

Hist. 151: American History to 1877

I. Course Information

CRN:25013
(3 Credit Hours)

Instructional Modality
In-Person

Instructor Info:
Dr. Trenton Cole Jones
Email: colejones@purdue.edu
Office: BRNG 6160

Class Time and Location:
Mon., Wed., Fri.: 4:30—5:20 PM. MTHW 210

Office Hours: Virtual via Zoom 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), Seagull 7th edition and in an accompanying collection of primary sources in *Voices of Freedom* (Eric Foner), Seagull 7th edition.

III. Learning Outcomes

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

1. Recognize and describe the key events, themes, problems, and patterns in American history from 1492 to 1877.
2. Identify the history and the basic principles and operation of government in the United States.
3. Analyze the many ways in which the interaction of diverse peoples from three continents influenced the development of American culture, politics, and society.

4. Apply historical methodologies to analyze and contextualize historical evidence in order to explore the complexity of human experience across space and time.
5. Understand the ways in which the early American past shapes the world we live in today.
6. Articulate the significance of historical events, peoples, places, and processes within their appropriate context.
7. Write clearly and persuasively.

IV. Learning Resources

Required Books

Eric Foner, *Give Me Liberty!: An American History*, Vol. 1: To 1877. Seagull Seventh Edition, (New York: W.W. Norton & Co., 2023).

Eric Foner., *Voices of Freedom: A Documentary History*, Volume 1. Seventh Edition, (New York: W.W. Norton & Co., 2023).

These books can either be purchased through the University Book Store or rented/purchased online from Amazon. Be sure to get the correct edition (7th). Be aware that the readings do not always match perfectly with the week's lectures. Readings complement but do not replace the lectures.

V. Course Requirements

Lectures:

On Mondays and Wednesdays, during our 50-minute class, I will deliver course content through lecture and PowerPoint presentation. Attendance is necessary.

Discussion: "Ask the Prof."

On Fridays we will conduct an in-person discussion section. 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.

In order to stimulate our conversation, please complete the week's reading assignment before class on Friday. Then write an original question. Please write out your question and bring it to class on Friday. I doubt I will be able to answer all your questions in 50 minutes, but if you submit an original 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. You must be present for the entire 50 minutes to receive credit.

Major Term Assignments:

In addition to your participation in the “Ask the Prof.” conversations, you will also complete weekly reading quizzes, three in-class exams, and a final exam.

READING QUIZZES: Most Sundays by 11:59PM on Brightspace.

For most weeks of class, you will complete a short quiz on Brightspace to make sure you are doing the reading. The quiz will open on Friday at 5:30PM and close on Sunday at 11:59PM. Each quiz will consist of 10 multiple choice questions. You will have 10 minutes to complete the quiz. Brightspace will automatically drop your lowest quiz score. These quizzes are closed notes. You may not use the internet, AI, or the textbook to answer the questions. Lowdown Browser required.

EXAMS: Dates: September 26, October 24, November 21

We will have three in-class exams and one final exam. The in-class exams will consist of six identifications of key terms, people, events, etc. discussed in the lectures and readings. Please bring a blue book to the exams. I cannot provide one for you. I will provide you with a list of possible key terms one week before each exam.

The final exam will be in-person during Exam Week.

You have two hours to complete the exam. It will consist of five identifications and one essay question. Bring a blue book.

Missed exams can be made up only due to University-excused absences. The University only recognizes absences related to the Grief Absence Policy, Military Absence Policy, Jury Duty Absence Policy, Parenting Leave Policy, and the Medical Excused Absence Policy. See the University Senate guidelines for more information.

OVERALL GRADE BREAKDOWN:

Ask the Prof.: 10%
Reading Quizzes: 25%
First Exam: 15%
Second Exam: 15%
Third Exam: 15%
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

VI. Classroom Policies

My policies are simple:

Come to class. “90% of success in life is just showing up.”
Do the reading on time.
Do the assignments on time and take exams/quizzes on time.
No Make-up exams/quizzes without prior instructor approval.
Be respectful.
Use common sense.
Do your own work. Do not share it with others.
Do not plagiarize or cheat. Do not use ChatGPT or any AI.
If you have a question, ask me in person or via Email.

