

# HIST 15100 - American History to 1877

Spring 2025

CRN: 20252

Instructional Modality: In-person, Lecture

Credits: 3.00



## Instructor information

### Instructor

Dr. Renée Gaarder

### Contact

rgaarder@purdue.edu

765-494-8341 (office)

### Office location & hours

WANG 4500 C-6

Tuesdays 1:00-2:00 PM or by appointment

## General information

### Description

This course is a survey of the history of the United States from first contact to the end of the Civil War and Reconstruction. Throughout the semester we will explore the nature and development of America by analyzing various political, economic, social, and cultural issues. We will look at various challenges and developments during this period including the collision of Indigenous and European cultures, the American Revolution, the early Republic, nationalism, religious reform, slavery, and the Civil War. We will actively explore history through lecture, textbook and primary source readings, film, photography, music, and discussion.

### Learning Outcomes

By the end of this course, you will:

- Demonstrate knowledge about United States history since 1877, specifically major themes and developments, through written assessment.
- Identify thematic connections across time.
- Model the basic skills of a historian through primary source analysis, cultural critique, and visual analysis.
- Develop writing and critical thinking skills through encountering competing and conflicting historical interpretation, analyzing these interpretations, and then writing about it.

## Course materials

### Required text

[\*The American Yawp: A Massively Collaborative Open U.S. History Textbook\*](#), Stanford University Press Edition, Volume I

David Emory Shi and Holly A. Mayer, *For the Record: A Documentary History of America, Volume I: From First Contact through Reconstruction*, 7<sup>th</sup> OR 8<sup>th</sup> Edition (W.W. Norton & Company) ISBN: 9780393673791 OR 9780393878158

This text is available for purchase or rent at University Bookstore and Follet’s Bookstore as well as online. You are also able to purchase *For the Record* directly from the [publisher](#) as an eBook with added study tools access. Please be sure that you are acquiring the correct volume and edition.

All other course materials will be available via the class Brightspace page.

### Course schedule

Week	Date	Lecture	Reading	Assignments (due by 11:59 PM on the date specified)
1	1/13	Course Introduction/Indigenous America	<u>The American Yawp</u> (YAWP) Ch. 1: Indigenous America <u>For the Record</u> (FTR): De Las Casas from <i>In Defense of the Indians</i> ; Smith and Powhatan from <i>Discourse</i>	
	1/15	European Expansion	FTR: De Oñate from <i>Letter from New Mexico</i>	
	1/17	The French and Dutch Empires	FTR: Le Jeune and Lalement from <i>The Jesuit Relations</i>	
2	1/20	NO CLASS -MLK holiday	YAWP Ch. 2: Colliding Cultures	
	1/22	England and the New World	FTR: Frethorne from <i>An Indentured Servant’s Letter Home</i>	
	1/24	English Religion and Politics	FTR: From <i>The Massachusetts Bay Colony Case against Anne Hutchinson</i> ; Penn from <i>Articles of Agreement with the Susquehanna Indians</i>	<b>Quiz 1 (Chapters 1-2)</b>
3	1/27	Global Competition and Expansion	YAWP Ch. 3: British North America FTR: Rowlandson from <i>A Captivity Narrative</i>	
	1/29	Colonies in Crisis	FTR: Mather from <i>Accounts of the Salem Witch Trials</i>	
	1/31	Social Class in the Colonies	FTR: Franklin from <i>The Way to Wealth</i>	
4	2/3	Slavery and Empire	YAWP Ch. 4: Colonial Society FTR: Fontaine from <i>Slavery in Virginia; Ads for Runaway Servants and Slaves</i>	
	2/5	Empire and Freedom	FTR: Locke from <i>The Second Treatise of Civil Government</i>	
	2/7	The Great Awakening and Colonial Identity	FTR: Dickinson from <i>Letters from a Farmer in Pennsylvania</i>	<b>Quiz 2 (Chapters 3-4)</b>
5	2/10	Toward Independence	YAWP Ch. 5: The American Revolution FTR: Paine from <i>Common Sense</i> ; Jefferson from <i>Draft of the Declaration of Independence</i>	
	2/12	Securing Independence	FTR: Drinker from <i>Life in Occupied Philadelphia</i> ; From <i>The Articles of Confederation</i>	
	2/14	<b>Exam 1 (Ch. 1-4)</b>		
6	2/17	Building a New Nation	YAWP Ch. 6: A New Nation	

