

**HISTORY 15100-002
AMERICAN HISTORY TO 1877
FALL 2015**

Professor Michael A. Morrison
Office: University Hall 123

Phone: 494-4132 (department)
E-mail: mmorrison@purdue.edu (work)

Office Hours:
Monday 12:00-1:00 p.m.
& by appointment
Phone: 446-8641 (home)
nfg.mam@frontier.com (home)

TEACHING ASSISTANTS

Michelle Martindale
REC 402
Email: mmartind@purdue.edu
Office Hours: Monday, 2:30-3:30
& by appointment
STUDENT'S LAST NAMES: A-M

Chengji Xing
REC 422
Email: xing17@purdue.edu
Office Hours: Monday 2:30-3:30
& by appointment
STUDENT'S LAST NAMES: N-Z

Course Description:

This course explores American history from the beginning of European settlements to the end of the Reconstruction of the Union. It has three interrelated objectives. The first is to introduce some of the major themes, events, and personalities in the period so as to give the student a basic framework of the American past. Second, it attempts to develop the student's ability to understand some of the interpretive problems historians encounter and debate in explaining the past. Third, our goal is to develop critical thinking and other related skills that students can deploy in other classes and in their own personal and professional lives.

"The only thing new in the world is the history you don't know."
—Harry S. Truman

Required Reading:

Eric Foner, *Give Me Liberty! An American History*, Volume 1 (4th edition)
David Shi and Holly Mayer, eds., *For the Record: A Documentary History of America*, Volume 1 (5th edition)

The assigned readings are available for purchase at Follett's and University Bookstores. You might also find used copies at various online vendors.

Course Outline and Reading Assignments for lectures:

Part 1: From British Colonial America to the United States of America

1. Discovery, Exploration and First Settlements
August 24-August 28
READ: Chapters 1 (entire) and 2 (pp. 45-64) in *Give Me Liberty!*
Chapter 1 (entire) and Chapter 2 (pp. 18-26) in *For the Record*
2. Errand into the Wilderness: The Puritan Experience
August 31-September 2
READ: Chapter 2 (pp. 64-87) in *Give Me Liberty!*
Chapter 2 (pp. 27-41) in *For the Record*
3. The Growth of Colonial British North America
September 4-September 9
READ: Chapter 3 (entire) in *Give Me Liberty!*

4. The Founding of a Nation: The American Revolution, 1763-1783
September 11-September 21
READ: Chapter 4 (entire) and Chapter 5 (entire) in *Give Me Liberty!*
Chapter 4 (entire) and Chapter 5 (entire) in *For the Record*

First In-class exam, Friday, September 25th

Part 2: Securing Independence: The Revolution Within

5. We the People: The Origins of the American Constitution
September 28-October 2
READ: Chapter 7 (entire) in *Give Me Liberty!*
Chapter 6 (entire) in *For the Record*
6. Securing the Revolution: The Early Years of the American Republic
October 5-October 21
READ: Chapter 8 (entire) in *Give Me Liberty!*
Chapter 7 (entire) in *For the Record*
7. The Age of Jackson, 1824-1844
October 23-October 26
READ: Chapter 9 (entire), Chapter 10 (entire) in *Give Me Liberty!*
Chapter 9 (entire) and Chapter 11 (entire) in *For the Record*

Second In-class exam, Friday, October 30th

Part 3: The Republic in Peril: Sectionalism and Civil War

9. The Fruits of Manifest Destiny, 1844-1854
November 2-November 9
READ: Chapter 13 (pp. 467-487) in *Give Me Liberty!*
Chapter 14 (entire) and Chapter 15 (pp. 387-394) in *For the Record*
10. A House Divided: Sectionalism, Slavery and Secession
November 11-December 2
READ: Chapter 11 (entire), and Chapter 13 (pp. 487-507) in *Give Me Liberty!*
Chapter 15 (pp. 395-426) in *For the Record*
11. And the War Came: Civil War
December 4-December 7
READ: Chapter 14 (entire) in *Give Me Liberty!*
Chapter 16(entire) in *For the Record*

Third In-Class Exam: TBA—Finals Week

ATTENDANCE:

I will not take attendance at the lectures. You are responsible for all of the material covered in lectures, however, and you will find it difficult in the extreme to pass this course without regular attendance. I will not make my lecture notes or power point presentations available.

EXAMS:

There are three in-class exams for this class. The first is on **Friday, September 25th** ; the second in-class exam is on **Friday, October 30th**. The third and final exam will take place during, ah, **finals week**. The time and place will be

announced. **None of the exams is cumulative:** the first exam will cover the materials in Parts 1-4; the second exam will cover the material in Parts 5-7; and the third exam will cover the material in Parts 8-11.

