



HIST 220: AMERICAN EXPERIENCE TO 1877

www.charleststrauss.com/american-experience-to-1877 (password HISTORYVU)

11:50 AM – 12:40 PM
Monday, Wednesday, Friday
140 Mueller Hall

Prof. Charles Strauss / Charles.Strauss@valpo.edu
B7 Linwood House / Extension 6494 / 574-807-2935
Office Hours: Tues./Wed., 1:30 to 3:00 PM, and by appointment

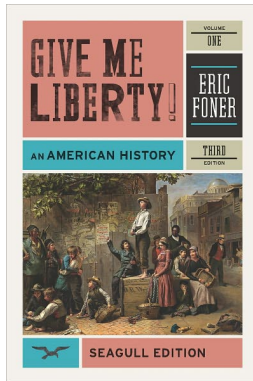
Course Description

This course on the American Experience to 1877 focuses on four specific historical periods: the 1400s to 1763 (beginnings), 1763 to 1815 (the new nation), 1815-1840 (the market economy), and 1800-1877 (sectional crisis). These are the four historical periods that I would like you to be able to say something intelligent about in 5, 10, and 15 years from now. We will also address three enduring themes: freedom and captivity, spiritual or religious belief, and environment.

Together, our **first goal** will be to learn the people, dates (yes dates!), concepts, geography, events, and processes that shaped American history through these four periods. However, we will also move beyond these details and try our best to master the three big themes and the larger trends or patterns at work in this history. Good questions will be our friends and in each unit, we will focus on one big question that will help to orient us to the material and, hopefully, to motivate us to make our own informed determinations about the past. I would like us to argue in this course – and this includes arguments with the textbook author! You will have many chances to show off your mastery and “personal take” on the course material in weekly reading quizzes, the mid-term exam, and the final exam.

The **second goal** of the class is the mastery of a skill – creative and sound argumentative writing. We will study the steps of argumentative writing together (arriving at a claim, gathering evidence, and harnessing evidence to support your claim). You will have the opportunity to demonstrate this new skill in a 7-page essay comparing and contrasting two captivity narratives.

Texts



*Eric Foner, *Give Me Liberty!: An American History* (Seagull Third Edition, W.W. Norton & Company, 9780303911893)

* Gordon M. Sayre ,ed., *American Captivity Narratives* (Houghton Mifflin, 0395980739)

*Jill Lepore, *New York Burning: Liberty, Slavery, and Conspiracy in Eighteenth Century-Manhattan* (Vintage, 1400032261)

*Paul E. Johnson, *Sam Patch* (Hill and Wang, 0809083884)

All of the above texts are available at the University Bookstore. Other course materials will be available online via the course website, www.charleststrauss.com/american-experience-to-1877. Please print out these readings and bring them with you to class (unless you can download them onto an electronic reader).

You will receive additional handouts that will further explain aspects of the syllabus and that will introduce the essay assignment and the two exams. These will also be posted on the course website. You are responsible for keeping a binder or computer folder of this material.

History Department's Student Learning Objectives

1. Develop excellent writing and speaking skills exemplified by the ability to use primary and secondary sources, distinguish biases, and construct historical arguments.
2. Demonstrate methods of historical analysis, historical veracity, and an understanding of historiography.
3. Develop global perspectives or, in classes in United States history, develop their appreciation of cultural diversity.
4. Historically contextualize faith systems and issues of social justice.

Requirements

Requirement	Brief Summary	Date	Weight	Grade
Reading Quizzes	12 total (will grade best 10) *These will cover the material covered <u>in</u> class that week and <u>that day's</u> reading assignment.	Fridays	20%	
Mid-Term Exam	1400s-1815	March 2	20%	
Essay	7-page comparative essay on two captivity narratives	April 13	30%	
Final Exam	1800-1877	May 10	30%	
Final Grade			100%	

Attendance

I will not take attendance in this course and there are no formal penalties for not coming to class. That said, this is not the sort of course in which you can miss a lot of meetings and expect to make a good grade. Consider the consequences of non-attendance. If you miss a Monday or Wednesday, you will miss important class material that will enrich your knowledge and prepare you for Friday quizzes, the essay, and the exams. If you miss a Friday, you will receive a zero for that Friday's quiz.