			FTR: Adams from <i>Family Letters on Revolutionary Matters</i>	
	2/19	Slavery and the Revolution	FTR: Pennsylvania Citizens from <i>Petition to the Assembly of Pennsylvania against the Slave Trade</i>	
	2/21	Active Learning Day	Review the documents on <a href="https://www.loc.gov/exhibits/treasures/tr00.html">https://www.loc.gov/exhibits/treasures/tr00.html</a> and submit response on document of choice	<b>Quiz 3 (Chapters 5-6)</b>
7	2/24	America Under the Confederation	YAWP Ch. 7: The Early Republic FTR: From <i>The Articles of Confederation</i> ; Washington from <i>About Shay's Rebellion</i>	
	2/26	The Constitution and Bill of Rights	FTR: From <i>The Constitutional Convention - Debates on Slavery</i> ; Constitution of the United States; Madison from <i>The Federalist Papers</i> , Np. 45	
	2/28	National Identity	FTR: Jefferson from <i>Notes on the State of Virginia</i>	<b>Primary Source Analysis 1</b>
8	3/3	Politics in the Republic	YAWP Ch. 8: The Market Revolution FTR: Washington from <i>Farewell Address</i>	
	3/5	Adams and Jefferson Presidencies	FTR: Jefferson from <i>First Inaugural Address</i> ; Lewis and Clark from <i>Journals of Exploration</i>	
	3/7	The "Second War of Independence"	Brightspace: Tecumseh from <i>Speech to the Osage</i>	<b>Quiz 4 (Chapters 7-8)</b>
9	3/10	A New Economy	YAWP Ch. 9: Democracy in America FTR: Niles from <i>Great National Interests</i>	
	3/12	Market Society	FTR: Schauler from <i>The Factory System of Yankeedoodledum</i> ; Klinger from <i>Letters Home to Germany</i>	
	3/14	Individualism	FTR: Morse from <i>Imminent Dangers to the Free Institutions of the United States</i>	
10	3/17	NO CLASS-Spring Break	--	
	3/19	--		
	3/21	--		
11	3/24	Democracy in America	YAWP Ch. 10: Religion and Reform FTR: Adams from <i>Reflections on the Missouri Question</i>	
	3/26	Nation, Section, and Party	FTR: Monroe from <i>The Monroe Doctrine</i> ; Tocqueville from <i>Parties in the United States</i>	
	3/28	The Age of Jackson	FTR: From <i>Worcester v. Georgia</i>	<b>Quiz 5 (Chapters 9-10)</b>
12	3/31	Slavery in the United States	YAWP Ch. 11: The Cotton Revolution FTR: Child from <i>Propositions Defining Slavery and Emancipation</i>	

	4/2	Slave Life and Culture	FTR: Douglass from <i>Narrative of the Life of Frederick Douglass</i>	
	4/4	<b>Exam 2 (Ch. 5-10)</b>		
13	4/7	Reform	YAWP Ch. 12: Manifest Destiny FTR: Finney from <i>Lectures on Revivals of Religion</i> ; The Boston Investigator from <i>The Bible in Common Schools</i>	
	4/9	Abolitionism	FTR: Garrison from <i>Declaration of Sentiments of the American Anti-Slavery Society</i>	
	4/11	American Woman	FTR: Fuller from <i>Woman in the Nineteenth Century</i> ; Woman's Rights Convention, Seneca Falls from <i>Declaration of Sentiments and Resolutions</i>	<b>Quiz 6 (Chapters 11-12)</b>
14	4/14	Manifest Destiny	YAWP Ch. 13: The Sectional Crisis FTR: Haun from <i>A Pioneer Woman's Westward Journey</i>	
	4/16	Continental Expansion	FTR: Clay from <i>Speech About the Mexican War</i> ; Emerson from <i>The Fugitive Slave Law</i>	
	4/18	The Emergence of Lincoln	FTR: Lincoln and Douglas from <i>The Lincoln and Douglas Debates</i>	<b>Primary Source Analysis 2</b>
15	4/21	The First Modern War	YAWP Ch. 14: The Civil War FTR: Douglass from <i>The Reasons for Our Troubles</i>	
	4/23	Emancipation and the "Second American Revolution"	FTR: Rhodes from <i>The Diary of a Union Soldier</i>	
	4/25	The Confederacy and the End of the War	FTR: Voigt from <i>Letters of a German Confederate</i> ; Lincoln from <i>Gettysburg Address</i>	
16	4/28	The Meaning of Freedom	YAWP Ch. 15: Reconstruction FTR: Anderson from <i>Letter to My Old Master</i>	
	4/30	Radical Reconstruction	FTR: From <i>Black Codes of Mississippi</i>	
	5/2	NO CLASS	Prepare for Final exam	
Final		<b>Exam 3 (Ch. 11-15)</b>		