Each exam will contain three identification terms (drawn from the lectures and/or the supplemental readings in *For the Record*) and one short essay question. To help you prepare for the tests, you will receive a list of identification terms and essay question options. The identification terms and essay question on each exam will come *word-for-word* from that study sheet. To help you prepare for the exams, **there will be a review session the Wednesday** before each of the exams.

INFORMAL ESSAYS:

Over the course of the semester, you will write **three** (3) informal two-page essays responding to questions based primarily on the reading material. You decide which three of eight dates you will submit essays with this restriction: you must select one essay from each of the three major sections of the class: 1) the colonial era to the American Revolution; 2) the evolution of political parties from the first to second party system; and 3) sectional crisis and a nation divided. They must be submitted via the Blackboard Learn assignment tool on the date/deadline indicated. Each essay is worth 0-20 points. I want to emphasize that these are informal writing assignments. The purpose of these two-page essays is not to improve your writing skills but to stimulate thinking about issues, questions, and problems raised by your study of American history from colonial times to the Civil War. So you will be judged not on things like spelling, organization, and grammar but instead on things like the process and quality of thought. Read-and-respond questions for the informal essay options begin after the grading summary below. Again, you will submit them by midnight on the due date through Blackboard Learn’s Assignment tool.

TEACHING ASSISTANTS:

Three of the greatest learning resources in this class are the teaching assistants. The advanced graduate students assigned to this class are Michelle Martindale and Chengji Xing. Michelle and Chengji have had a great deal of experience working with undergraduates, and they are outstanding members of our graduate program. And they are very student-friendly. Most important, Michelle and Chengji are here to help students do the very best that they can in History 151. Make use of their many, many talents.

GRADING:

Believing both in the Protestant work ethic and laissez-faire market principles, there will be no curving in this class. Nor will there be any predetermined number of As, Bs, Cs, Ds, and Fs. Each student will be rewarded for her or his efforts, and no one will be penalized for working hard and playing by the rules. Each student controls her or his destiny (grade-wise, that is) in this class.

In-Class Exams	3@80=240 points
<u>Informal Writing</u>	<u>3@20=60 points</u>
Total:	300 points possible

The final grade will be determined thusly:

- A: 300-270
- B: 269-240
- C: 239-210
- D: 209-180
- F: 179-0h 0h

ACADEMIC INTEGRITY

Purdue University and this professor prohibit “dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty.” (University Regulations, Part 5, Section III, B, 2, a). In this class it will lead to a failing grade (0) on the assignment. Depending on the severity of the incident it may lead to further consequences. And you should know that faculty members are required to report all cases of plagiarism to the Office of the Dean of Students. Honesty and mutual respect

are the coins of the realm in my courses. Please do your own work. For a set of helpful guidelines, see: <http://www.purdue.edu/odos/osrr/academicintegritybrochure.php>

COLLEGE OF LIBERAL ARTS CLASSROOM CIVILITY STATEMENT

Purdue University is committed to fostering diversity and inclusion and welcomes individuals of all ages, religions, sex, sexual orientations, races, nationalities, languages, military experience, disabilities, family statuses, gender identities and expressions, political views, and socioeconomic statuses. Please respect the different experiences, beliefs and values expressed by everyone in this course. Behaviors that threaten, harass, discriminate or that are disrespectful of others will not be tolerated. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students

UNIVERSITY EMERGENCY POLICY

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course: my email address: mmorrison@purdue.edu , and the History Department main office phone: 494-4132.

“Human history becomes more and more a race between education and catastrophe.”—H. G. Wells

INFORMAL ESSAYS

Over the course of the semester, you will write three, two-page essays. The essays are due electronically through the Blackboard Learn assignment tool the day they are assigned. You decide which three of eight dates you will submit essays, but keep in mind that

- a) You must pick one option from each of the three major sections: Part 1 (Options 1-3), Part 2 (Options 4-6), Part 3 (Options 6-7)
- b) There will be no extensions granted or backtracking allowed.

Each should be 275-500 words. Each one is worth 0-20 points.

These are informal writing assignments. The purpose of these essays is not to improve your writing skills but to stimulate thinking about issues, questions, and problems raised by your study of American history from colonial times to the Civil War. The goal is for you to discover, develop, and clarify your own ideas. You should do the appropriate reading and reflecting; then write in response to the question for 30-35 minutes. You will not be judged on things like spelling, organization, and grammar. But we will be looking for evidence that you are thinking seriously about history. Your essays should show that you are wrestling with concepts explained in the reading, in lectures and films shown in class, and that you have done your reading and reflection before attempting your essays. For the most part, you will be rewarded for the process of thinking rather than the act of composing.

