

SYLLABUS

HIS211-05 The United States to 1865

Meeting Time/Location: Wednesday 6:00 to 8:50pm HHRA 2207

Instructor: Mark Moser

Office: HHRA 2104

Office Hours: MWF 10:00 to 10:45 or W 4:00 to 5:00 (and by appointment)

Email: mamoser@uncg.edu

Required Texts:

Breen T. H., and Stephen Innes. *"Myne Owne Ground": Race & Freedom on Virginia's Eastern Shore, 1640-1676*. (New York: Oxford University Press, 1980). *

Madaras, Larry and James M. SoRelle. *Taking Sides: Clashing Views on Controversial Issues in American History, Volume I: The Colonial Period to Reconstruction, 11th Edition*. (Dubuque, Iowa: McGraw-Hill/Duskin, 2005). *

Butler, Jon. *Becoming America: The Revolution before 1776*. (Cambridge, Mass.: Harvard University Press, 2000).

Countryman, Edward, ed. *What Did the Constitution mean to Early Americans?* (Boston: Bedford/St. Martin's, 1999).

Watson, Harry L. *Liberty and Power: The Politics of Jacksonian America*. (New York: Hill and Wang, 1990).

Levin, Bruce. *Half Slave and Half Free: The Roots of Civil War*. (New York: Hill and Wang, 1992).

Note: The two texts followed by an * are needed immediately!!!

Course Objectives:

Students will be expected to:

- Understand and retain the basic facts and framework of US History from its colonial beginnings through the Civil War
- Analyze and synthesize relevant information; i.e., interpret historical facts
- Develop a personal and historical sense of time relevant to US History
- Engage, discuss, question and debate the work of numerous historians who have grappled with key issues in US History
- Think critically and make informed judgments!

Procedures/Assignments:

As you have already seen, this course will require you to do a significant amount of reading. While I admit that the reading load is demanding, it is very manageable provided that you follow my recommendations and don't allow yourselves to fall behind. Class discussion of your readings will take up a significant portion of each class session, but because this is a survey course approximately one-third to one-half of each class will also be devoted to lecture. It will be necessary for you to have completed your readings prior to coming to class. Otherwise, class discussions will be difficult to conduct. If it becomes readily apparent that a significant number of students in the class are not prepared for class discussion, I may resort to additional written assignments or quizzes to remedy the situation. As one of my former history professors used to say: "We can either talk about it—or write about it."

Grading:

Attendance/Class Participation	20%
Writing Assignments/Debate	50%
Mid-term Exam	10%
Final Exam	20%
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Course Total	100%

Note: This course follows a 10 point grading scale

Attendance:

Punctuality and regular attendance are necessary in order for you to do your best in any college class—especially a class such as this which meets only once per week—because you are still responsible for all material covered in class whether or not you are there. Each student will be allowed two (2) absences during the semester with no academic penalty. Each additional absence will result in 20 points being deducted from your beginning attendance/class participation grade of "100." Any student who wishes to receive a grade of "W" must drop the class on or before Friday, October 6th. Habitual tardiness, either alone or in combination with absences, will also adversely affect your final grade. In most cases I will notify any student whenever he/she has incurred 2 absences, but please do not rely on me to keep you informed. It is your responsibility to keep up with your absences. It is also your responsibility to see me after class if you come in after attendance has been taken, as failure to do so may result in your being marked absent for that class session.

This class meets three hours, one day per week and I expect you to come to class on time and to remain in class for the entire class session. Leaving early, such as at break, will count as ½ an absence and each such occurrence beyond 2 absences will result in 10 points being deducted from your beginning attendance/class participation grade of "100."

Written assignments turned in late will be penalized 10 points per day late. A written assignment will be considered late if it is not turned in at the beginning of class on the specified date. No

exceptions will be made for students who: run out of ink, run out of paper—or both—have computer/disk problems, have car trouble, have to work late, have to go to work early, couldn't find a parking space, had to go to the beach, couldn't get back from the beach, had to study for a test in another class, had to complete an assignment for another class, or simply forgot the due date, assignment, etc. . . .