The zero for the quiz may be waived if you inform me of your absence at least 24 hours in advance so that we can work out alternative ways for you to complete your work or I receive an official excuse for your absence from the University. This also goes for submitting your essay. I will not accept late essays unless you let me know at least 24 hours in advance that you are having a problem meeting the deadline or if I receive an official excuse from the University. If you do not let me know in advance and you submit your essay late, I will deduct one half of a letter grade for each day late. An "A" becomes "A-," "A-" becomes "B+," and so on.

Finally, please do not come late to class. Chronic offenders will lose 2% to 5% off of their final grade depending on the severity of the offense. These students will be notified that they are at risk of losing these points before Spring Break.

Office Hours

One of my favorite professors once gave me three simple commandments for succeeding in college: speak up, turn your assignments in on time, and meet with your professors outside of class time. You are on your own with the first two but you can expect me to go out of my way to accommodate number three. My office is in the basement of Linwood House (office B7). I will hold regular office hours on Tuesdays and Wednesdays from 1:30 to 3:00 PM. I will also hold virtual office hours (see course website) during these times and during other announced times over the course of the semester. During the second and third weeks of class, I will hold mandatory office hours for small groups of students in the living room at Linwood House. You will sign up for these time slots in advance.

Disability Support Services

Please visit <http://www.valpo.edu/cas/support/dss.php> and follow the appropriate protocol if you are interested in accessing Disability Support Services. I will accommodate all requests.

Academic Integrity



Since 1943, all academic work at Valparaiso University has been done within the context of an honor system. This honor system is part of the way the University attempts to assist both students and faculty to do work and live lives characterized by integrity. The Honor Code Pledge which students must write out and sign on every piece of written work submitted reads as follows: **“I have neither given or received nor have I tolerated others’**

use of unauthorized aid.” Every instructor is responsible for clarifying what constitutes unauthorized aid in his or her course. In this Valpo Core course, the following will be considered violations of the Honor Code:

- Unauthorized giving, receiving, or use of material or information while writing examinations or quizzes.
- Fraudulent or deceptive generation of data or the knowing use of data gathered in such a manner.
- One person taking a quiz or examination, or producing a paper, for another.
- The use of ideas, data or specific written passages of others that are unacknowledged or falsely acknowledged.
- Presentation of a paper or other work for credit in two distinct courses without prior approval of both instructors.
- Theft or destruction of library materials or other materials which are meant to be accessible to all other students and faculty.
- Knowingly presenting false accusation or testimony before the Honor Council or its representatives.
- Presenting a draft and/or paper that is someone else’s work.
- Tolerance of any of the above.

Class Schedule

UNIT I: BEGINNINGS, 1400s TO 1763

Question: When did the American Experience begin?

Week 1: Introductions and The New World

- ❖ Foner, “Table of Contents,” “About the Author,” “Preface,” xvii-xxiv, and “1: A New World,” 1-44 (introduce yourself to the text, layout, and appendices as well as read/skim chapter one)

Wed 11 January

Fri 13 January

***Take Online Survey (<http://www.surveymonkey.com/s/LYDGS23>) by 11:59 PM**

Week 2: English America, 1607-1660

- ❖ Foner, “2: Beginnings of English America, 1607-1660,” 45-87

Mon 16 January – **No Class**: Martin Luther King Birthday Observation

Tues 17 January – 6:30 – 9:00 PM, Screening of *The New World*

Wed 18 January

Fri 20 January: **Quiz 1 (on Mon and Wed classes as well as reading for Fri)**

*GROUP 1: Sayre, “2: Saved by the Chief’s Daughter,” 59-90

*GROUP 2: Sayre, “3: Jesuit Missionary Martyrs,” 91-126

Week 3: Anglo-America, 1660-1750

- ❖ Foner, “3: Creating Anglo-America, 1660-1750,” 45-87

Mon 23 January

Wed 25 January

Fri 27 January: **Quiz 2**

*Sayre, “4: The Foundational Narrative of Mary Rowlandson,” 127-176, selections TBD