## Assignments and Grading

### Assignments

The following assignments, in addition to weekly reading, will comprise your graded work in the course:

### In-Class Responses

In lieu of taking formal attendance for each class period, there will be 20 unannounced in-class responses throughout the semester worth 5 points each for a total of 100 points. Think of these as a very short "pop quiz" which will allow you to demonstrate your comprehension of a key term, figure, or event from the week's reading and lectures. These in-class responses will be assigned at random and are not able to be made up if missed.

## Quizzes

There will be 6 quizzes, due by 11:59 PM on Friday of weeks 2, 4, 6, 8, 11, and 13, worth 15 points each for a total of 90 points. Quizzes are open book and will be taken via Brightspace. There will be 15 questions, and you will have 35 minutes to complete the quiz once you begin. Although quizzes are open book, the expectation is that students will have read the material in advance in addition to attending lectures and can therefore quickly double check their answers in the allotted time. The format of the quizzes is primarily multiple choice and will cover the chapters indicated on the course schedule.

## Primary Source Analysis

Over the course of the semester, you will write two Primary Source Analyses, each worth 50 points, for a total of 100 points. Each review should be 12-point Times New Roman (or similar) font, double-spaced, and total no less than one-and-a-half pages submitted by 11:59 PM on the date indicated in the course schedule via Brightspace. The objective of these analyses is to work like a historian by a) critically analyzing a primary source, b) integrating the primary source into secondary source reading, and c) practicing thoughtful yet concise writing.

For Primary Source Analysis 1, you should choose one of the primary sources from pages 1-166 of *For the Record*. For Primary Source Analysis 2, you should choose one of the primary sources from pages 167-441 of *For the Record*. Note: You may choose *any* source contained within these page ranges and are not limited to only primary sources that have been assigned as weekly reading. There is no need for any further research into outside sources; the primary source itself plus *The American Yawp* and your lecture notes are all you will need to successfully analyze the source. Outside sources or use of AI is not allowed.

Your submission should be three paragraphs of roughly the same length. The first paragraph should be a summary of the primary source including who wrote it, what it is about, etc. The second paragraph should be placing it in its historical context using specific references to the class texts. For example: Why is the document important? Why was it important at that specific time? What was happening culturally and politically at the time? The final paragraph should be your personal impression (analysis) of the document and whether it accurately represents the time-period. For example: Was it what you expected? Did it enhance your understanding of the time-period? Did the author seem to have a bias, ulterior motives, or omit certain details? A detailed rubric is provided at the end of the syllabus (page 9) and on Brightspace.

This analysis should be a historical and scholarly one that cites any source that you either directly quote or summarize using in-text citations from the Modern Language Association (MLA) style book. For detailed guidelines, see the Purdue Online Writing Lab (OWL):

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_in\\_text\\_citations\\_the\\_basics.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_in_text_citations_the_basics.html).

## Exams

There will be two in-class exams, and one final as indicated on the course schedule. The final will *not* be cumulative and will instead function as the third exam assessment for the course. Exam 1 will cover chapters 1-4, exam 2 will cover chapters 5-10, and the final will cover chapters 11-15. Each exam will be a combination of short answer and essay, and a study guide will be provided one week in advance of each exam.

