

U.S. HISTORY TO 1877

SPRING, 2019

MWF 10:30-11:20

HIST 151-2

UNIV 219



(Union military camp in the Civil War)

COURSE DESCRIPTION

This course is designed to provide students with an introduction to the major political, economic, social, and cultural developments in the United States from before European contact through the end of Reconstruction. The principal themes of the class will be the effect of contact among peoples of three different continents, the creation of an “American” people, and the evolving definitions of freedom and equality. Throughout the semester we will explore America’s history from a variety of different perspectives thus broadening (and challenging) our interpretation of who was an American, looking for patterns of change and continuity over time.

Rather than pursuing one topic at a time (such as immigration, slavery, or industrialization), we will approach the narrative in a chronological

fashion. Each lecture will be weave together politics, culture, and economics. This structure will remind us that events often happened simultaneously and

had unintended consequences. This chronological approach will allow us to explore the notion of the “grand narrative” – that is, was the story of America’s past one of progress or not?

This course will meet two times a week for lecture and once for either a discussion, movie, critical thinking skill, or an extra lecture. You are expected to attend lectures and participate in discussions.

REQUIRED TEXTS

- Boyer et. al *The Enduring Vision: A History of the American People, Volume 1: To 1877*, 8th Edition.
- *Narrative of the Life of Mrs. Mary Jemison* By. James E. Seaver
- Primary and Secondary sources will be posted on blackboard.

COURSE GOALS

- Develop skills in historical analysis
 - Reading and interpreting primary sources as well as historical scholarship
 - Writing and constructing well-grounded arguments based on historical evidence
- Understand and discuss major themes of American history
- Apply insights and themes from history to daily lives

This course is intended to encourage you to assess various forms of historical inquiry to form your own conclusions about the history of the United States.

Molly Mersmann

Office: REC 409

Office Hours: M/W, 9:00-10:00 (or by appt.)

E-mail: mmersman@purdue.edu

ASSIGNMENTS AND GRADING

EXAMS (MIDTERM AND FINAL)

There will be two exams in this course. They will consist of identification and essays. There are no make-up exams except for those who have written documentation of medical issues, special needs, or family tragedy. These Exams are not cumulative and will not be graded on a curve.

DISCUSSION/PARTICIPATION

Part of your overall grade will be determined by your informed participation in Friday discussion sections. All assigned readings for the week are to be completed before the discussion section meets.



(Battle of Yorktown with a French Blockade)

PAPER 1 – COLONIAL MEMOIR (4 PAGES)

Read the assigned memoir, *A Narrative of the Life of Mrs. Mary Jemison* and then write a four-page paper. Essential features of your paper should include: who wrote it? why are they writing it now? The historical context surrounding the events. Is it accurate or inaccurate (if so, should historians still use it)? Has hindsight affected their narrative? Use lecture notes, outside reading, textbooks, and reliable sources to back up your claim.

PAPER 2 – SECESSION DEBATE/POSITION PAPER (4 PAGES)

- Position Paper: Each individual will write a four page position paper using documents from the course and additional readings noted in the assignment. The position paper is worth 80% of the assignment and due at the beginning of class on the day of the debate.
- Debate: Each student will be graded on his/her preparation, organization, engagement with the readings, and ability to demonstrate key concepts or arguments. It is worth 20% of the assignment.

MISSING ASSIGNMENTS

Failure to submit your assignments on time and in accordance with the instructions WILL result in the loss of a letter grade for each day after the due date that the assignment is not turned in.

EXTRA CREDIT

- Visit a National Historic Landmark: <https://www.nps.gov/subjects/nationalhistoriclandmarks/list-of-nhls-by-state.htm> There are many local landmarks, but also quite a few near your home.
- Take a picture of yourself and the landmark.
- Write a 500-600 word essay covering: What is your historic landmark? Why did you pick this one? Description of what you saw and learned. Did you interact with the national park service – if so, what did they say? The landmark's history. When did it become a landmark – if there a reason why it became a landmark at that time. Finally, why is it important that we have historic landmarks and do you plan to visit others?
- If completed satisfactorily, you will receive **3 points on your final grade**.
- You are only allowed to do **one extra credit assignment**, however, I encourage you to visit more historic landmarks.
- You may turn the extra credit in at any time during the semester, but the final day to turn in your extra credit is **April 24, Wednesday**, during class (hard copy).
- Please hand in a hard copy during class as opposed to e-mail.

