

HISTORY 2301E
The United States, Colonial Period to the Present
Summer 2021
May 3 - July 23, Asynchronous

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This is a draft syllabus. Please see your course OWL site for the final syllabus.

Course Description:

Emphasis first term upon the emergence of the American nation, the egalitarian impulse, national expansion and sectional conflict; second term, upon the great transformations of the modern era: the growth of industrialism, big government, a pluralistic society, and international predominance.

Antirequisite(s):

History 2302F/G, History 2710F/G, History 2311F/G, History 2312F/G.

Course Syllabus:

This course covers the history of the United States from the first European colonies in North America to the present day. Students will explore the ways in which notions of race, class, gender, and religion have shaped American history and the ways in which ideas about liberty, who was entitled to it and who was not, have changed in the more than three hundred years since the founding of the first English colonies in America. The objectives of this course are to familiarize students with the major events and ideas in American history, to explore the major themes that historians have identified within that history, and to prepare students for crafting their own arguments about the events and themes covered in this course. Students are expected to do the weekly readings, watch the weekly recorded lectures, and complete all the assignments listed in the syllabus.

Course Materials:

The American Yawp: A Massively Collaborative Open U.S. History Textbook. Stanford University Press, 2021.
<https://www.americanyawp.com/>

This textbook is available for free online at the above link.

Methods of Evaluation:

Reading Reviews (due May 21 and June 11) - 10% each

Students will write summaries (approx. 250-500 words, 1-2 pages) of the main argument and the ways in which the author supported that argument for 2 of the weekly secondary source readings (one from weeks 1-3 and one from weeks 4-6).

Film Essay (due June 18) - 25%

Students will watch a Hollywood film portraying some aspect of American history and write an essay (approx. 750-1250 words, 3-5 pages) connecting the portrayals of American race, class, gender, and/or religion in the film to the themes and materials explored in class. A list of potential films will be provided, but the film explored does not have to be on the list.

Reflective Essay (due July 16) - 25%

Students will write an essay (approx. 750-1250 words, 3-5 pages) that explores the ways in which American notions of race, class, gender, or religion have been intertwined in American history (pick two of the above notions to connect). A detailed essay question as well as additional secondary source material (optional) will be provided.

Final Take-Home Essay (due during the Final Exam Period) - 30%

Students will write an essay (approx. 1000-1500 words, 4-6 pages) that explores how American notions of liberty have changed and adapted throughout American history. A detailed essay question as well as additional secondary source material (optional) will be provided.

All assignments must be completed to pass this course. Extensions are available upon request. Late assignments will be accepted with a late penalty of 2% per day late, up to a total 30% late penalty.

Accommodation for missed midterms with a Self Reported Absence:

Students with an approved absence from an in-class test will be required to write a makeup test. Students must contact their professor to arrange a makeup test. Students who fail to write a makeup test in the designated time slot will receive a grade of zero.

Students should be aware that course professors may not be available to respond to questions during the makeup test.

Accommodation for missed assignment deadlines with a Self Reported Absence:

If a student reports a SRA for an assignment (i.e. an essay) the new due date will be 48 hours after the SRA was submitted. For example, if you complete a SRA on March 19 at 3pm, your new due date will be March 21 at 3pm.

Course Schedule and Readings:

Week One - Contact and Settler Colonialism

The first lecture this week explores pre-Contact North American societies, pre-Contact European societies and Contact. The second explores early Native American-European relations, early European colonization in North America and settler colonialism.

Secondary Source Reading: Evan Haefeli, "On First Contact and Apotheosis: Manitou and Men in North America," *Ethnohistory* Vol 54 No 3 (2007), 407-443.

<https://read-dukeupress-edu.proxy1.lib.uwo.ca/ethnohistory/article/54/3/407/8683/On-First-Contact-and-Apotheosis-Manitou-and-Men-in>

Primary Source Reading: John Smith, "Letter to Queen Anne of Great Britain," 1616. and Excerpts from William Bradford, *Of Plimoth Plantation*, 1651. (Source Packet Pages 1-5)

Textbook Reading: Chapter 1 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Two - Imperialism and Expansion

The first lecture this week explores growing conflicts between Native Americans and European colonizers and the effects of disease on North America's Indigenous population. The second explores European imperial conflicts in America and the rise of slavery.

Secondary Source Reading: Edmund S. Morgan, "Slavery and Freedom: The American Paradox," *Journal of American History*, Vol 59 No 1 (1972), 5-29.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/1888384?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents

Primary Source Reading: Nathaniel Bacon, "The Declaration of the People of Virginia," 1676. and Excerpts from "An Act Concerning Servants and Slaves," Virginia, 1705. (Source Packet Pages 6-12)

Textbook Reading: Chapters 2-3 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Three - Revolutionary America

The first lecture this week explores Anglicization and Americanization in colonial America, the emerging American consumer marketplace, and changes in conceptions of American identity. The second explores the American Revolution and its immediate aftermath.

Secondary Source Reading: T.H. Breen, "An Empire of Goods: The Anglicization of Colonial America, 1690-1776," *Journal of British Studies* Vol 25 No 4 (1986), 467-499.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/175565?sid=primo&seq=1#metadata_info_tab_contents

Primary Source Reading: Henry Middleton, "Letter to the Inhabitants of the Province of Quebec," October 26, 1774. and Abigail Adams, "Letter to John Adams," March 31-April 5, 1776. (Source Packet Pages 13-20)

Textbook Reading: Chapters 4-6 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Four - The Early Republic

The first lecture this week explores the Constitutional era and American notions of the United States' place in the community of nations. The second explores the expansion of slavery and the emergence of the first party system.

