

UNITED STATES: A GENERAL SURVEY TO 1865

HIS 211 Sec. 05

TIME: Tues. 6:00 - 8:50 p.m.

PLACE: MCVR 226

INSTRUCTOR: P. Stephens

OFFICE: McIver 223 (b)

Telephone: 334-5732

OFFICE HOURS: Tues: 5:30-5:50 p.m

email: p_stephe@uncg.edu

Tues.: 8:45-9:00 p.m. or by appointment

COURSE DESCRIPTION:

HIS 211-05 is an exploratory course in which we survey the history of the United States--somewhat within a world context--from the European explorations in the Fifteenth Century to the end of the Civil War in 1865. We look at major trends and developments in U.S. politics, foreign policy, economy, society, thought, and culture.

REQUIRED TEXTBOOK & READER:

- 1) Brinkley, Alan. American History A Survey, Vol. I: to 1877, tenth ed., 1999, McGraw-Hill, Inc.
- 2) Cary, John H., Weinberg, Hartshorne, & Wheeler. The Social Fabric: American Life from 1607 to 1877, Vol. 1, 8th ed., 1999, Longman.
- 3) Link, William A. & Marjorie Wheeler. The South in the History of the Nation, A Reader, Vol One: Through Reconstruction, 1999, Bedford/St. Martin's.

COURSE OBJECTIVES:

- 1) To develop a framework for viewing U.S. history from its origins to 1865: Students will be able to recognize names and events in terms of time and place, and identify their significance to major movements.
- 2) To develop ability to analyze and assemble information and ideas significant to the discussion of major issues and movements: Students will be able to trace major movements of U.S. History--e.g. evolution of democracy, the developing economy, growth of the powers of the President and the Supreme Court, changing family patterns, the growth of economic and political sectionalism--showing understanding of the significance of events and cognizance of differing viewpoints in their discussion. (Emphasis is on developing historical understanding of issues not on memorization of facts as presented by any one author or lecture.)
- 3) To become familiar with sources of historical information: Students will be able to locate, utilize and share information from standard reference works, collective histories, primary sources, special studies, and sources of current information. Students will begin to analyze and detect an author's point of view and evaluate the use and validity of on-line sources.
- 4) To become aware of significant contemporary issues and their historical roots. Students will begin to utilize historical data to illuminate and bring perspective to discussion of current issues. Students will increasingly ask probing questions, explore resources, and voluntarily contribute to small group and on-line discussions.

COURSE REQUIREMENTS:

(1) **READING** assignments from text **on time**; assignments are to be completed **prior** to class the day listed (see attached schedule). Reading schedule is sometimes fairly heavy; look ahead; plan.

(2) Class **ATTENDANCE** and **PARTICIPATION**. Everyone is expected to attend class regularly, on time, and **having read assignment**. (More than 2 unexcused absences will result in the lowering of your final grade.) Participation may take many forms: active listening, questions and commentary in class, contributions to small groups, on-line discussions prior to class, as well as quizzes on weekly readings that reflect preparation for class.

(3) **JOURNAL/RECORD of SUPPLEMENTARY** Readings:.

Maintain journal-record of readings from **Cary**, *The Social Fabric: American Life from 1607 to 1877*. Write approximately 1 word-processed page on **each** chapter assigned from the **Cary Reader that appears in bold**; write in your own words, except for quotes or illustrations. Summarize main points made by author, and comment on aspects of selection that interested you.

Read also from other historical sources that allow you to strengthen your understanding of major historical movements and how historians have interpreted them, and/or explore on the internet especially for primary sources. For each supplementary source, list author, title, pages read, and include notes valuable to you for later reference. You **may** also include descriptions of Internet journeys and summaries of non-print resources (visits to museums, lectures, videos) that make historical or current events more understandable. This portion of course requirements (approximately 1 hour per week) is designed to allow you some choice in what you accomplish in this course, and have it count toward your final grade.

Use a **separate folder** or thin notebook for recording journal entries (separate from class lecture notes); a hard copy will be **taken up** twice during term and just prior to final exam; individual entries may be requested by e-mail at an earlier date. (If journal is handwritten, use pen, not pencil.)

(4) Satisfactory performance on mid-term exams and **COMPREHENSIVE** final exam. **Blue books are necessary** & can be purchased in campus bookstore.

