

Hist. 151: American History to 1877

I. Course Information

CRN:25013
(3 Credit Hours)

Instructional Modality
Hybrid

Instructor Info:
Dr. T. Cole Jones
Email: colejones@purdue.edu
Office: UNIV 222

Teaching Assistants:
Mr. Jacob Mach
jmach@purdue.edu
Ms. Erin Barr
barr37@purdue.edu

Class Time and Location:
Mon. and Wed: 2:30—3:20 PM. STEW 183 “Loeb Hall”
Face-to-Face

Fri.: “Ask the Prof” Virtual Discussion 2:30—3:20 PM via Zoom
Virtual

Brightspace Page:
<https://purdue.brightspace.com/d2l/home/213983>

Student Hours: Virtual via Zoom
Dr. Jones: By Appointment
Mr. Mach: By Appointment
Ms. Barr: By Appointment

II. 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.

III. Learning Outcomes

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.

IV. Learning Resources

Required Books

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.

V. Course Requirements

Lectures:

This course will meet in person on Mondays and Wednesdays. During our 50-minute class, I will deliver course content through lecture and PowerPoint presentation. Lectures will be recorded via BoilerCast and uploaded to Brightspace. While attendance is not required, students retain information better when they attend class in person. Additionally, since the videos only record my voice and the PowerPoint slides, if you do not attend, you will miss my never-ending supply of ridiculous jackets.

Discussion: "Ask the Prof."

Rather than meet in person on Fridays, we will conduct a virtual discussion section via Zoom. I call our Friday class “Ask the Prof.” What is “Ask the Prof.” you say? 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, “Ask the Prof.” 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 “Ask the Prof.” session.

Major Term Assignments:

In addition to your participation in the “Ask the Prof.” conversations, 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. 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). **DUE: Friday, Feb. 19** before 5pm via Brightspace.

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

SECOND SHORT PAPER (3-4 pages). **DUE: Friday, Apr. 16** by 5pm 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: **2:30PM Friday, March 12.**

Final Exam: Exam Week

OVERALL GRADE BREAKDOWN:

Ask the Prof.: 10%

First paper: 25%

Midterm: 20%

Second Paper: 25%
Final Exam: 20%

Grading Scale:

97-100	= A+
93-96	= 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-
< 60%	= F

All grades will be rounded to the nearest whole number.

VI. Classroom Policies

My policies are simple:

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/>

Attendance Policy:

Students should stay home and contact the Protect Purdue Health Center (496-INFO) if they feel ill, have any symptoms associated with COVID-19, or suspect they have been exposed to the virus. In the current context of COVID-19, in-person attendance will not be a factor in the final grades, but the student still needs to inform the instructor of any conflict that can be anticipated and will affect the submission of an assignment or the ability to take an exam. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts can be anticipated, such as for many University-sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency conflict, when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, through Brightspace, or by phone. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, quarantine, or isolation, the student or the student’s representative should contact the Office of the Dean of Students via email or phone at 765-494-1747. Our course Brightspace includes a link on Attendance and Grief Absence policies under the University Policies menu.

Academic Guidance in the Event a Student is Quarantined/Isolated

If you become quarantined or isolated at any point in time during the semester, in addition to support from the Protect Purdue Health Center, you will also have access to an Academic Case Manager who can provide you academic support during this time. Your Academic Case Manager can be reached at acmq@purdue.edu and will provide you with general guidelines/resources around communicating with your instructors, be available for academic support, and offer suggestions for how to be successful when learning remotely. Importantly, if you find yourself too sick to progress in the course, notify your academic case manager and notify me via email or Brightspace. We will make arrangements based on your particular situation. The Office of the Dean of Students (odos@purdue.edu) is also available to support you should this situation occur.

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 for Student Disabilities are available at 494-1247 if you need further assistance.

VI. Course Content

Week 1

Wed., Jan. 20, 2021: Introduction: What is American History?

Fri., Jan. 22, 2021: America before European Contact (Watch on Brightspace)

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. 25, 2021: Contact, Conflict, and Adaptation

Wed., Jan. 27, 2021: Chesapeake Settlements

Fri., Jan. 29, 2021: Ask the Prof.

