

HIS 211
U.S. to 1865 Course Syllabus

Location: Online
Office Hours: Tuesdays 8am-11am via Zoom

Professor: Emilee Robbins
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Course Description:

This course follows the history of the United States from pre-contact society through the Civil War. We will look at the impact on various groups in North America including indigenous tribes, Africans, and women. Through these disparate perspectives, we will identify the ways categories of race, class, and gender impacted individuals in the United States. We will also see the ways trans-Atlantic exchanges impacted the formation of the new American nation.

Important Due Dates:

Midterm Exam: February 19th at 11:59pm

Final Exam: May 3rd at 11:59pm

Paper Assignment:

First Draft: March 27th at 11:59pm

Final Draft: April 23rd at 11:59pm

Grading:

The final grade for this course is determined by the following calculation:

Discussion Posts: 20%

Quizzes: 20%

Paper Assignment: 20%

Midterm Exam: 20%

Final Exam: 20%

Grading Scale:

A: 93-100 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

In keeping with UNCG policy, I will post a midterm grade for you in UNCGenie by the end of the sixth week of the term (February 24th). That grade will not appear on your transcript or in your GPA calculations. Instead, it is intended to help you and your academic advisor understand how you are doing in the course up to that point. If you review your midterm grade and find it to be lower than you hoped, I encourage you to talk to me so we can make a plan together for your success.

Assignments:

This course is a fully online, asynchronous course. All lectures, readings, and assignments can be accessed through the Canvas site using your UNCG login. If you have any trouble accessing Canvas or any of the readings/assignments, email the instructor as soon as possible. Students are expected to read all assigned readings and complete all assignments for the course.

Throughout the course, students will complete the following:

- **Discussion Posts:** On Canvas, there will be a prompt for the students to complete weekly due every Thursday at 11:59pm (unless otherwise indicated). Each response must be at least 150-words in length and must reference the reading or lecture material from that week. There is a rubric on Canvas that will be used to grade each discussion post.
- **Quizzes:** Each week, there will be a quiz assessing comprehension of the course material. Quizzes will include a mixture of multiple choice and short answer questions. These quizzes will be due Sundays at 11:59pm.
- **Exams:** There will be one midterm exam and one final exam for the course. These assessments will be completed on Canvas and will be based on the material from the course readings, video lectures, and Primary Sources. The midterm exam is due February 19th at 11:59pm. The final exam is due May 3rd at 11:59pm.
- **Paper Assignment:** There will be a paper based on the primary sources in the course. This paper will address the various perspectives that are evident in American History. The paper itself will be divided into two assignments: a first draft and a final draft. The first draft of the paper is due March 27th at 11:59pm and the final draft is due April 23rd at 11:59pm. There is more information about the paper expectations on Canvas.

Late Policy:

Late assignments will be accepted until April 26th. When an assignment is turned in late, there will be a 5-point deduction from the grade on the first day late and 1-point deduction every additional day late. I encourage everyone to turn all assignments in, even if they are late!

Learning Outcomes:

Upon successful completion of this course, students will have developed skills in:

College Writing (CIC) and Writing Intensive (WI):

1. Analyze written texts to understand how they relate to particular audiences, purposes, and contexts as a way to inform one's own writing.
2. Create and revise written texts for particular audiences, purposes, and contexts.

General Education Historical Perspectives (GHP):

1. Use a historical approach to analyze and contextualize primary and secondary sources representing divergent perspectives.
2. Use evidence to interpret the past coherently, orally, and/or in writing.

Diversity and Equity (MAC):

1. Describe how Political, social, or cultural systems and structures, in the past or present, have advantaged and oppressed different groups of people.
2. Describe how political, social, or cultural systems, in the past or present, have produced and sustained ideas of difference and, in the face of that, how marginalized groups have meaningfully engaged in self-definition.
3. Examine individual and collective responses for addressing practices of disenfranchisement, segregation, or exclusion.

Readings:

The main textbook for this course is the American Yawp (available online). All readings will also be available on Canvas.

Accommodations/ADA Statement:

UNCG seeks to comply fully with the Americans with Disabilities Act (ADA). Students requesting accommodations based on a disability must connect with the Office of Accessibility Resources and Services (OARS) in 215 Elliott University Center, (336)334-5440, oars.uncg.edu.

Religious Obligation Statement:

It is expected that instructors will make reasonable accommodations for students who have conflicts due to religious obligations. Please make arrangements with the instructor in advance of any conflict. For more information on UNCG's Religious Obligations policy, visit: https://drive.google.com/file/d/0B3_J3Uix1B4UeTV4Nk1vVFJoVFE/view?resourcekey=0-zRdXEmUA6rRI2RzKqo6u3g.

Attendance Policy for University Sponsored Events:

Regular class attendance is a responsibility and a privilege of university education. It is fundamental to the orderly acquisition of knowledge. Students should recognize the advantages of regular class attendance, accept it as a personal responsibility, and apprise themselves of the consequences of poor attendance. Instructors should stress the importance of these responsibilities to students, set appropriate class attendance policies for their classes, and inform students of their requirements in syllabi and orally at the beginning of each term.

Academic Integrity Policy:

By submitting an assignment, each student is acknowledging their understanding and commitment to the Academic Integrity Policy on all major work for the course. Refer to the following URL: <https://osrr.uncg.edu/academic-integrity/>.

