

Hist. 151: American History to 1877

I. Course Information

CRN:25013
(3 Credit Hours)

Instructor Info:

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

Teaching Assistant:

Mr. Jacob Mach
jmach@purdue.edu

Class Time and Location:

Mon. and Wed: 3:30—4:20 PM. MATH 175
In Person

Fri.: “Ask the Prof” Virtual Discussion 3:30—4:20 PM via Zoom
Virtual

Student 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), 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/purchased 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. Attendance is encouraged.

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 weekly reading quizzes, two in-person exams, a short essay, 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 4:30PM 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.

EXAMS: Fri., September 22 and Fri., October 27

We will have two in-person exams. The in-person 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.

The final exam will in-person during Exam Week.

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

SHORT ESSAY (4-5 pages double-spaced): DUE: Fri., December 1 by 11:59PM on Brightspace

Towards the end of the semester, you will write a 4-5 page clearly organized and argued response to the broad question below. This is not a research paper; do not use outside sources. Seriously, I do not want to see information from 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, but you do not need to cite the lectures. A grading rubric is available on Brightspace. Consult it beforehand to make sure you know what I expect from you. If you find yourself tempted to use ChatGPT or any other AI-writing application, DO NOT! I will catch you and you will fail the course.

Question:

How did the institution of chattel slavery shape the development of the United States (socially, economically, and politically) from 1776 to 1860?

OVERALL GRADE BREAKDOWN:

Ask the Prof.: 10%

Reading Quizzes: 20%

First Exam: 15%

Second Exam: 15%

Short Paper: 25%

Final Exam: 15%

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

Final grades will be rounded to the nearest whole number. Please do not ask me to round an 88.5 to a 90. I will not do it.

VI. Classroom Policies

My policies are simple:

Attend class as much as you are able.

Do the reading on time.

Do the assignments on time.

Be respectful.

Use common sense.

Do your own work. Do not plagiarize or cheat.

Do not use ChatGPT or other AI writing software.

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.

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:

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 reasons excused by University regulations: grief/bereavement, military service, jury duty, parenting leave or certain medically excused absences (go to the [Office of the Dean of Students \(ODOS\) 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.

If you must miss class at any point in time during the semester, please reach out to me via Purdue email so that we can communicate about how you can maintain your academic progress.

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.

VII. Course Content

Week 1

Mon., Aug. 21: Introduction: Why Should I Care about History?

Wed., Aug. 23: America before European Contact

Fri., Aug. 25: Ask the Prof.

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., Aug. 28: Contact, Conflict, and Adaptation

Wed., Aug. 30: New France

Fri., Sep. 1: 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., Sep. 4: Chesapeake Settlements

Wed., Sep. 6: Origins of Slavery

Fri., Sep. 8: 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., Sep. 11: Colonial New England

Wed., Sep. 13: War, Witches, and Salvation

Fri., Sep. 15: 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., Sep. 18: Middle Colonies

Wed., Sep. 20: Lowcountry and Caribbean

Fri., Sep. 22: **EXAM 1: No Ask the Prof, No Quiz.**

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., Sep. 25: Empire

Wed., Sep. 27: Awakenings

Fri., Sep. 29: 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., Oct. 2: World War

Wed., Oct. 4: Victory to Rebellion

Fri., Oct. 6: Ask the Prof.

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., Oct. 9: October Break, **NO CLASS**

Wed., Oct. 11: Rebellion to Independence

Fri., Oct. 13: Ask the Prof.

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,” and “Abigail and John Adams on Women and the American Revolution.”

Week 9

Mon., Oct. 16: Founding a Nation

Wed., Oct. 18: Road to Ratification

Fri., Oct. 20: 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., Oct. 23: Faction and Discord

Wed., Oct. 25: A Revolution in Government

Fri., Oct. 27: **EXAM 2. No Ask the Prof, No Quiz**

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., Oct. 30: Asserting Independence

Wed., Nov. 1: The Market Revolution

Fri., Nov. 3: Ask the Prof.

Readings:

Give me Liberty!: 326-402 “The Market Revolution”—“His Ascendancy”

Primary Sources:

Voices of Freedom: 162-164, 190-193 “Freedom and Necessity at Lowell”, and “Andrew Jackson, Veto of the Bank Bill”

Week 12

Mon., Nov. 6: Manifest Destiny

Wed., Nov. 8: King Cotton

Fri., Nov. 10: 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., Nov. 13: Plantation Empire

Wed., Nov. 15: Lincoln and Liberty too!

Fri., Nov. 17: Ask the Prof.

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., Nov. 20: Thanksgiving Break, NO CLASS

Wed., Nov. 22: Thanksgiving Break, NO CLASS

Fri., Nov. 24: Thanksgiving Break, NO CLASS

Week 15

Mon., Nov. 27: Secession

Wed., Nov. 29: Battle Cry of Freedom

Fri., Dec. 1: Ask the Prof. **SHORT ESSAY DUE by 11:59PM No Quiz**

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., Dec. 4: Total War

Wed., Dec. 6: Reunion and Reconstruction

Fri., Dec. 8: The Promise of Liberty? **No Ask the Prof. No Quiz.**

Reading:

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

The Final will take place during the scheduled Exam Week, December 11-16.