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., Feb. 1, 2021: Origins of Slavery

Wed., Feb. 3, 2021: New France

Fri., Feb. 5, 2021: Ask the Prof.

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., Feb. 8, 2021: Puritan New England

Wed., Feb. 10, 2021: War, Witches, and Salvation

Fri., Feb. 12, 2021: Ask the Prof.

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”, and “The Trial of Anne Hutchinson”, and “Roger Williams, Letter to the Town of Providence”

Week 5

Mon., Feb. 15, 2021: Middle Colonies

Wed., Feb. 17, 2021: Reading Day NO CLASS

Fri., Feb. 19, 2021: Ask the Prof. **FIRST PAPER DUE by 5pm**

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. 22, 2021: Lowcountry and Caribbean

Wed., Feb. 24, 2021: Empire

Fri., Feb. 26, 2021: Ask the Prof.

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., Mar. 1, 2021: Awakenings

Wed., Mar. 3, 2021: World War

Fri., Mar. 5, 2021: Ask the Prof.

Readings:

Give me Liberty!: 164-214 “Imperial Rivalries”—“Victory at Last”

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., Mar. 8, 2021: Revolt to Revolution

Wed., Mar. 10, 2021: Independence to Revolutionary War

Fri., Mar. 12, 2021: **No Ask the Prof. MIDTERM**

Readings: NONE

Week 9

Mon., Mar. 15, 2021: Founding a Nation

Wed., Mar. 17, 2021: Road to Ratification

Fri., Mar. 19, 2021: Ask the Prof.

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., Mar. 22, 2021: Faction and Discord

Wed., Mar. 24, 2021: 1800—A Revolution in Government

Fri., Mar. 26, 2021: Ask the Prof.

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 11

Mon., Mar. 29, 2021: Asserting Independence

Wed., Mar. 31, 2021: The Market Revolution

Fri., Apr. 2, 2021: Ask the Prof.

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 12

Mon., Apr. 5, 2021: Manifest Destiny

Wed., Apr. 7, 2021: King Cotton

Fri., Apr. 9, 2021: Ask the Prof.

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 13

Mon., Apr. 12, 2021: Plantation Empire

Wed., Apr. 14, 2021: Lincoln and Liberty too!

Fri., Apr. 16, 2021: Ask the Prof. **SECOND PAPER DUE by 5pm.**

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 14

Mon., Apr. 19, 2021: Secession

Wed., Apr. 21, 2021: Battle Cry of Freedom

Fri., Apr. 23, 2021: Ask the Prof.

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 15

Mon., Apr. 26, 2021: Total War (Watch on Brightspace)

Wed., Apr. 28, 2021: Reunion and Reconstruction (Watch on Brightspace)

Fri., Apr. 30, 2021: The Promise of Liberty? (Watch on Brightspace)

Reading:

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

The Final will take place during the scheduled Exam Week.

Protect Purdue Plan: The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill

or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Related Considerations:

1. A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.
 - [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses](#)
2. References Supporting Protect Purdue Compliance:
 - Office of the Dean of Students [Protect Purdue Compliance Plan: Ask, Offer, Leave, Report](#)
 - Office of the Dean of Students [Managing Classroom Behavior and Expectations](#)

Academic Integrity: Plagiarism refers to the reproduction of another's words or ideas without proper attribution. [University Regulations](#) contains further information on dishonesty. 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 likely result in a grade of F for the course and notification of the Dean of Students Office.

Nondiscrimination Statement: 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. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility: 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. More details are available on our course Brightspace under Accessibility Information.

Mental Health: If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you are struggling and need mental health services: 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 mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office in the Purdue University Student Health Center (PUSH) during business hours.

Emergency Preparation:

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 beyond the instructor's control.

Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Related Considerations and Guidelines

1. *If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.*
2. *Keep your cell phone on to receive a Purdue ALERT text message.*
3. *Log into a Purdue computer connected to the network to receive Desktop Popup Alerts.*
4. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*
5. A two-page supplement (see Appendix B) at the end of this document provides resources to communicate or engage with your students in case of unexpected emergencies that affect the West Lafayette campus. Emergency notification is vital! Please consider allowing one or more of the options below to ensure you are notified of an emergency.