(5) Attention to contemporary events of historic significance through use of newspapers, magazines, journals, and other media is encouraged and often the basis for bonus points.

BASIS ON WHICH GRADES WILL BE ASSIGNED:

	<u>%</u>	<u>Points</u>
Mid-term exams (2)	40%	400
Class Participation: Short in-class writings, daily quizzes, small group contributions, projects/reports/discussions in class or on line	20%	200
Supplementary readings recorded in journal	20%	200
Comprehensive Final Exam	20%	200

MAKE-UP POLICY: No make-up on weekly quizzes; make-up on announced tests granted for medical **EXCUSED** absences ONLY--arrange **immediately**.

ACADEMIC HONOR POLICY: Each student is obligated to be familiar with the Academic Honor Code (see Student Handbook) and to comply with its provisions.

GRADES WILL BE COMPUTED ON THE FOLLOWING SCALE

- A = 90-100 (900-1000 points)
- B = 80- 90 (800- 899 points)
- C = 70- 79 (700- 799 points)
- D = 60- 69 (600- 699 points)
- F = 0- 59 (0- 599 points)

COURSE OUTLINE - READING ASSIGNMENTS: The following schedule is a tentative assignment sheet that may be adjusted during the semester. Reading assignments are scheduled to be read **prior to class** lectures and discussions to provide background for good listening and comprehension of major trends and movements, as well as active participation.

WEEK	TOPIC /ASSIGNMENTS
Aug. 21	Introduction: Who are We? Goals & Objectives; What is History. THE MEETING OF CULTURES: America before Columbus.
Aug. 28	EUROPE: EXPLORATION & COLONIZATION; WHY? Brinkley, pp. 1-35; Cary, Ch.1,5 & 2; Link 1-22.
Sept. 4	17TH CENTURY ENGLISH COLONIZATION. Brinkley, Ch. 2, pp. 36-72, Cary, 3; Link p.23-61
Sept. 11	SOCIETY AND CULTURE IN PROVINCIAL AMERICA: Brinkley, Chap. 3, pp.74-114; Cary, Ch. 4) 6; Link 62-80; JOURNALS DUE.
Sept. 18	*THE EMPIRE UNDER STRAIN, Brinkley, Chapter , pp. 117-149; Link 81-124.
Sept. 25	Brinkley: THE AMERICAN REVOLUTION, Chap. 5, pp. 150-73; Cary, Chapters 7 & 8; Test 1.
Oct. 2	THE AMERICAN REVOLUTION: The Creation of State & National Governments, Brinkley, pp.174-190; THE CONSTITUTIONAL CONVENTION, Brinkley, Ch. 6. pp. 193-204; Link 124-147.
Fall Break	
Oct. 16	THE CONSTITUTION AND THE NEW REPUBLIC, Brinkley, Ch. 6 pp.193-218;
Oct. 23	THE JEFFERSONIAN ERA, Brinkley Chap. 7; VARIETIES OF AMERICAN NATIONALISM, Brinkley, Ch. 8; Cary, Chap. 10; Link, 145-172;
Oct. 30	JACKSONIAN AMERICA, Brinkley, Ch. 9; Cary, Ch 11; 173-195; JOURNALS DUE.

Nov. 6 **Test #2;** AMERICA'S ECONOMIC REVOLUTION, Brinkley,
Chapter 10; Cary: Chapter 13 & 17

Nov. 13 COTTON, SLAVERY AND THE OLD SOUTH, Brinkley,Ch.11;
ANTEBELLUM CULTURE AND REFORM, Brinkley, Chap. 12;
Cary: Chap. 16; Link 196-220; 242-258; 259-274.

Nov. 20 Catch-up

Nov. 27 THE AMERICAN WEST; *THE IMPENDING CRISIS, Brinkley,
Chap. 13. Cary, Ch. 15,19 & 20; Link 221-241.

Dec. 4 **JOURNALS DUE.** THE CIVIL WAR, Brinkley, Chap 14;
Cary, Ch.21; Link 275-310.

Dec. 11 Catch-Up & Review

Mon, Dec. 18 COMPREHENSIVE FINAL EXAM (6:00-8:50 p.m.)