

The University of North Carolina at Greensboro
Department of History
Spring Semester, 2003

History 211-03 American History to 1877

3 lecture/0 lab/3 credit hours

Curry Bldg. Room 334 11:00-12:15 pm

T-Th

Instructor: Kenneth Anthony

Office: McIver Bldg.: 334 Suite C **Office Hours:** 2:00 - 3:30 pm MTWR

Or, by appointment

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Course Description:

The purpose of this course is to introduce students to the origin, development and history of the United States through the end of the Civil War Era. The course will cover the events, ideas, and people that have shaped American history through the Colonial, Revolutionary, and Pre- and post Civil War periods. As one can guess the course must cover a lot of ground in a short period of time, the pace of the course will be very quick. Exams will come from a combination of materials covered in class, and from the textbook. Students are expected to take notes on what is covered in class. Students should read the textbook before coming to class and be prepared to know and discuss the material to be covered.

Prerequisites: None.

Textbooks: Liberty, Equality and Power: A History of the American People Volume I: To 1877, Second or Third Edition. By Murrin, Johnson, McPherson Gerstle, Rosenberg, and Rosenberg.

The South In the History of the Nation, Volume I, by Link and Wheeler

Additional Materials: Spiral Notebook, a folder or notebook, etc. to keep handouts in.

Student Outcomes: Upon successful completion of this course, the student will be able to;

1. Understand how and why the United States came into being;
2. Be able to identify what are the lasting contributions of the American past to our present; (Examples: the Declaration of Independence, the Constitution, the Emancipation Proclamation).
3. Have a working knowledge of each of the Four eras that we will study; Colonial, Revolutionary, Pre-Civil War, Civil War;
4. Be able to competently write and describe details, facts, and opinions concerning the subjects covered;

Methodology: lectures/discussion./library research

Course Requirements:

Grades for the course will come from 4 exams, one of which will be a take-home quiz, and one out of class assignment (this will either be a book review or an internet multimedia project). In addition there will be several “pop quizzes” given at random throughout the semester.

In-class exams: will consist of 2 essays chosen from among 4, or more, questions, plus several (usually 8 to 12) identifications on each test. Essays and Identifications will come from a study guide that students will receive **prior** to each exam.

The take home exam will be given to you approximately one month before it is due, it is an “open book” exam. **The Take Home test will have no study guide, nor any identifications.** Instead, it will consist of 3 (three) essay questions chosen from among a larger list.

All Exams are to be **written in Ink, Not Pencils.** Since pencil writing can smear, it is to your advantage to use ink, since if your instructor cannot read your answer, your grade may suffer. The Take Home exam may be written in ink, or type-printed, your choice. **All Essays** should be well thought out, and reflect your understanding of the material.

The Out of Class Assignments: There are three options available to complete this assignment. One, is to write a review of a book, historical in nature, that you have read. Two, is to use the Internet to find a webpage or webpages pertaining to a subject within the scope of the course, and write a review about that webpage,(s) The third option is to write a review about a movie pertaining to a subject within the scope of the course.

Whichever choice the student makes, the assignment will be **due before the mid term** . It should be about 2-3 hand written/1-2 typed pages long. The review is not a book report, it should not tell me what the book (or webpage) says, but how it says it.

The choice of assignments is up to you. The only requirements for the choice are that the subject (book or website) covers material related to the time period covered during the class (1588-1877). **Everyone must bring either their book, or its title, or the title of the webpage to me to have it approved before you start. Reviews written on unapproved materials may not be graded. It is your responsibility to see to it that you have a topical subject chosen, and approved.** You are strongly urged to choose your topical subject very early in the course, even if it covers a period we have not yet reached. Choose a period that interests you or one you are curious about.

Pop Quizzes: They will be just that. . .given at random occasionally during the class. These grades are for your benefit, and **they cannot hurt your final grade, only help it.** Think of them as an incentive, or as a bonus for good attendance. Also they function as a barometer of class performance, and let your instructor know how things are going in the short term.