If you cheat, use AI, plagiarize, or submit work you have previously submitted for credit in another class, you will fail this course. Period.

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/>

Freedom of Expression

In this class, students are encouraged to exercise their right to free inquiry and expression. You are welcome to express any view on the subject matter introduced by the instructor or other class members within the structure of the course. While you are responsible for learning the content of this course, you remain free to take a reasoned exception to the views presented and to reserve judgment about matters of conscience, controversy, or opinion. When you encounter ideas that you find offensive, unwise, immoral, or wrong-headed, you are encouraged to engage them with reasons, evidence, and arguments. Your course grade will be based on your academic performance, not on the opinions you express. Our commitment to freedom of expression means that no relevant ideas or positions are out of bounds, but disruptive or disorderly behavior,

threats, or harassment are strictly prohibited and will be reported to the Office of the Dean of Students.

See the University's "Commitment to Freedom of Expression" and "Bill of Student Rights" in the University Policies and Statements module on Brightspace.

VI. Course Content

Week 1

Mon., Aug. 25: Introduction: Why Should I Care About History?

Wed., Aug. 27: Contact, Conflict, and Adaptation

Fri., Aug. 29: Ask the Prof.

Readings:

Give me Liberty!: 1-32 "Old Worlds and New"—"The Pueblo Revolt"

Primary sources:

Voices of Freedom: 1-5 "Giovanni da Verrazano, Encountering Native Americans"

Week 2

Mon., Sept. 1: Labor Day NO CLASS

Wed., Sept. 3: New France

Fri., Sept. 5: Ask the Prof.

Readings:

Give me Liberty!: 32- 41 "The French and Dutch Empires"—
"Borderlands and Empire in Early America"

Primary sources:

Voices of Freedom: 6-9, 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., Sept. 8: Chesapeake Settlements

Wed., Sep. 10: Origins of Slavery

Fri., Sep. 12: Ask the Prof.

Readings:

Give me Liberty!: 43-64 "A Tobacco Colony"— "Religion in Maryland"

Primary Sources:

Voices of Freedom: 30-37 "Exchange between John Smith and Powhatan", "Sending Women to Virginia", and "Henry Care, English Liberties"

Week 4

Mon., Sep. 15: Colonial New England

Wed., Sep. 17: War, Witches, and Salvation

Fri., Sep. 19: Ask the Prof.

Readings:

Give me Liberty!: 64-87 “The New England Way”— “North America in 1660”

Primary Sources:

Voices of Freedom: 37-49 “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., Sep. 22: Middle Colonies

Wed., Sep. 24: Lowcountry and the West Indies

Fri., Sep. 26: **EXAM 1: No Ask the Prof, No Quiz.**

Readings:

Give me Liberty!: 89-129 “Creating Anglo-America”—“Freedom in the British Colonies”

Primary Sources

Voices of Freedom: 53-55, 60-62, “William Penn, Pennsylvania Charter of Privileges and Liberties” and “Letter by an Immigrant to Pennsylvania”

Week 6

Mon., Sep. 29: Empire

Wed., Oct. 1: Awakenings

Fri., Oct. 3: Ask the Prof.

Readings:

Give me Liberty!: 132-162 “Slavery, Freedom, and the Struggle for Empire”— “The Awakening’s Impact”

Primary Source:

Voices of Freedom: 71-76, 76-78 “Olaudah Equiano on Slavery”, and “Advertisements for Runaway Slaves and Servants”,

Week 7

Mon., Oct. 6: World War

Wed., Oct. 8: Victory to Rebellion

Fri., Oct. 10: Ask the Prof.

Readings:

Give me Liberty!: 162-191 “Imperial Rivalries”— “The Intolerable Acts”

Primary Sources:

Voices of Freedom: 85-88, 90-92 “The Great Awakening Comes to Connecticut,” and “Pontiac, Two Speeches”

Week 8

Mon., Oct. 13: (Fall Break)

Wed., Oct. 15: Rebellion to Independence

Fri., Oct. 17: Ask the Prof.