ASSIGNMENTS AND GRADING CONT...

NOTES ON PAPER FORMAT

- Typed
- Double Spaced
- 1-inch margins on all sides
- 12 pt., Times New Roman font

ATTENDANCE

Your beloved instructor will not take attendance on Mondays and Wednesdays. You are responsible for all of the material covered in lectures (absence is not a valid excuse). There are no class notes available, therefore you will find it extremely difficult to pass this course without regular attendance. Attendance **will be taken on Fridays** for discussions and special lectures. Active and engaged participation is necessary to earn an A or B for discussion. Good participation requires you to come to class prepared and having read the assigned materials (which means bring physical copies to class!)

Students will be **permitted two unexcused absences**. After those two, the student's overall grade will be **lowered 1/3 of a letter grade for every subsequent absence**.



(Amonute "Pocahontas")

DISCLAIMER

In the event of a major campus emergency, the requirements, deadlines, and grading policies are subject to changes that may be required by a revised semester calendar. Any such changes in this course will be announced in class and/or through an email.

The syllabus is subject to change at the discretion of the class instructor. Students will be notified in a timely manner of any syllabus changes via email or in class; absence is not a valid excuse.



(Second Great Awakening)

GRADING

Discussion	10%
Short Paper 1	20%
Short Paper 2	20%
Midterm	25%
Final	25%

GRADING SCALE

93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Less than 60	F

"When in doubt, go to the library"

POLICIES AND ETIQUETTE

CLASSROOM ETIQUETTE, RULES, AND ELECTRONICS

In this course, each voice in the classroom has something of value to contribute. Please respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences. If you have any comments or concerns about the classroom environment, please contact your instructor.



(Boston Tea Party)

Please adhere to the following course policies:

- Behave in a respectful, professional, and ethical manner during class periods.
- Contemporary students are tempted by all kinds of electronic distraction that inhibit their ability to learn effectively in class. Your beloved instructor asks that you refrain from using any electronic devices during class: **no laptops, no tablets, and no phones** will be permitted during lecture, discussion sections (unless your beloved instructor gives permission), or exams. If you are caught using an electronic device during an exam, your beloved instructor will assume you are cheating and you will receive an F.
- **Turn off and put away cell phones** (unless your beloved instructor gives permission). Do not let your cell phone beep, whistle, or play the intro to *Harry Potter*, or make any sort of distracting noise. If your beloved instructor sees you with your phone out (texting, searching the web etc.) or it rings during class, the entire class will be **subject to a pop quiz**.
- **No photographs or recordings** of your beloved instructor or PowerPoints are allowed without the instructor's written permission.
- Please be courteous and respectful. If you *must* leave early, sit where you will not disturb the professor or other students.
- Do not pack up early, not only does it distract your beloved instructor and those around you trying to take notes, but it also it disrespectful.

Failure to adhere to these policies may result in being asked to leave the classroom or other penalties.

CHEATING/PLAGIARISM

Plagiarism refers to the reproductions of another's words or ideas without proper attribution. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty **will result in a grade of an F** for the course and notification of the Dean of Students Office.



The Caning of Charles Sumner

For more information on academic dishonesty and university regulations visit: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

Also see bottom of syllabus for more information on forms of plagiarism and proper citation information.

INCLEMENT WEATHER POLICY

Class Cancellations due to weather will be sent via email no later than an hour prior to class time.



(Tarring and Feathering of a British Loyalist)

MENTAL HEALTH INFORMATION

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at 765-494-6995 and <http://www.purdue.edu/caps/> during and after hours, on weekends and holidays (PUSH) during business hours.

If you need support and information about options and resources, please see the Office of the Dean of Students, <http://www.purdue.edu/odos>, for drop-in hours (M-F, 8 am- 5 pm).

If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try WellTrack, <https://purdue.welltrack.com/>. Sign in and find information and tools at your fingertips, available to you at any time.

