections

Week 7:

18: Monday, March 1: 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 Canvas; Thomas Jefferson, “Declaration of Independence” (1776); Abigail and John Adams, “Remember the Ladies” (1776) on Canvas; Joseph Brant, “Mohawk Loyalty to Britain” (1776) on Canvas; John Dickinson, “A Speech Against Independence” (1776) on Canvas; Slave Petitions for Freedom during the Revolution (1774-79) on Canvas

19: Wednesday, March 3: Class Cancelled – Health and Wellness Day

20: Friday, March 5: Sections

First segment of paper due at the beginning of class

Week 8:

21: Monday, March 8: “We the People”

Readings:

- Alfred F. Young, “The Pressures of the People on the Framers of the Constitution,” in *Major Problems in American History, Volume I, 3rd Edition*, eds. Elizabeth Cobbs-Hoffman et al., 139-146 on Canvas; Ron Chernow, “The Founding Fathers Versus the Tea Party,” *New York Times* (2010) on [internet](#)
- Documents: William Finlay, “On Democracy, Banks, and Paper Money,” 1786 on Canvas; Shay’s Rebels, “Grievances,” 1786 on Canvas; 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 Canvas

22: Wednesday, March 10: Competing Visions for the Early Republic

Readings:

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

23: Friday, March 12: *Mid-Term Exam*

Week 9:

24: Monday, March 15: 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 Canvas; James Tallmadge, “Denunciation of Slavery in Missouri” (1819) on Canvas

25: Wednesday, March 17: Market Revolution

Readings:

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

26: Friday, March 19: Sections

Week 10:

27: Monday, March 22: 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 Canvas; “Accounts of Urban Riots” (1835) on Canvas; William Sanger, “New York Prostitutes” (1858) on Canvas

28: Wednesday, March 24: Northern Middle Class

Readings:

- Paul E. Johnson and Sean Wilentz, *Kingdom of Matthias*, pp. 164-180
- Documents: Excerpt from David Walker’s *Appeal to the Coloured Citizens of the World* (1829) on Canvas and William Lloyd Garrison’s “On the Constitution and the Union” on the [internet](#)

29: Friday, March 26: Sections

Week 11:

30: Monday, March 29: 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 Canvas
- Documents: Augustus Baldwin Longstreet, from *Georgia Scenes* on Canvas; Daniel R. Hundley, from *Social Relations from Our Southern States* on Canvas; Mary Boykin Chesnut, from *The Private Mary Chesnut* on Canvas; Reverend Thornton Stringfellow, *A Brief Examination of the Scripture Testimony of the Institution of Slavery*, 1841, on Canvas

31: Wednesday, March 30: 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 Canvas
- Documents: Harriet Jacobs, from *Incidents in the Life of a Slave Girl* on Canvas; Frederick Douglass, from *Narrative of the Life of Frederick Douglass* on Canvas

32: Friday, April 2: Sections

Week 12:

33: Monday, April 5: 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 Canvas

- Document: John O’Sullivan, “Annexation,” *The United States Magazine and Democratic Review* 17 on [internet](#)

34: Wednesday, April 7: Political Crises of the 1850s

Readings:

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

Final version of paper due at the beginning of class

35: Friday, April 9: Sections

Week 13:

36: Monday, April 12: 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 Canvas

37: Wednesday, April 14: On the Frontline

Readings:

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

38: Friday, April 16: Sections

Week 14:

39: Monday, April 19: On the Homefront

Readings:

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

40: Wednesday, April 21: War’s End

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir’s Civil War*, pp. 109-166
- Documents: Spotswood Rice to “My Children” (1864) and Spotswood Rice to Kitty Diggs (1864) on [internet](#)

41: Friday, April 23: Sections

Week 15:

42: Monday, April 26: The Rise of Reconstruction

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War*, pp. 167-

43: Tuesday, April 27: Sections

44: Wednesday, April 28: The Fall of Reconstruction

Readings:

- William L. Barney, *The Making of a Confederate: Walter Lenoir's Civil War*, pp. 167-231

Final Exam

Wednesday, May 5, 8:00 a.m. - 11:00 a.m.

Required UNCG Syllabus Language

Approved by the Faculty Senate on July 1, 2020

As UNCG returns to face-to-face course offerings in fall 2020, the campus community must recognize and address concerns about physical and emotional safety. As such, all students, faculty, and staff are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. Such actions include, but are not limited to, the following:

- [Wearing a face covering that covers both nose and mouth](#)
- Observing [social distance](#) in the classroom
- Engaging in proper hand washing hygiene when possible
- [Self-monitoring for symptoms of COVID-19](#)
- Staying home if you are ill
- Complying with directions from health care providers or public health officials to quarantine or isolate if ill or exposed to someone who is ill.

Instructors will have seating charts for their classes. These are important for maintaining appropriate social distance during class and facilitating contact tracing should there be a confirmed case of COVID-19. Students must sit in their assigned seat at every class meeting and must not move furniture. Students should not eat or drink during class time.

A limited number of disposable masks will be available in classrooms for students who have forgotten theirs. Face coverings will also be available for purchase in the UNCG Campus Bookstore. Students who do not follow masking and social distancing requirements will be asked to put on a face covering or leave the classroom to retrieve one and only return when they follow these basic requirements to uphold standards of safety and care for the UNCG community. Once students have a face covering, they are permitted to re-enter a class already in progress. Repeated issues may result in conduct action. The course policies regarding attendance and academics remain in effect for partial or full absence from class due to lack of adherence with face covering and social distancing requirements.

For instances where the Office of Accessibility Resources and Services (OARS) has granted accommodations regarding wearing face coverings, students should contact their instructors to develop appropriate alternatives to class participation and/or activities as needed. Instructors or the student may also contact [OARS](#) (336.334.5440) who, in consultation with Student Health Services, will review requests for accommodations.

Approved by the Faculty Senate Executive Committee on July 30, 2020

Health and well-being impact learning and academic success. Throughout your time in the university, you may experience a range of concerns that can cause barriers to your academic success. These might include illnesses, strained relationships, anxiety, high levels of stress, alcohol or drug problems, feeling down, or loss of motivation. Student Health Services and The Counseling Center can help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus by calling 336-334-5874, visiting the website at <https://shs.uncg.edu/> or visiting the Anna M. Gove Student Health Center at 107 Gray Drive. For undergraduate or graduate students in recovery from alcohol and other drug addiction, The Spartan Recovery Program (SRP) offers recovery support services. You can learn more about recovery and recovery support services by visiting <https://shs.uncg.edu/srp> or reaching out to recovery@uncg.edu

COVID-19 Spartan Shield Video

UNCG Chancellor Frank Gilliam has challenged us to create a Culture of Care at UNCG where we all wear face coverings and social distance, less to protect ourselves but rather more to protect everyone around us. It shows that you care about the well being of everyone around you. We have created this video featuring your student body presidents to better explain how and why this is so important.

Please watch this video before the first day of classes.

<https://youtu.be/Mb58551qxEk>