

ENCOUNTERING HISTORY -- HISTORY OF THE U.S. TO 1865



*"In the beginning, all the world was
America . . ."*

*John Locke,
English philosopher 1632-1704*

**History 211
Dr. Phyllis Hunter
Fall 2008**

**Office: 2119 MHRA
Email: pwhunter@uncg.edu
Office Hrs: W 3:30-4:30; Th 4-5:00**

Lectures: 1:00-1:50 on Wed. & Fri. in Curry 225

GOALS: ENCOUNTERING HISTORY

This course serves as an introduction to American History at the college level. The purpose of the course is to enable you to use texts, documents, and secondary readings to understand the life experiences of ordinary people from different races, cultures, and time periods. This course will also help you learn to synthesize information and improve your ability to understand historical changes. We will explore how material conditions, that is, the environment, production and consumption of goods, and use of social space interacted with religious, political, and interpersonal beliefs to shape experience. Our goal is to arrive at an understanding of why and how life in the past differed from region to region and changed over time in the United States up to 1865.

In addition we will examine the "construction" of history in three ways: one, by developing our own interpretations of primary sources; two, by discussing important and sometimes conflicting secondary works; third, by using primary and secondary materials to develop interpretations of important historical developments. In these ways, we can begin to see that history is an interpretation of the past shaped by the concerns of the present

REQUIRED TEXT

Out of Many: A History of the American People Volume 1, **6th ed.** by John Mack Faragher, Mari Jo Buhle, Daniel Czitrom, and Susan H. Armitage (Prentice Hall, 2005).

This text is required and is available for purchase at the UNCG Bookstore.

Student Learning Outcomes

1. Students will learn about the material conditions and cultural adaptations of the diverse peoples in America up to 1865.
2. Students will know the difference between primary and secondary sources, will be able to locate each kind of source via the library shelves and electronic media, and will have an understanding of how interpret both kinds of sources.
3. Students will know how to use historical analysis and historical imagination to understand the lives of common people of different races, ethnicities, classes, and gender in the American past.
4. Students will gain experience in presenting their ideas in writing, in class discussion, and in group projects.

REQUIREMENTS

Class Preparation:

The most important requirements for this course are careful reading of the assignments, attending lectures and taking notes, completion of written work, and thoughtful participation in class discussion and group exercises. The assigned reading must be done before coming to discussion class. To prepare for class participation, the student should take notes on the reading and develop questions for class discussion. Short written exercises will be assigned throughout the semester. There will be one mid-term exam and one final exam and a final group presentation.

**** Attendance is required** and more than three absences will adversely affect your grade. Please turn off your cell phones during class.

Final Project:

The final project is based on group work that will utilize primary and secondary sources and the understanding of developments in American history gained during the course. Each group will create a class presentation based on an important social movement, historical development, or political event and demonstrate its impact on a family, a collection of individuals, or a community. The final project can take the form of a play, video, or a web page if approved by your section leader and or Dr. Hunter well in advance. Detailed instructions will be provided later in the semester.

Course Grades:

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|------------------------------------|-----|--------|
| Class Participation & Group Work | 20% | |
| Short papers and written exercises | 20% | |
| Mid-Term Exam | 10% | |
| Final Project | 20% | |
| Final Exam | 30% | = 100% |

CLASS SCHEDULE

PART I -- INVENTING AMERICA

Topic 1 – Native American Societies

Reading: *Out of Many*, Chap 1

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|---------------|-----------------------------------|
| Mon – Aug 25 | Discussion Sections: Introduction |
| Wed – Aug 27 | America before 1492 |
| Fri -- Aug 29 | Native Cultures |

Topic 2 Cultural Encounters

Reading: *Out of Many*, Chap 2; and Wheeler and Becker, pp. 12-15 [On Blackboard]

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|--------------|-----------------------------------|
| Mon – Sept 1 | OFF! LABOR DAY |
| Wed – Sept 3 | Cultural Exchanges and Encounters |
| Fri – Sept 5 | Black Robe |
| Mon – Sept 8 | Discussion Sections |