Week 4: Slavery, Freedom, and the Struggle for Empire, to 1763

- ❖ Foner, “4: Slavery, Freedom and the Struggle for Empire, to 1763, 130-175

Mon 30 January

*Lepore, *New York Burning*, selections TBD

Wed 1 February

*Lepore, *New York Burning*, selections TBD

Fri 3 February: **Quiz 3**

*GROUP 1: Sayre, "6: Two African American Captives," Marrant, 198-224

*GROUP 2: Sayre, "6: Two African American Captives," Equiano, 198-202 and 225-257

UNIT II: NEW NATION, 1763-1815

Question: Was the American Revolution a total break between the colonies and the "Old World," a "family quarrel" within the British World, or something else?

Week 5: The American Revolution, 1763-1783

❖ Foner, "5: The American Revolution, 1763-1783," 176-210

Mon 6 February

Wed 8 February

Fri 10 February: **Quiz 4**

*Sayre, "8: A Legend of the American Revolution," 347-376

Week 6: The Revolution Within

❖ Foner, "6: The Revolution Within," 211-246

Mon 13 February

Wed 15 February

Fri 17 February: **Quiz 5**

*Sayre, "7: A Prisoner of War Adopted by the Iroquois," 258-346, selections TBD

Week 7: Founding a Nation, 1783-1789

❖ Foner, "7: Founding a Nation, 1783-1789," 247-280

Mon 20 February

Wed 22 February

Fri 24 February: **Quiz 6**

*Sayre, "5: Two Puritan Captivities as Told by Cotton Mather," 177-197

Week 8: Securing the Republic, 1790-1815

❖ Foner, "8: Securing the Republic, 1790-1815," 281-316

Mon 27 February

Wed 29 February: Mid-Term Examination Review Session

Fri 2 March: **Mid-Term Examination, 1400s-1815**

SPRING BREAK

UNIT III: MARKET ECONOMY, 1815-1840

Question: Which is more important: the market revolution or Jacksonian democracy?

Week 9: The Market Revolution, 1800-1840

❖ Foner, "9: The Market Revolution, 1800-1840," 317-351

Mon 19 March

Wed 21 March

*Johnson, *Sam Patch*, TBD

Fri 23 March: **Quiz 7**

*Johnson, *Sam Patch*, TBD

Week 10: Democracy in America, 1815-1840

❖ Foner, "10: Democracy in America, 1815-1840," 352-390

Mon 26 March

Wed 28 March

Fri 30 March: **Quiz 8**

*Sayre, "9: Two Captivity Poems," 377-381, selections TBD

Week 11: The Peculiar Institution

❖ Foner, "11: The Peculiar Institution," 391-426

Mon 2 April

Wed 4 April

Fri 6 April – **No Class**: Good Friday

Week 12: An Age of Reform, 1820-1840

❖ Foner, "12: An Age of Reform, 1820-1840," 427-460

Mon 9 April

Wed 11 April: Essay Workshop (**Submit Draft of Essay by Tues 11:59 PM**)

Fri 13 April: **Quiz 9** and **Captivity Essay Due by 11:59 PM**

UNIT IV: SECTIONAL CONFLICT, 1840-1877
Question: TBD (we will arrive at the appropriate question as a class)

Week 13: A House Divided, 1840-1861

❖ Foner, “13: A House Divided, 1840-1871,” 461-502

Mon 16 April

Wed 18 April

Fri 20 April: **Quiz 10**

Week 14: A New Birth of Freedom: The Civil War, 1861-1865

❖ Foner, “14: A New Birth of Freedom: The Civil War, 1861-1865,” 503-545

Mon 23 April

Wed 25 April

Fri 27 April: **Quiz 11**

Week 15: “What Is Freedom?": Reconstruction, 1865-1877

❖ Foner, “15: What is Freedom?": Reconstruction, 1865-1877,” 546-584

Mon 30 April

Wed 2 May

Fri 4 May: **Quiz 12**

Week 16: Conclusions

Mon 7 May: Final Examination Review Session

Final Exam (1800-1877): Thurs, 10 May 10:30 AM – 12:30 PM