

HIST 15100-001: American History to 1877**CRN: 20252 (3 Credit Hours)****Spring 2022, MWF 11:30 a.m.-12:20 p.m.****Lily Hall of Life Sciences 2102****Instructor:**

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Office Hours: 1-3 p.m., Mondays and Tuesdays, and by appointment

Course Description:

This course examines the social, cultural, economic, and political development of what became the United States from sixteenth-century European colonization through the Civil War and Reconstruction. Viewing American history in an Atlantic context, this course emphasizes the relationship between native peoples and European settlers, the origins, character, and evolution of chattel slavery, and the role of religion, technology, war, and capitalism in shaping American society. Understanding these crucial themes will reveal how the world we live in today came to be.

The course readings can be found in the textbook *Give Me Liberty!* (Eric Foner), 6th edition and in an accompanying collection of primary sources in *Voices of Freedom* (Eric Foner), 6th edition.

A Note on Office Hour Appointments:

I like meeting with students and am happy to set up a meeting to chat about this course, history, or academics in general. Email is the best way to contact me. I check email consistently between 8 a.m. and 5 p.m., Monday through Friday. I generally do not check or respond to emails after 5 p.m., or on the weekend. As a result, if you write to me after 5 p.m., then there is a probable chance that I will not respond until the following morning. If you email me on the weekend, it will likely be Monday morning when you receive a response.

As mentioned above, I will hold office hours on Mondays and Tuesdays between 1 and 3 p.m. If these times do not fit your schedule, email me and we can arrange another time to meet. The best way to accomplish this is for you to email me with the problem you are experiencing and a few possible meeting times for me to work with. I will respond letting you know which one I can most accommodate.

Required Texts:

Eric Foner, *Give Me Liberty!: An American History*, Vol. 1: To 1877. Seagull Sixth Edition, (New York: W.W. Norton & Co., 2020).

Eric Foner., *Voices of Freedom: A Documentary History*, Volume 1. Sixth Edition, (New York: W.W. Norton & Co., 2020).

These books can either be purchased through the University Book Store or rented online from Amazon. Be sure to get the correct edition. Be aware that the readings do not always match perfectly with the week's lectures. Readings augment but do not replace the lectures.

Student Learning Outcomes (SLOs):

By the end of the course, you will be able to:

1. Identify the key events and themes in American history from 1607 to 1877.
2. Appreciate the ways in which the interaction of diverse peoples from three continents influenced the development of American culture, politics, and society.
3. Understand the ways in which the early American past shapes the world we live in today.
4. Analyze and contextualize historical evidence.
5. Articulate claims about the past in the form of thesis statements.
6. Write clearly and persuasively.

Course Requirements:

Lectures:

This course will meet in person on Mondays and Wednesdays. During our 50-minute class, I will deliver course content through lectures and PowerPoint presentations. Attendance is required.

Virtual Discussions:

Rather than meet in person on Fridays, we will conduct a virtual discussion section via Zoom. It is your opportunity to actively engage with the material we are studying each week by asking me a question about that week's readings/content. I will do my best to answer your questions in the order I receive them. Thus, it is you, not me, who will set the parameters of the discussion. If this turns out the way I hope, virtual discussions will simulate the back-and forth of in-person conversation. If I am wrong, it should at least be entertaining to see me fumble answers on the spot. In order to stimulate our conversation, please complete the week's reading assignment before class on Friday. I doubt I will be able to answer all your questions in 50 minutes, but if you submit a question, you will receive credit for participation. If you participate in 10 of the 12 "Ask the Prof." sections, you will receive full credit. Thereafter your participation grade will be reduced by 10% for every missed virtual discussion session.

Major Assignments:

In addition to your participation in the virtual discussions, you will also complete two short papers, a midterm exam, and a final exam. For your papers, you will compose clearly organized and argued responses to the broad questions below. This is not a research paper, do not use outside sources. Seriously, I do not want to see any reference to Wikipedia, history.com, or any other website. Instead, use evidence from the textbooks and my lectures to make your argument. I do expect you to properly cite the textbook. A grading rubric is available on Brightspace. Consult it beforehand to make sure you know what I expect from you.

FIRST SHORT PAPER (3-4 pages double-spaced). DUE: Friday, Feb. 18 before 11:59 p.m. via Brightspace.