Topic 3 – Early American Settlements

Reading: *Out of Many*, Chap 3;

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|---------------|---|
| Wed – Sept 10 | New France, New Spain, and British colonies |
| | Due: Answers on Black Robe |
| Fri – Sept 12 | Comparing regional settlement patterns |
| Mon – Sept 15 | Discussion Sections |

Topic 4 -- Slavery Comes to America

Reading: *Out of Many*, Chap 4;

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|----------------|--|
| Wed -- Sept 17 | Origins of Slavery |
| Fri -- Sept 19 | Slavery in Virginia and South Carolina |
| Mon – Sept 22 | Discussion Sections |

Topic 5 -- 18th Century Changes

Reading: *Out of Many*, Chap 5 and pp. 134-142

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|----------------|---|
| Wed – Sept 24 | Development of Provincial Societies and 1763 |
| Fri -- Sept 26 | Library introduction and selection of primary sources |
| Mon – Sept 29 | Discussion Sections |

Topic 6 -- War, Politics, and Society

Reading: *Out of Many*, Finish Chap 6 and all of Chap 7 (*N.B. Long assignment)

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|--------------|---|
| Wed -- Oct 1 | Interpreting the Revolution |
| Fri – Oct 3 | Mary Silliman's War |
| Mon – Oct 6 | Discussion Sections and Review for mid-Term |
| | Due: Primary source report and answers on Mary Silliman's War |
| Wed -- Oct 8 | Mid-Term Exam |

PART II -- CREATING A NEW NATION FOR WHOM?

Topic 7 -- A New Government: Two Visions

Reading: *Out of Many*, Chap.8;

Fri – Oct 10 Two Views of Civil Society

Mon – Oct 13 Discussion Sections

Reading: *Out of Many*, Chap 9.

Wed -- Oct 15 The Early Republic

Fri -- Oct 17 Shay's Rebellion and the Whiskey Rebellion

Mon – Oct 20 OFF! FALL BREAK

Topic 8 -- Jackson and the Growth of the Cotton Kingdom

Reading: *Out of Many*, Chap 10 and Chap 11; (* N.B. Long assignment)

Wed – Oct 22 Jackson, Indian Removal and King Cotton

Fri – Oct 24 Denmark Vesey

Mon -- Oct 27 Discussion Sections: **Due:** Answers on Demark Vesey

Topic 9 -- New Workers in New Towns

Reading: *Out of Many*, Chap 12; Wheeler and Becker, Chap 7 [On Blackboard]

Wed -- Oct 29 Transportation and the Industrial Revolution,

Fri -- Oct 31 Urbanization, Immigration and Sectional Differences

Mon -- Nov 3 Discussion Sections

Topic 10 -- Reforming Society

Reading: *Out of Many*, Chap 13;

Wed -- Nov 5 Antebellum Reform Movements

Topic 11 -- Manifest Destiny

Reading: *Out of Many*, Chap 14;

Fri -- Nov 7 Manifest Destiny and war with Mexico

Mon – Nov 10 Discussion Sections

Wed -- Nov 12 Map Workshop

Topic 12 -- Free Labor vs. Slave Labor

Reading: *Out of Many*, Chap 15;

Fri -- Nov 14 Free Labor, Slave Labor, and Sectional Differences

Mon -- Nov 17 Discussion Sections

Topic 13 -- Living Through the Civil War

Reading: *Out of Many*, Chap 16;

Wed – Nov 19 Coming of the Civil War -- (see Chronology pg. 418)

Fri – Nov 21 Men and Women's Lives during the Civil War

Mon – Nov 24 Discussion Sections

Wed – Nov 26 OFF! THANKSGIVING

Fri -- Nov 28 OFF! THANKSGIVING

FINAL PROJECTS

Mon -- Dec 1 Presentations of Group Projects

Wed -- Dec 3 Presentations of Group Projects

Fri -- Dec 5 Presentations of Group Projects

Final Exam Preparation

Mon -- Dec 8 Discussion Sections: Exam Review

Final exam

Wed – Dec 10 from 3:30 to 6:30 Curry 225