There is a zero-tolerance policy for plagiarism of any sort in this course. Anything you write should be in your own words; all work must be your own. UNCG prohibits any and all forms of academic dishonesty. Students who engage in academic dishonesty (such as using sentences from other sources and treating them as your own) will receive a zero on the assignment and may be referred to the Office of Student Conduct for appropriate action, including suspension or expulsion.

If you are confused about what plagiarism is, please come to my office hours and we can talk about it!

COVID Policy:

While this is an online course, please be aware of COVID restrictions. As we return for Fall 2022, all students, faculty, and staff and all visitors to campus are required to uphold UNCG's culture of care by actively engaging in behaviors that limit the spread of COVID-19. While face-coverings are optional in most areas on campus, individuals are encouraged to wear masks. All individuals and visitors to campus are asked to follow the following actions:

- Engaging in proper hand-washing hygiene.
- Self-monitoring for symptoms of COVID-19.
- Staying home when 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.
- Completing a self-report when experiencing COVID-19 symptoms, testing positive for COVID 19, or being identified as a close contact of someone who has tested positive.
- Staying informed about the University's policies and announcements via the COVID-19 website.

Students who are ill, quarantining, or isolating should not attend in-person class meetings, but should instead contact their instructor(s) so alternative arrangements for learning and the submission of assignments can be made where possible. As we continue to manage COVID-19 on our campus, we are following the lead of the local health department and we will adjust our plans to balance student success, instructional requirements, and the hallmarks of the collegiate experience with the safety and wellbeing of our campus community.

Weekly Schedule

All readings are subject to change. Be sure to check Canvas weekly to see any syllabus updates!

Week One: Jan 9- Jan 13

- Syllabus
- What is a Primary Source?

Unit One: Early America

Week Two: Jan 17- Jan 20

Pre-Contact Indigenous Society

- Reading: 1. Indigenous America | THE AMERICAN YAWP
- Primary Source: Journal of Christopher Columbus AND Native American Creation Stories

Week Three: Jan 23- Jan 27

Contact

- Reading: 2. Colliding Cultures | THE AMERICAN YAWP
- Primary Source: Richard Hakluyt document AND John Winthrop Sermon

Week Four: Jan 30- Feb 3

Colonial Settlement

- Reading: Taylor Readings on Canvas
- Primary Source: The legend of Moshup, 1830 AND Sketch of Algonquin village, 1585

Week Five: Feb 6- Feb 10

Colonial Slavery

- Reading: Morretta, Alison. *Slavery in Colonial America*. (New York: Cavendish Square Publishing LLC, 2017). pp. 20-40. (On Canvas)
- Primary Source: Olaudah Equiano Describes the Middle Passage, 1789; Rose Davis is sentenced to a life of slavery, 1715

Week Six: Feb 13- Feb 17

Early Colonial Society

- Reading: 4. Colonial Society | THE AMERICAN YAWP
- Primary Source: Sarah Knight Letter AND Eliza Lucas Letters

~Midterm~ Due February 19th at 11:59pm

Unit Two: Forming the United States

Week Seven: Feb 20- Feb 24

The American Revolution

- Reading: 5. The American Revolution | THE AMERICAN YAWP
- Primary Source: Abigail and John Adams Letters
- Midterm Grades due (Feb 24)

Week Eight: Feb 27- March 3

The New American Nation

- Reading: 6. A New Nation | THE AMERICAN YAWP
- Primary Source: Constitutional Ratification Cartoon AND Anti-Jefferson Cartoon

Spring Break (March 6- March 10)

Week Nine: March 13- March 17

People on the Margins

- Reading: Van Cleve, George. "Chapter 5: From Constitution to Republican Empire," in *A Slaveholders' Union: Slavery, Politics, and the Constitution in the Early American Republic*. (Chicago: University of Chicago Press, 2010), 187-223.
- Primary Source: A Confederation of Native peoples seek peace with the United States, 1786

Week Ten: March 20- March 24

The Market Revolution

- Reading: 8. The Market Revolution | THE AMERICAN YAWP
- Primary Source: Blacksmith Apprentice Contract AND Mill Workers' Strike

~Paper Draft~ Due March 27th

Week Eleven: March 27- March 31

Political Sphere in United States and The Second Great Awakening

- Reading: 9. Democracy in America | THE AMERICAN YAWP AND 10. Religion and Reform | THE AMERICAN YAWP
- Primary Source: No Primary Source this Week!

Unit Three: Rising Tensions

Week Twelve: April 3- April 6

The West and Manifest Destiny

- Reading: 12. Manifest Destiny | THE AMERICAN YAWP AND Glenn, Elizabeth J, and Stewart Rafert. "Chapter 5: After Indian Removal, 1840-1870," in *The Native Americans. Peopling Indiana*, (Indianapolis: Indiana Historical Society Press, 2009), 61-71.
- Primary Source: Chinese Merchant Complains of Racist Abuse AND Anti-Immigration Cartoon

Week Thirteen: April 10- April 14

Kingdom of Cotton

- Reading: 11. The Cotton Revolution | THE AMERICAN YAWP
- Primary Source: George Fitzhugh Argument AND Solomon Northrup Narrative

Week Fourteen: April 17- April 21

The Civil War

- Reading: 13. The Sectional Crisis | THE AMERICAN YAWP ; 14. The Civil War
- Primary Source: Civil War Photos (On Canvas)

~Final Paper~ Due April 23rd at 11:59 pm

Week Fifteen: April 24- April 26

Conclusions and Reflections

- Reading: TBD

~Final Exam~ due May 3rd at 11:59pm