How did the Indigenous Peoples of North America respond to European colonization?

SECOND SHORT PAPER (3-4 pages double-spaced). DUE: Friday, Apr. 15 by 11:59 p.m. via Brightspace.

How did the institution of chattel slavery shape the development of the American Republic from 1783 to 1860?

EXAMS: We will have a midterm and final exam. These exams will be conducted online through Brightspace. Because these are open-book exams, they do not require memorization or the simple regurgitation of facts. Instead, you will write an essay in response to a prompt. You will use evidence from the lectures and readings (facts) to support a thesis (interpretation) in response to a question (problem).

Midterm Exam: 11:30 a.m., Friday, March 11.

Final Exam: Exam Week

Attendance Policy:

This course is designed in a hybrid model, with some face-to-face meetings and others completed remotely. University policy states that students are expected to be present for every meeting of the classes in which they are enrolled. For the purposes of this course, being “present” means attending all face-to-face meetings unless you are ill or need to be absent for one of four “excused” reasons: grief/bereavement, military service, jury duty, or parenting leave (go to the Office of the Dean of Students website for details on how to submit those requests).

Being “present” also means participating remotely and completing work assigned for days when we do not meet face-to-face. This work is required to help you meet the course learning outcomes. These times count toward the course contact hours and your course grade.

Guidance on class attendance related to COVID-19 are outlined in the Protect Purdue Pledge for Fall 2021 on the Protect Purdue website.

Students with Disabilities:

Students who need special accommodations to participate fully in class should contact me as soon as possible. While I will do everything in my power to accommodate your needs, Purdue University requires you to provide me with appropriate written documentation and to have that documentation on file with Student Services. Students should be aware that Services

Classroom Policies:

Attend class as much as you are able.

Do the reading.

Do the assignments.

Be respectful.

Use common sense.

Do your own work. Do not plagiarize or cheat.

Do not use contractions in formal writing.

If you have a question, ask me in person or via email.

Late papers will be penalized one-third grade per day [example: an A paper that is one day late becomes an A- paper].

If you cheat or plagiarize, you will fail this course. Period. I use Turnitin.com to monitor all your assignments.

For a more detailed explanation of the above, see the University Policies:

“Purdue prohibits ‘dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.’ [Part 5, Section III-B-2-a, Student Regulations] Furthermore, the University Senate has stipulated that ‘the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest.’ [University Senate Document 72-18, December 15, 1972]”

<https://www.purdue.edu/odos/academic-integrity/>

Email Etiquette

You are expected to treat email as a formal, professional type of correspondence.

Unprofessional emails will not be answered. You will be prompted to revise and resend them. This means using the proper format – which is outlined in detail at the end of this syllabus. This ensures a more accurate, timely response and they allow you to practice professional communication skills that are vital for success in the workplace.

All students are responsible for checking their individual Purdue email account each day. **You are required to use only your Purdue University email address.** I will not correspond via non-Purdue University email accounts, such as Gmail, Hotmail, etc.

Email Format:

Learning how to craft a professional email is a skill that will serve you well in college, your career, and life in general. Sending your professor an appropriate email will ensure that you get the most accurate, timely information. Let’s review how to write an email for this class.

It is required that you include the following in the body of your email:

- A greeting (“Dear Professor Barker or Dear Mr. Barker) Your course title and section number (these are at the top of the syllabus)
- A clear explanation of your issue/question
- Your first and last name as it appears in Brightspace
- You must use your Purdue email account. I will not correspond with you from non-Purdue email services, such as Gmail, Yahoo, etc.

Emails that do not adhere to these requirements will not be answered. You will be prompted to resend your email in the proper format. Keep in mind, too, that in some instances I may not be able to answer your query via email and will request that you meet with me. (If you are in an online class, we can arrange for a phone call/Zoom.)

I HIGHLY recommend that you read the following, short blog post about emailing a professor before you send your email: <http://www.amybhollingsworth.com/blog/five-ways-to-get-a-busy-professor-to-answer-your-emails-that-dont-involve-a-bribe>

But wait! BEFORE you click “send,” make sure that you have first read the syllabus. The syllabus is a magical document that often holds the answers to your most burning questions.