PURDUE GRIEF ABSENCE POLICY

The policy states, “Students will be excused for funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for missed assignments or assessments in the event of the death of a member of the student’s family.... A Student should contact the ODOS to request that a

notice of his or her leave be sent to instructors. The student will provide documentation of the death or funeral service attended to the ODOS.” I can accept the absence as excused only if I receive notification from the Office of Dean of Students.

<http://www.purdue.edu/odos/services/griefabsencepolicyforstudents.php>

ACCESSIBILITY AND ACCOMODATION STATEMENT

Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247.”

<http://www.purdue.edu/drc/faculty/syllabus.html>

CLASSROOM CIVILITY

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Inappropriate behaviors will be addressed with disciplinary action, which may include being referred to the Office of the Dean of Students.

Purdue’s nondiscrimination policy can be found at:

http://www.purdue.edu/purdue/ea_eou_statement.htm



(American Progress – 1872)

“It’s a dangerous business, Frodo, going out your door. You step onto the road, and if you don’t keep your feet, there’s no knowing where you might be swept off to.”

PLAGIARISM

FORMS OF PLAGIARISM

- Quoted from the textbook or from another source without quotation marks or page numbers.
- Paraphrased the textbook or another source without proper references in a footnote.
- Provided an incomplete citation that made it impossible for the reader to track down the source.

REPERCUSSIONS FOR PLAGIARISM

- These activities will result in a grade of F for the course and notification of the Dean of Students Office

FOOTNOTES AND CORRECT CITATIONS

CHICAGO MANUAL OF STYLE (CITATION STYLE FOR HISTORY)

CHICAGO CITATION REFERENCE WEBSITES

- <http://www.chicagomanualofstyle.org/home.html/>
- <https://owl.english.purdue.edu/owl/resource/717/01/>

(we will use a simplified version of this citation style for this course)

IN-TEXT CITATION FORMAT

(*work title*, page #).

Example: (*Give Me Liberty!*, page. 115).

In-text citation – when you use wording or ideas developed in the assigned reading material (textbook, secondary, and primary documents)

FOOTNOTES FORMAT

For a Book:

Author's Name, *Book Title* (Place of Publication: Publisher, Date), Page Numbers.

Example: Pekka Hämäläinen, *The Comanche Empire* (New Haven: Yale University Press, 2007), 150-160.

For an Article:

Author's Name, "Title of the Article," *Journal Title*, Volume #, Issue # (Year/Date), Page Numbers.

Example: T. Cole Jones, "'Displaying the Ensigns of Harmony': The French Army in Newport, Rhode Island, 1780-1781," *The New England Quarterly*, Vol. 85, No. 3 (September 2012), 430-467.

For an Internet Source:

Title, Link, Date accessed.

How to insert, delete, and edit footnotes in Microsoft Word:

<http://office.microsoft.com/en-us/word-help/insert-delete-or-edit-footnotes-and-endnotes-HP001226522.aspx>

<https://www.youtube.com/watch?v=Hn1W7HjivFU>



(Boston Massacre)

*"I can teach you to bottle fame,
brew glory, even put a stopper in
death"*

SCHEDULE: DISCUSSION & ASSIGNMENTS



(Slave family outside of their cabin)

WEEK 1

Mon. Jan, 7
Wed. Jan, 9
Fri. Jan, 11

Welcome and Introduction!
Native Peoples of America
The Atlantic World

Read: Chapter 1

WEEK 2

Mon. Jan, 14
Wed. Jan, 16
Fri. Jan, 18

North America Colonization and Contact
New England and the Chesapeake
Discuss: Paper 1, Thesis, and Essay Structure
Read (on Blackboard): John Smith's
"Starving Time"

Read: Chapter 2

WEEK 3

Mon. Jan, 21
Wed. Jan, 23
Fri. Jan, 25

(No Class) MLK Day!
The Carolinas and Middle Colonies
Colonial War and Economy
Discuss: Topic Sentences and Argument