## Grading

Grades in this class reflect the sum of your achievement throughout the course. You will accumulate points as described in the assignments above, with each assignment graded according to a rubric found on Brightspace. At the end of the module, final grades will be calculated by adding the total points earned and translating those numbers (out of 100) into the corresponding letters. *There will be no partial points or rounding, and the class will not be graded on a curve.*

## Point Distribution

In-Class Responses (20 @ 5 points each)	0-100 points
Quizzes (6 @ 15 points each)	0-90 points
Primary Source Analysis (2 @ 50 points each)	0-100 points
Exams (3 @ 100 points each)	0-300 points
<b>Total</b>	<b>0-590 points</b>

## Grading Scale

A+	97-100%
A	93-96%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-72%
D+	67-69%
D	63-66%
D-	60-62%
F	0-59%

## Course Policies

### Email

I am available via email from 9:00-5:00 Monday through Friday. (You are welcome to email me outside of these hours, but I will not respond until I am “in” the office.) Although I try to respond to emails as quickly as possible, please allow up to 24 hours for a response to your message. All emails should follow standard professional and academic protocol, including a greeting (Dear Dr. or Professor Gaarder/G), closing signature (Sincerely/Best/Regards plus your full name), and a clearly stated purpose. Before sending an email asking for information or clarification, check to see if the answer to your question may be found in the syllabus and/or on Brightspace.

### Missing or Late Assignments

Assignments and due dates are arranged strategically to help you succeed in the course. You should turn in all work by the due date, and failure to submit work on time and in accordance with the assignment parameters will result in a failing grade for the missed assignment. I do also understand that sometimes issues arise. Communication is key—please reach out to me as soon as possible. If you don’t reach out and just skip an assignment, the amount of help I can provide is less than if you reach out before or soon after an assignment is due. I want you to do your best during this course; remember that my goal is your success, but I must temper this with academic fairness to your peers.

### Office Hours

Office hours are your chance to have some one-on-one time with me to talk about anything course or college related. I would like the chance to meet with as many of you as possible, so please utilize these hours as they are set up just for you.

My physical office is on the 4<sup>th</sup> floor of Wang Hall, and my door is always open. (Literally...I am in a cubicle and have no door!) I will have open office hours each Tuesday from 1:00-2:00 pm for the duration of the semester. Additionally, I will be available to meet virtually during this time and/or by appointment.

## University Policies and Procedures

### Attendance

The University expects that students will attend classes for which they are registered. At times, however, either anticipated or unanticipated absences can occur. The student bears the responsibility of informing the instructor in a timely fashion, when possible. The instructor bears the responsibility



of trying to accommodate the student either by excusing the student or allowing the student to make up work, when possible. The University expects both students and their instructors to approach problems with class attendance in a manner that is reasonable.

For unanticipated or emergency conflicts, when advance notification to an instructor is not possible, the student should contact the instructor/instructional team as soon as possible by email, through Brightspace, or by phone. 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 to the Dean of Students under 'Campus Resources.

### Academic Integrity

*"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together—we are Purdue."*

Plagiarism refers to the reproduction of another's words or ideas without proper attribution. This includes, but is not limited to, published and unpublished written works, images, and artistic works. Plagiarism and other forms of academic dishonesty are serious offenses and will be treated as such in this class. You are expected to do 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. Please make sure you are familiar with Purdue's academic integrity policies: <https://www.purdue.edu/odos/osrr/academic-integrity/index.html>.

### Special Requirements and Assistance

I am committed to making learning experiences accessible. 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. We all learn differently, and I am here to help you do your best in this course. You are also encouraged to contact the Disability Resource Center at [drc@purdue.edu](mailto:drc@purdue.edu) or by phone: 765-494-1247.

### Inclusion

Each member of our classroom has something of value to contribute. Please be respectful of our diverse identities, experiences, beliefs, and values. Discriminatory speech and behavior will not be tolerated.