Readings:

Give me Liberty!: 191-212 “The Coming of Independence”—“Victory at Last”

Primary Sources:

Voices of Freedom: 93-95, 103-109, 110-112, 113-116 “Virginia Resolutions on the Stamp Act,” “Thomas Paine, Common Sense,” “Samuel Seabury’s Argument against Independence,” and “Abigail and John Adams on Women and the American Revolution.”

Week 9

Mon., Oct. 20: Independence to Peace

Wed., Oct. 22: Founding a Nation

Fri., Oct. 24: **EXAM 2. No Ask the Prof, No Quiz.**

Readings:

Give me Liberty!: 214-266 “The Revolution Within”—“The Final Document”

Primary Sources:

Voices of Freedom: 123-125, 131-132, 133-135 “Noah Webster on Equality” “David Ramsey, American Innovations in Government,” J. Hector St. John de Crèvecoeur, “What, Then, Is the American?”

Week 10

Mon., Oct. 27: Road to Ratification

Wed., Oct. 29: Faction and Discord

Fri., Oct. 31: Ask the Prof.

Readings:

Give me Liberty!: 267-304 “The Ratification Debate and the Origin of the Bill of Rights”—“The Revolution of 1800”

Primary Sources:

Voices of Freedom: 135-139, 144-147, 147-151 “James Winthrop, The Anti-Federalist Argument” and “Address of the Democratic-Republican Society of Pennsylvania”, and “Judith Sargent Murray, ‘On the Equality of the Sexes’”

Week 11

Mon., Nov. 3: 1800—A Revolution in Government

Wed., Nov. 5: Asserting Independence

Fri., Nov. 7: Ask the Prof.

Readings:

Give me Liberty!: 304-322 “Slavery and Politics”— “The End of the Federalist Party”

Primary Sources:

Voices of Freedom: 157-159, 166-168 “Tecumseh, Speech to the Osage”
and “Freedom and Necessity at Lowell”

Week 12

Mon., Nov. 10: The Market Revolution

Wed., Nov. 12: Manifest Destiny

Fri., Nov. 14: Ask the Prof.

Readings:

Give me Liberty!: 324-403 “The Market Revolution”—“His Ascendancy”

Primary Sources:

Voices of Freedom: 192-195, 211-214, 216-218 “Andrew Jackson, Veto of the Bank Bill,” “Frederik Douglass on the Desire for Freedom”,
and “Rules of a Highland Plantation”

Week 13

Mon., Nov. 17: King Cotton

Wed., Nov. 19: Plantation Empire

Fri., Nov. 21: **Exam 3, No Quiz, No Ask the Prof**

Readings:

Give me Liberty!: 405-440 “The Peculiar Institution”— “Nat Turner’s Rebellion”

Primary Sources:

Voices of Freedom: 234-239, 243-247, 273-277 “Frederick Douglass on the Fourth of July”, and Angelina Grimké on Women’s Rights”

Week 14

Mon., Nov. 24: Freedom in a Land of Slavery

Wed., Nov. 26: THANSGIVING BREAK

Fri., Nov. 28: THANSGIVING BREAK

Readings:

Give me Liberty!: 442-490 “An Age of Reform”— “A Dose of Arsenic”

Primary Documents:

Voices of Freedom: 275-279, 283-384 “Alexander H. Stephens, The Cornerstone of the Confederacy,” and “Samuel S. Cox Condemns Emancipation”

Week 15

Mon., Dec. 1: Secession

Wed., Dec. 3: Battle Cry of Freedom

Fri., Dec. 5: Ask the Prof.

Readings:

Give me Liberty!: 491-556 “The Wilmot Proviso”— “Turning Points”

Primary Documents:

Voices of Freedom: 279-282 “Marcus M. Speigel, Letter of a Civil War Soldier”

Week 16

Mon., Dec. 8: Total War

Wed., Dec. 10: Reunion and Reconstruction

Fri., Dec. 12: Ask the Prof: Exam Prep Edition, **No Quiz**

Give me Liberty!: 556-603 “1864”— “The End of Reconstruction”

The Final will take place during the scheduled Exam Week, December 15-20