Read: Chapter 3

WEEK 4

Mon. Jan, 28
Wed. Jan, 30
Fri. Feb, 1

Surviving the Middle Passage and the Bonds of Empire
British America: Enlightenment, Awakening, and Refinement
Discuss: Trans-Atlantic Slave Trade
Read (in class): Slave Ads

Read: Chapter 4

WEEK 5

Mon. Feb, 4
Wed. Feb, 6
Fri. Feb, 8

Refinement, Enlightenment, Awakening
Facing East from Indian Country
Guest Lecture: Erin Barr
Due: Colonial Memoir Paper (hard copy in class)

WEEK 6

Mon. Feb, 11
Wed. Feb, 13
Fri. Feb, 15

The Imperial Crisis
Rebellion to Revolution
Discuss: TBD – how war's end
Read (on blackboard): Maya Jasanoff (NPR)

Read: Chapter 5



(Armed Woman in the Revolutionary War)

SCHEDULE: DISCUSSION & ASSIGNMENTS

WEEK 7

Mon. Feb, 18	The Many Faces of the Revolution
Wed. Feb, 20	Liberty and Power Balanced
Fri. Feb, 22	<u>Discuss:</u> Images – portraits and political cartoons

Read: Chapter 6

WEEK 8

Mon. Feb, 25	New Republic: Banks and Whiskey
Wed. Feb, 27	New Republic: Politics and Social Change
Fri. March, 1	<u>Discuss:</u> TBD and Midterm Review

Read: Chapters 7 and 8

WEEK 9

Mon. Mar, 4	Jefferson & a Second War for Independence
Wed. Mar, 6	Dynamics of Growth (Boom/Bust)
Fri. Mar, 8	MIDTERM in class

Read: Chapter 9

SPRING BREAK MARCH 11-16

WEEK 10

Mon. Mar, 18	Rise of the Age of Jackson
Wed. Mar, 20	Disaffection: Religion and Reform
Fri. Mar, 22	<u>Guest Lecture:</u> Keith Harris

Read: Chapter 10

WEEK 11

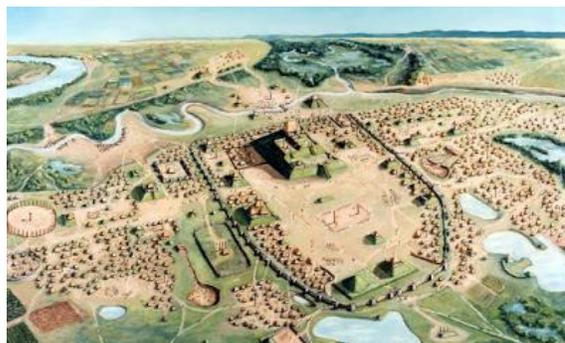
Mon. Mar, 25	Technology, Culture, and Everyday Life
Wed. Mar, 27	The “Old South” and the Peculiar Institution
Fri. Mar, 29	No Class

Read: Chapter 11 and 12

WEEK 12

Mon. Apr, 1	Americans on the Move
Wed. Apr, 3	Politics of the West: Mexican/American War
Fri. Apr, 5	<u>Discuss:</u> TBD - Gold Rush/Oregon Trail Read (on blackboard): gold rush accounts and pioneer diaries

Read: Chapter 13



(Cahokia – Native American Mississippian City)



(California Gold Rush)

SCHEDULE: DISCUSSION & ASSIGNMENTS

WEEK 13

Mon. Apr, 8	Sectional Crisis of the 1850s
Wed. Apr, 10	The Election of 1860 and Collapse of the Union
Fri. Apr, 12	<u>Secession Debate!</u>
	Due: Secession Position Paper (hard copy in class)

Read: Chapter 14

WEEK 14

Mon. Apr, 15	And the War Came
Wed. Apr, 17	And the War Continued
Fri. Apr, 19	<u>Discuss:</u> Music of the Civil War, Rebel Yells
	Read (on blackboard): secondary source on Civil War Music

Read: Chapter 15

WEEK 15

Mon. Apr, 22	Trying to Reconstruct a Nation
Wed. Apr, 24	The World the Civil War Made
Fri. Apr, 26	<u>Take Home Exam</u> (Due Monday of Finals Week at Noon)

Read: Chapter 16

"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."

Robert Penn Warren