Evaluation of Performance:

Grading Scale

Each test is worth 20 % of the final grade	A= 94 - 100
The review is also worth 20%	B= 87 - 93
5 x 20 = 10, i.e., 100% of grade	C= 78 - 86
	D = 70 - 77
	F = 0 - 69

Pop quizzes are factored into your grades after they are computed at the end of the course. In value, all of the pop test together will equal only 2% of your grade. This means that if you make an A on every one of them, then, your grade will go up by 2%. **This will not turn a grade of C into a grade of A, however, it would be enough to turn a C+ into a B-. Hard Work will pay off.**

The Mystery of the Split Grades. In this course a test may be graded with a split grade, i.e., A-/B+, etc. Note that this may also occur on individual essay questions. What this translates into is that your work is borderline between those two grades. A split grade can work for you in this way: at the end of the course, when your grades are computed, **if, and only if, the higher of the two grades (for the whole test) will raise your overall grade in the course, then you will receive the higher grade.** In practice this is only going to happen if you make steady, or hopefully, improving grades with each exam. If your grades are declining, then it will probably not help you.

Attendance Policy:

Students are expected to be in class every session. It is unreasonable for you to expect to make a good grade if you have excessive cuts. Students are expected to make up all missed class work, and come prepared to the class following the absence. Students may be dropped from the course after six (6) absences, instructor's discretion. **Note: If you decide to leave the course, it is your responsibility to drop the class. If you simply stop coming and do not drop the class, you will receive an F for the course.** If you have to miss class for a valid reason, i.e., death in the family, illness, etc. please see me after class upon your return. Your instructor is a reasonable person and will hear you out.

Class schedule:

Introduction to the course

Unit One: the Colonial Era, 1588-1776

LEP: Chapters: 1, 2, 3, 4

The South:

"Powhattan, Address to John Smith,"

"John Smith, Description of Indian Life and Culture"

"Lord Baltimore, Instructions to His Colonists, 1633"

Two Women view the Frontier

Bacon's Rebellion

A Life of Leisure

A Woman Planter in South Carolina

The North Carolina Regulators

The Hillsborough Riot

Topics:

Discovery and Settlement

Life in the Colonies: the society of early America

English Administration of the Colonies

Test I

Unit Two: The Revolutionary Era

LEP: Chapters: 5, 6, 7, 8,

The South:

The British Call Slaves to Arms

A Patriot's "Scheme"

Extreme Measures for Difficult Times

Defeated by a "Triple-Headed Monster"

Slavery and Representation

A Southerner Opposes the Three-Fifths Clause

Topics:

The French and Indian War

The American Revolution: Background, Development, Struggle

Shaping a Federal Union: The Confederation, The Constitution

Out of Class Assignments Due

The Formation of the Early National Government

The Federalists vs. the Jeffersonian Republicans

Test II

Unit Three: the Early National Period

LEP: Chapters: 9, 10, 11, 12, 13

The South:

Explaining the French Decision

Changes in New Orleans Society

The Civilized State of the Cherokees

Justifying Removal

The Trail of Tears

A Former Slave Exposes Hypocrisy

Texas and the Union

Life in Texas

Topics:

The War of 1812

The Era of Good Feeling

The Jacksonian Era

Agriculture, Industry, Immigration

Test III the Take Home Test Due

Unit Four: the Civil War Crisis

LEP: Chapters: 14, 15, 16, 17

The South:

Trial and Conviction

The Commutation

Virginians React

A Confederate Officer

A Confederate Soldier

A Unionist from Tennessee

Black Loyalists in Louisiana

The Rise of the Klan

A Northern View

The Legacy of the Klan

Topics: Manifest Destiny: Moving West/The Mexican American War

The Old South: the Cotton Kingdom and Slavery

The Union in Crisis: The American Civil War

The Civil War and its aftermath: the Failure of Reconstruction.

All Course work due Tuesday April 29

Review: the Long and Winding Road:

Last day of Class: Thursday May 1

Test IV: the Final Exam: Tuesday May 13, 12 noon – 3:00 pm Curry 334