Note: I reserve the right to drop any student—at any time during the semester—because of excessive absences.

Course Outline:

Week One—(August 16) Course introduction and discussion of syllabus, readings, etc.

Readings: *Taking Sides*—Issue 2 “Was Columbus an Imperialist?”

Continue reading *Myne Owne Ground: Race & Freedom on Virginia's Eastern Shore, 1640-1676* (pp. 68-114)

Week Two—(August 23)

Readings: *Taking Sides*—Issue 3 “Were the First Colonists in the Chesapeake Region Ignorant, Lazy, and Unambitious?” *500-600 word response paper on *Myne Owne Ground* due at the beginning of class, followed by a discussion of the book. Begin reading *Becoming America: The Revolution before 1776* (for next week pp. 1-88)

Week Three—(August 30)

Readings: *Taking Sides*—Issue 4 “Did Colonial New England Women Enjoy Significant Economic Autonomy?” Continue reading *Becoming America* (for next week pp. 131-224)

Week Four—(September 6)

Readings: *Taking Sides*—Issue 5 “Was There a Great Awakening in Mid-Eighteenth-Century America?” Continue reading *Becoming America* (for next week pp. 89-130; 225-248)

Week Five—(September 13)

Readings: *Taking Sides*—Issue 6 “Was the American Revolution a Conservative Movement?” *500-600 word response paper on *Becoming America* due at the beginning of class, followed by a discussion of the book. Begin reading *What Did the Constitution Mean to Early Americans?* (for next week pp. 17-85)

Week Six—(September 20)

Readings: *Taking Sides*—Issue 7 “Were the Founding Fathers Democratic Reformers?” Continue reading *What Did the Constitution Mean to Early Americans?* (for next week pp. 89-161)

Week Seven—(September 27)

Readings: *Taking Sides*—Issue 8 “Was President Thomas Jefferson a Political Compromiser?”

*Responses to questions at the end of *What Did the Constitution Mean to Early Americans* (pp. 165-66) due at the beginning of class followed by group debates.

Week Eight—(October 4) *Mid-term Exam (You will need to bring a blue book)

Readings: *Taking Sides*—Issue 9 “Was the Monroe Doctrine of 1823 Designed to Protect the Latin American Countries from European Intervention?” Begin reading *Liberty and Power: The Politics of Jacksonian America* (for next week pp. 3-95)

Week Nine—(October 11)

Readings: *Taking Sides*—Issue 10 “Was Andrew Jackson’s Indian Removal Policy Motivated by Humanitarian Impulses?” Continue reading *Liberty and Power* (for next week pp. 96-171)

Week Ten—(October 18)

Readings: *Taking Sides*—Issue 11 “Did Slavery Destroy the Black Family?” Continue reading *Liberty and Power* (for next week pp. 172-253)

Week Eleven—(October 25)

Readings: *Taking Sides*—Issue 12 “Was the Mexican War an Exercise in American Imperialism?” *500-600 word response paper on *Liberty and Power* due at the beginning of class, followed by a discussion of the book. Begin reading *Half Slave and Half Free: The Roots of Civil War* (for next week pp. 3-94)

Week Twelve—(November 1)

Readings: *Taking Sides*—Issue 13 “Were the Abolitionists ‘Unrestrained Fanatics’?” Continue reading *Half Slave and Half Free* (for next week pp. 95-159)

Week Thirteen—(November 8)

Readings: *Taking Sides*—Issue 14 “Have Historians Overemphasized the Slavery Issue as a Cause of the Civil War?” Continue reading *Half Slave and Half Free* (for next week pp. 160-242)

Week Fourteen—(November 15)

Readings: *Taking Sides*—Issue 15 “Is Robert E. Lee Overrated as a General?” *500-600 word response paper on *Half Slave and Half Free* due at the beginning of class, followed by a discussion of the book

Week Fifteen—(November 29) *No Class Wednesday, November 22-----Thanksgiving Break

Readings: *Taking Sides*—Issue 16 “Did Abraham Lincoln Free the Slaves?”
Review for Final Exam

FINAL EXAM—Wednesday, December 6th at 6:00pm (You will need to bring a blue book)

