

Course Information

Student Outcomes

Upon successful completion of this course, the student will be able:

- To understand the colonial origins of English North America;
- To evaluate the development of the American Revolution and the subsequent evolution of the American Republic;
- To assess the impact of the developing slave society, on politics, culture, and the economic system;
- To understand the impact of industrialization on 19th century American life;
- To write competently and describe details, facts, and opinions concerning the subjects covered.

Required Textbook

Mary Beth Norton et al., A PEOPLE AND A NATION, Vol. 1, 7th edition (ISBN 0-618-39176-2)

Course Requirements

This will be an entirely online course. Students should begin by logging into <http://blackboard.uncg.edu>, and there enter their UNCG Novell username, followed by their novell password. Instructions on using Blackboard are available at this website, but for specific problems email the BB tech support (gegarcia@uncg.edu), as well Anita Warfford (aawarffo@uncg.edu). On the BB site, students will find everything needed for the class: video lectures, primary documents, online quizzes and tests, and entry points for their discussion postings.

Reading

All students must complete the text and primary source readings in a one-week window provided for each lesson. Within each lesson, they should do the following 1) read the text assignment and take the chapter quiz (there is one quiz per lesson); 2) watch the video lectures and comment on the online discussion board; and 3) read the primary source and comment on the online discussion board.



Syllabus

History 211

Spring 2006, 1st minimester (January 9 - March 3, 2006)

Instructor: Susannah J. Link; Course developer: William A. Link

Email: sjlink@uncg.edu

UNCG Honor Code

All students are expected to abide by UNCG Honor Code. This means:

- All quizzes should be taken without using the text, or with any assistance from anyone;
- All writing assignments should be your own work;
- No internet plagiarism, or plagiarism of any kind, will be tolerated. **I will prosecute offenders to the full extent of the system.**
- For more information about the University's academic integrity policy, please visit these links.

Academic Integrity Policy: <http://saf.dept.uncg.edu/studiscp/Honor.html>

UNCG Student Code of Conduct: <http://saf.dept.uncg.edu/studiscp/Honor.html>



Course Description

History 211, the first part of a two-part study of American history, seeks to improve our understanding of how the United States came into being and developed in the first hundred years of its existence.

This course tries to help us understand the historical development of colonial America and what became the United States. What forces went into shaping America? How has life changed? How did our unique constitutional system come into existence? What conflicts existed among different Americans?

As part of this course, consider the following themes:

- The social experiences of Americans and the extent to which they varied. Not all Americans had the same experiences: in fact, most had very different experiences. How were they different?
- The effect of race and ethnicity: how did race and racial attitudes shape American history? How did African Americans respond to enslavement? How did slavery shape society? How did the end of slavery affect American life?
- The changing economic system: We currently live in a society of great affluence, and the American economic system is the most powerful in the world. What were the origins of American economic supremacy?

- The changing political system: What conditions shaped the American constitutional system, as formed in the Constitution of 1787? How did the Constitution change? How did it respond to the great constitutional crisis of the Civil War?



Course Organization

The course is divided into 3 units and 8 lessons. There are assignments at both the lesson and unit levels, and students **MUST** complete these according to the deadlines provided.

Unit 1: From Colony to Republic, 1588-1776 (January 9-January 28, 2006)

Assignments for each lesson:

- Take chapter quiz (online, in blackboard site, on the last day of the lesson)
- Complete discussion board on primary documents: each student is required to complete at least 3 posts of at least 100 words in order to receive an average grade of C on that lesson's discussion.

Lesson 1: Origins of British North America (due January 16)

Documents: Native Americans (John Lawson, *A New Voyage to Carolina* (1709))

Text readings: Norton et al., *A People and a Nation*, ch. 1

Quiz: January 16, 7am - 11pm

Lesson 2: Maturing Colonies (due January 22)

Documents: The Ordeal of Anne Hutchinson (Trial and Interrogation of Anne Hutchinson (1637).)

Text readings: Norton et al., *A People and a Nation*, chs. 2-3

Quiz: January 22, 7am - 11pm

Lesson 3: Imperial Crisis and Revolution (due January 28)

Documents: Currency Act; Sugar Act; Resolutions of the Stamp Act Congress.