Extra Credit

No extra credit will be offered. The score you earn in the course reflects your level of mastery of course content and concepts that have been carefully planned and designed. Extra credit allows you to earn points without mastering all of this content and the student learning outcomes. The goal of the course is for you to obtain certain learning outcomes rather than just earn points in any way possible to pass or achieve a certain grade.

Final Exam Policy:

A final exam is a required part of this course; students must take the final in order to pass the course. For Spring, final exams will be administered online only during Final Exam Week and may not be taken early for any reason. Consult the syllabus and the Purdue website to determine when your exams will take place and do not make travel, family, or any other plans that conflict with any of your final exams. If you see that there will be an unavoidable conflict, you will need to drop this course before the Add/Drop period concludes and sign up for a different section or course.

Grading Scale:

Letter Grade	Standard Undergraduate Scale*
A+	100-97
A	96-93
A-	92-90

B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	60-62
F	59-0

All grades will be rounded to the nearest whole number.

Brief Overview of Assignments:

The assignment weights are below:

Online Discussions– 10%

First Paper – 25%

Midterm– 20%

Second Paper– 25%

Final Exam– 20%

Course Schedule

Week 1

Mon., Jan. 10: Introduction: What is American History?

Wed., Jan. 12: America before European Contact

Fri., Jan. 14: Virtual Discussion

Readings:

Give me Liberty!: 1-11 “A New World”—“European Views of Indians”

Primary sources:

Voices of Freedom: 4-8 “Giovanni da Verrazano, Encountering Native Americans”

Week 2

Mon., Jan. 17: Martin Luther Jr. Day, NO CLASS

Wed., Jan 19: Contact, Conflict, and Adaptation

Fri., Jan. 21: Chesapeake Settlements (No Virtual Discussion)

Readings:

Give me Liberty!: 12-44 “Indian Freedom, European Freedom”—“Borderlands and Empire in Early America”

Primary sources:

Voices of Freedom: 8-11, 15-19 “Bartolomé de las Casas on Spanish Treatment of the Indians” and “Father Jean de Brébeuf on the Customs and Beliefs of the Hurons”

Week 3

Mon., Jan. 24: Origins of Slavery

Wed., Jan. 26: New France

Fri., Jan. 28: Virtual Discussion

Readings:

Give me Liberty!: 46-75 “Beginnings of English America”—“Puritans and Indians”

Primary Sources:

Voices of Freedom: 23-30 “Exchange between John Smith and Powhatan,” and “Sending Women to Virginia,” and “Henry Care, English Liberties”

Week 4

Mon., Jan. 31: Puritan New England

Wed., Feb. 2: War, Witches, and Salvation

Fri., Feb. 4: Virtual Discussion

Readings:

Give me Liberty!: 78-97 “The Pequot War”—“Land in Pennsylvania”

Primary Sources:

Voices of Freedom: 30-42 “John Winthrop, Speech to the Massachusetts General Court,” “The Trial of Anne Hutchinson,” and “Roger Williams, Letter to the Town of Providence”

Week 5

Mon., Feb. 7: Middle Colonies

Wed., Feb. 9: Lowcountry and Caribbean

Fri., Feb. 11: Virtual Discussion

Readings:

Give me Liberty!: 98-130 “Origins of American Slavery”—“North America at Mid-Century”

Primary Sources

Voices of Freedom: 47-48, 54-57, 59-61 “William Penn, Pennsylvania Charter of Privileges and Liberties” and “Letter by an Immigrant to Pennsylvania,” and “An Act Concerning Negroes and Other Slaves”, and “Complaint of an Indentured Servant”

Week 6

Mon., Feb. 14: Empire

Wed., Feb. 16: Awakenings

Fri., Feb. 18: Virtual Discussion, **FIRST PAPER DUE** at 11:59 p.m.