INSTRUCTIONS:

RESPOND TO ONE QUESTION FROM EACH OF THREE ESSAY OPTION SECTIONS OVER THE COUSE OF THE SEMESTER

SECTION I: COLONIAL AMERICA AND THE AMERICAN REVOLUTION

Essay Option 1: Due Monday August 31st

You are a newly arrived and somewhat lonely settler in Virginia and have relatives back in England who are thinking about joining you in the New World. You miss them and would like to have their good company, but you also have come to know well how different life is in Virginia, especially having witnessed Bacon's Rebellion. Write a two-page letter to your loved ones describing life as you have come to know it in the colony. You may assume that your letter will greatly influence their decision whether to stay in England or make the trek to the New World. Sources: Lectures, *For the Record* (pages 22-26)

Essay Option 2: Due Wednesday September 9th

If you are a male, assume that you are an attorney and write a two-page defense of Anne Hutchinson. If you are female, you are the prosecutor in the trial and write a two-page indictment of her. In either instance, base your arguments on the material in the text and reader and ground your case on the culture of Puritan New England. Sources: Lectures, *Give Me Liberty!* (pages 74-86) and *For the Record* (pages 27-33)

Essay Option 3: Due Monday September 28th

Assume that you have the heavy if unhappy responsibility to be King George III's political advisor. The colonists have sent along documents including the *Resolution for Independence*, an excerpt from Paine's *Common Sense*, and a copy of the Declaration of Independence found posted in a PDF file on the course Blackboard site and sent to you as an email attachment. Your responsibility is to draft a two-page rebuttal to the general points made in those documents. King George will incorporate your arguments into a speech to Parliament in which he will declare his thirteen colonies in revolt and call on the House of Commons and House of Lords to support a military effort to put down the rebellion. If he fails because your rebuttal is not persuasive, you will find yourself chained up in the Tower of London among the rats, waiting to be broken on the rack and trying in vain to make your peace with your God.

Sources: Lectures, *Give Me Liberty!* (pages 192-194) and *For the Record* (pages 101-123)

SECTION II: THE FIRST AND SECOND PARTY SYSTEM

Essay Option 4: Due Monday October 5

Assume that you are an Antifederalist campaigning for the ratification convention in your state. You have read the new Constitution and listened to all of the bogus arguments made for it by antidemocratic spokesmen such as James Madison in his *Federalist* Number 10. Write a two-page political broadside detailing your objections to this new government. Remember the success of your candidacy depends on the persuasiveness of your case.

Sources: Lectures, *Give Me Liberty!* (pages 265-270) and *For the Record* (pages 155-160)

Essay Option 5: Due Wednesday October 14

If your last name begins with the letters **A-M** you are a Federalist defending the policies of Alexander Hamilton. Your task isn't so much to explain or analyze *his* policies but to trash the policies of that nitwit, Thomas Jefferson. Why is his "vision" so dumb and disastrous for the country? If your last name begins with the letters **N-Z**, you are a Jeffersonian Republican. You must now respond to those snot-nosed, closet royalists who support Hamilton. Why is he (Hamilton) such an evil man and his policies equally vile?

Sources: Lectures, *Give Me Liberty!* (page 293) and *For the Record* (pages 191-206)

Essay Option 6: Due Wednesday October 28th

The rise of Jacksonian democracy and the Democratic Party is widely hailed as the "Age of the Common Man." Perhaps. But what about a states rights defense of individual rights? What about the treatment of Native Americans? Women? African Americans? Make an argument for one or the other side of this question.

Sources: Lectures, *Give Me Liberty!* (pages 294-306) and *For the Record* (pages 292-310, 357-364)

SECTION III: THE SECTIONAL CRISIS AND A NATION DIVIDED

Essay Option 7: Monday November 16

You are a flaming abolitionist who does not give a hoot in hell whether the Union survives or not—slavery must go. Having just read Garrison's *Liberator* on the horrors of the institution, you are now convinced that slavery is a crime against humanity. Write a short, two-page letter to your local antislavery newspaper promoting Garrison's antislavery cause. Remember that the editor (i.e., the teaching assistant) does not like long, rambling letters and that you only have a couple of pages of paper to make your case: make it a short, emotional appeal.

Sources: Lectures, *Give Me Liberty* (pages 460-461) and *For the Record* (chapter 12)

Essay Option 8: Due Monday November 30th

Two weeks ago you were viciously attacking slavery and, by extension, the South. This week assume that you are Col. Horatio Beauregard, a bourbon-guzzling, slaveholding candidate for the United States House of Representatives. The slavery extension question has all of the voters in your district in a tizzy. Draft an outline of a speech defending the South's (and southerners') right to take their slaves into the commonly owned territories of the West. Remember this is no easy task a) since you are a slaveholder and most of your constituents think that at best you are an arrogant jackass and at worst perhaps the antichrist; and b) they don't own any slaves, they don't intend to own any slaves and so why should they care a hoot about this issue. Persuade them—I dare you. Sources: Lectures, *Give me Liberty!* (page 412) and *For the Record* (pages 334-339).