Text readings: Norton et al., *A People and a Nation*, ch. 4-5

Quiz: January 28, 7am - 11pm

TEST 1: due by 10 pm, January 29

Unit 2: The Birth of the Republic, 1776-1830 (January 29-February 15)

Lesson 4: The Revolutionary Republic (due February 3)

Documents: The Federalist Papers, nos. 30, 46, 51.

Text reading: Norton et al., *A People and a Nation*, chs. 6-7

Quiz: February 3, 7am - 11pm

Lesson 5: Antebellum Society and Politics (due February 9)

Documents: Andrew Jackson, annual messages to Congress, 1829-31; Indian Removal Act of 1830

Text reading: Norton et al., *A People and a Nation*, chs. 8-9

Quiz: February 9, 7am - 11pm

Lesson 6: Slavery and Sectionalism (due February 15)

Documents: Harriet Jacobs, *Incidents in the Life of a Slave Girl*, ch. IV; Frederick Douglass, *Narrative*, ch. X.

Text reading: Norton et al., *A People and a Nation*, chs. 10-11

Quiz: February 15, 7am - 11pm

TEST 2: due by 10 pm, February 16

Unit 3: The Civil War Crisis, 1830-1865 (February 16-February 28)

Lesson 7: Crisis of the 1850s (due February 21)

Documents: Roger Taney, Dred Scott decision; selected editorial responses.

Text reading: Norton et al., *A People and a Nation*, chs. 12-13

Quiz: February 21, 7am - 11pm

Lesson 8: Civil War (due February 27)

Documents: Selected documents from slaves during the Civil War, 1861-63.

Text reading: Norton et al., *A People and a Nation*, chs. 14-15

Quiz: February 27, 7am - 11pm

TEST 3/FINAL EXAM: due by 10 pm, February 28



Grading & Assignments

Grading Scale

Grading is on a 10-point scale, so 90-100 is in the A range; 80-89 is in the B range; and so on, with pluses and minuses at my discretion.

Grade Breakdown

2 tests: 30 percent (15 percent each)
Final exam: 25 percent
Textbook quizzes: 20 percent
Online discussion boards: 25 percent

Assignments

1. Online discussion: All students must participate on the class discussion board. NB: Students **MUST** complete online discussion assignments for each of the 8 lessons in the class. Comments must be posted no later than the deadline indicated on the discussion board.

The online discussion should be completed after reading the lesson documents and watching the video lectures. Students must post at least one answer to the questions that I have placed on the discussion board. You should post more than three times, but three is a required minimum. Ideally, postings should be interactive and should react to what others have said.

Students are graded according to the following measures:

- quality of input,
- ability to generate a reasoned response among your peers,
- ability to integrate and synthesize what others in the class have contributed.

As stated above, I expect no fewer than three (3) posts per lesson of at least 100 words each in order to receive an average grade of C on that lesson's discussion (subsequent postings, beyond the minimum three, do not have to be 100 words).

I will assign grades according to the quality of comments and the degree to which they seek to interact with and engage other students. Those students who do not post at all will receive a discussion grade of zero for that lesson; students who do not meet the minimum number of posts will receive a maximum grade of 50 percent.

Three or four students will serve as assigned on-line discussion leaders beginning with Lesson 2. Discussion leaders are expected to make a short (about 150 word) presentation about the primary documents. This presentation should address the background of the readings: who are the authors of the readings? What is the context of the readings? What are the most salient points that emerge from the readings? The discussion leaders' posts should appear by 9 p.m. the night before the beginning of a new lesson; for example, by 9 p.m. on Jan. 16 for Lesson 2. In addition to the three posts required of all students, discussion leaders are expected to post 3 questions for your classmates. All of these questions should be based on the assigned primary documents. Throughout the remainder of the lesson, discussion leaders are responsible for monitoring the discussion, posting more questions and responding to other students in order to keep the discussion lively and focused on the historical context.

2. Quizzes: All students are expected to complete textbook readings on time, according to deadlines established in the course calendar. Upon completion of the readings in each lesson, they will complete a brief, multiple-choice, closed-book quiz on-line, located under the "Assignments" link on the final day of each lesson.

3. Tests: There will be three (3) tests, one at the end of each unit. These will be take-home, open book, essay tests. You are not to refer to any materials or people outside the assigned course materials.

Consequences of Non-Participation in Class

All students must complete assignments in a timely fashion; in the event that you fail to do so, I reserve the right to drop you from the course. I will do this if 2 consecutive lessons aren't completed by the deadlines, or if a total of 3 lesson deadlines are missed.