Readings:

Give me Liberty!: 132-164 “Slavery, Freedom, and the Struggle for Empire”—“The Awakening’s Impact”

Primary Source:

Voices of Freedom: 65-72, 79-82 “Olaudah Equiano on Slavery,” and “Advertisements for Runaway Slaves and Servants,” and “The Great Awakening Comes to Connecticut”

Week 7

Mon., Feb. 21: World War

Wed., Feb. 23: Revolt to Revolution

Fri., Feb. 25: Virtual Discussion

Readings:

Give me Liberty!: 164-196 “Imperial Rivalries”—“The Sweets of Liberty”

Primary Sources:

Voices of Freedom: 82-85, 86-90 Pontiac “Two Speeches”, and “Virginia Resolutions on the Stamp Act,” and “New York Workingmen Demand a Voice in the Revolutionary Struggle”

Week 8

Mon., Feb. 28: Independence to Revolutionary War

Wed., March 2: Founding a Nation

Fri., March 4: Virtual Discussion

Readings:

Give me Liberty!: 196-251 “The Outbreak of War”—“The Arduous Struggle for Liberty”

Primary Sources:

Voices of Freedom: 96-102, 103-105, 106-109 “Thomas Paine, Common Sense,” and “Samuel Seabury’s Argument against Independence,” Revolution.”

Week 9

Mon., March 7: Road to Ratification

Wed., March 9: Faction and Discord

Fri., March 11: No Virtual Discussion, **MIDTERM** at 11:30 a.m.

Readings:

Give me Liberty!: 253-287 “Founding a Nation”—“Principles of Freedom”

Primary Sources:

Voices of Freedom: 125-133 David Ramsey “American Innovations in Government,” J. Hector St. John de Crèvecoeur, “What, Then, Is the American?,” and James Winthrop, “The Anti-Federalist Argument”

Week 10

Mon., March 14: SPRING BREAK, NO CLASS

Wed., March 16: SPRING BREAK, NO CLASS

Fri., March 18: SPRING BREAK, NO VIRTUAL DISCUSSION

Readings: NO READINGS

Week 11

Mon., March 21: 1800—A Revolution in Government

Wed., March 23: Asserting Independence

Fri., March 25: Virtual Discussions

Readings:

Give me Liberty!: 289-324 “Securing the Republic”—“The End of the Federalist Party”

Primary Sources:

Voices of Freedom: 138-150 Benjamin F. Bache, “A Defense of the French Revolution,” and “Address of the Democratic-Republican Society of Pennsylvania,” and Judith Sargent Murray, “On the Equality of the Sexes,” and “Protest against the Alien and Sedition Acts.”

Week 12

Mon., March 28: The Market Revolution

Wed., March 30: Manifest Destiny

Fri., April 1: Virtual Discussion

Readings:

Give me Liberty!: 326-362 “The Market Revolution”—“The ‘Liberty of Living’”

Primary Sources:

Voices of Freedom: 165-167, 171-174 “Complaint of a Lowell Factory Worker”, and “A Woman in the Westward Movement”

Week 13

Mon., April 4: King Cotton

Wed., April 6: Plantation Empire

Fri., April 8: Virtual Discussions

Readings:

Give me Liberty!: 404-438 “The Peculiar Institution”—“Nat Turner’s Rebellion”

Primary Sources:

Voices of Freedom: 204-207, 211-216 “Frederik Douglass on the Desire for Freedom”, and “Rules of a Highland Plantation”, and “Slavery and the Bible”

Week 14

Mon., April 11: Lincoln and Liberty too!

Wed., April 13: Secession

Fri., April 15: Virtual Discussion

Readings:

Give me Liberty!: 440-473 “An Age of Reform”—“The Abolitionist Schism”

Primary Sources:

Voices of Freedom: 232-236, 241-245, 273-277 “Frederick Douglass on the Fourth of July”, and Angelina Grimké on Women’s Rights”, and “Alexander H. Stephens, The Cornerstone of the Confederacy”

Week 15

Mon., April 18: Battle Cry of Freedom

Wed., April 20: Total War

Fri., April 22: Virtual Discussion

Readings:

Give me Liberty!: 518-561 “A New Birth of Freedom: The Civil War”—“The War and the World”

Primary Documents:

Voices of Freedom: 284-289 “Markus M. Spiegel, Letter of a Civil War Soldier” and “Samuel S. Cox Condemns Emancipation”

Week 16

Mon., April 25: Reunion and Reconstruction

Wed., April 27: The Promise of Liberty?

Fri., April 29: NO DISCUSSION

Reading:

Give me Liberty!: 563-601 “”What is Freedom?’: Reconstruction”—“The End of Reconstruction”

The Final will take place during the scheduled Exam Week