A link to Purdue's [Nondiscrimination Policy Statement](#) may be found on Brightspace.

### Mental Health Statement

Working toward your academic and professional goals at college brings with it unique experiences and problems. I want to let you know that you are not alone, and I am here for you.

**If you find yourself beginning to feel stressed, anxiety, and/or feeling overwhelmed**, try WellTrack (<https://purdue.welltrack.com>). 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 see the Office of the Dean of Students (<http://www.purdue.edu/odos>). Drop-in hours are M-F, 8 AM to 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're 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 on the second floor of the Purdue University Student Health Center (PUSH) during business hours. The [CAPS website](#) also offers resources specific to situations.

### **Basic Needs**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. There is no appointment needed and Student Support Services is available to serve students 8:00 am to 5:00 pm Monday through Friday.

### **Emergency Preparedness**

Please review the Emergency Preparedness website for additional information:  
[https://www.purdue.edu/ehps/emergency\\_preparedness/](https://www.purdue.edu/ehps/emergency_preparedness/).

### **Disclaimer**

In the event of a major campus emergency, course requirements, deadlines, and grading are subject to change that may be necessitated by a revised calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted on Brightspace and I will also notify you by email.

Note: If you don't fulfill the requirements for the Initial Course Participation (ICP) in time, it could lead to the revocation of your financial aid.



## Rubrics

### Primary Source Analysis

	A (10 points)	B (8 points)	C (7 points)	D (6 points)	F (2 points)
<b>Paragraph 1: Synopsis</b>	The first paragraph is a thorough description of the primary source, including a description of the author and summary of the text. The main points of the text should be covered.	The first paragraph provides some of the major points of the primary source, but not all.	The first paragraph provides a cursory summary of the primary source, which suggests the student did not read it.	The first paragraph is very general, which suggests the student did not read it.	There is no first paragraph describing the primary source.
<b>Paragraph 2: Context</b>	The second paragraph provides historical context relating to the document (what was happening at the time). It is clear that the student has thoroughly read the textbook in order to provide historical context and has explained the <i>significance</i> of the document within history.	The second paragraph provides <i>some</i> historical context relating to the document (what was happening at the time). It is clear that the student has read the textbook in order to provide historical context and has partially explained the <i>significance</i> of the document within history.	The second paragraph provides a broad historical context (a description of the time-period) that <i>does not</i> directly relate to the document. Nevertheless, it is clear that the student has read the textbook in order to provide historical context.	It is clear that the student used outside sources or AI. This constitutes plagiarism and will result in a <b>failing grade</b> .	The student used their opinion rather than the textbook to provide historical context, or there is no second paragraph providing historical context for the document.
<b>Paragraph 3: Analysis</b>	The student provides <i>thoughtful</i> commentary on the document, explaining, for example, how they have better understood the time period as a result, how the document represents or does not represent the historical period accurately (in other words, did it seem true to what was happening), and any questions about the document.	The student provides commentary on the document, explaining, for example, how they have better understood the time period as a result, how the document represents or does not represent the historical period accurately (in other words, did it seem true to what was happening), and any questions about the document.	The student provides commentary on the document, explaining how they understood the time-period better as a result.	The student provides basic and/or shallow commentary on the document. The paragraph is vague and lacks critical thought about the primary source.	There is no third paragraph for this designed purpose.
<b>Spelling, Grammar, &amp; Page Count</b>	0-1 spelling or grammar errors. The review is no shorter than one page and no longer than one-and-a-half pages.	1-2 spelling or grammar errors. The review is no shorter than one page and no longer than one-and-a-half pages.	2-3 spelling or grammar errors. The review is no shorter than one page and no longer than one-and-a-half pages.	4 spelling or grammar errors. The review is less than one page or longer than one-and-a-half pages.	More than 4 spelling or grammar errors. The paper is less than one full page or longer than one-and-a-half pages.
<b>Citations</b>	Proper citations for references to both primary and secondary sources.	Citations for all references to primary and secondary sources but not formatted correctly.	1-2 citations are missing and/or improper formatting.	3-4 citations missing; major mistakes in citations.	Very few or no citations.