Secondary Source Reading: Ned Blackhawk, "The Displacement of Violence: Ute Diplomacy and the Making of New Mexico's Eighteenth-Century Northern Borderlands," *Ethnohistory* Vol 54 No 4 (2007), 723-755.
<https://read-dukeupress-edu.proxy1.lib.uwo.ca/ethnohistory/article/54/4/723/8727/The-Displacement-of-Violence-Ute-Diplomacy-and-the>

Primary Source Reading: Excerpts from Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, written by Himself*, (London, 1790). and James T. Callender, "The President Again." *Recorder; or, Lady's and Gentleman's Miscellany*, September 1, 1802. (Source Packet Pages 21-24)

Textbook Reading: Chapters 7-8 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Five - Manifest Destiny and Expansion

The first lecture this week explores conceptions of American Exceptionalism and Manifest Destiny, and the wars fought against Native American nations in the west. The second explores the entrenchment of slavery and early industrialization.

Secondary Source Reading: Thomas Dublin, "Women, Work, and Protest in the Early Lowell Mills," *Labor History* Vol 16 No 1 (1975), 99-116.
<https://www-degruyter-com.proxy1.lib.uwo.ca/document/doi/10.1515/9783110969450.33/html>

Primary Source Reading: Tecumseh, "Speech to Governor Harrison," August 11, 1810. and John O'Sullivan, "Annexation," 1845. (Source Packet Pages 25-30)

Textbook Reading: Chapters 9-12 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Six - The Civil War and Reconstruction

The first lecture this week explores African American resistance to slavery, the emergence of abolitionism, the American Civil War and Emancipation. The second explores the Reconstruction era and the emergence of Jim Crow segregation.

Secondary Source Reading: Justin Behrend, "Facts and Memories: John R. Lynch and the Revising of Reconstruction History in the Era of Jim Crow," *Journal of African American History* Vol 97 No 4 (2012), 427-448.
https://www-jstor-org.proxy1.lib.uwo.ca/stable/10.5323/jafriamerhist.97.4.0427?sid=primo&seq=1#metadata_info_tab_contents

Primary Source Reading: Angelina Grimke Weld, "Address at the Women's National Loyal League," May 14, 1863. and Jourdon Anderson, "Letter to Colonel P.H. Anderson," August 7, 1865. (Source Packet Pages 31-35)

Textbook Reading: Chapters 13-15 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Seven - The Gilded Age and Progressivism

The first lecture this week explores the entrenchment of segregation in the American south and industrialization in the American north. The second explores the Gilded Age, Nativism, and the rise of the Progressive movement.

Secondary Source Reading: Christine M. Hassenstab and Sabrina P. Ramet, “The Know Nothing Party: Three Theories about its Rise and Demise,” *Politics and Religion* Vol 6 No 3 (2019).

<https://www-cambridge-org.proxy1.lib.uwo.ca/core/journals/politics-and-religion/article/know-nothing-party-three-theories-about-its-rise-and-demise/BD58CBD14E86886C4B5FF93DED133162>

Primary Source Reading: Wong Ar Chong, “Letter to William Lloyd Garrison,” February 28, 1879. and Excerpts from Andrew Carnegie, “Wealth,” 1889. (Source Packet Pages 36-39)

Textbook Reading: Chapters 16-20 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Eight - The First World War and the 1920s

The first lecture this week explores American participation in the First World War, the Jazz era, and Prohibition. The second explores changes in American popular culture, and the Women’s Rights Movement.

Secondary Source Reading: Richard Nelson, “The Cultural Contradictions of Populism: Tom Watson’s Tragic Vision of Power, Politics, and History,” *Georgia Historical Quarterly* Vol 72 No 1 (1988), 1-29.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/40581767?sid=primo&seq=1#metadata_info_tab_contents

Primary Source Reading: Excerpts from Woodrow Wilson, “Appeal for Neutrality,” 1914. and W.E.B. DuBois, “Returning Soldiers,” 1919. (Source Packet Pages 40-43)

Textbook Reading: Chapters 21-22 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Nine - The New Deal and the Second World War

The first lecture this week explores the Great Depression and the New Deal and its programs. The second explores the changing view of America’s role in the world, the system of American manufacture, and American participation in the Second World War.

Secondary Source Reading: William W. Bremer, “Along the “American Way”: The New Deal’s Work Relief Programs for the Unemployed,” *Journal of American History* Vol 62 No 3 (1975), 636-652.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/2936218?sid=primo&origin=crossref&seq=1#metadata_info_tab_contents

Primary Source Reading: Excerpts from Sidney Robertson Cowell, “Reports on the California Folk Music Project submitted to the Northern California WPA Office,” 1940. and Excerpts from Franklin D. Roosevelt, “The Four Freedoms,” January 6, 1941. (Source Packet Pages 44-46)

Textbook Reading: Chapters 23-24 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Ten - The Cold War

The first lecture this week explores the United States as a superpower, the Marshall Plan, the rise of the Cold War, and American policies of containment. The second explores youth culture, consumerism, and the women's liberation movement.

Secondary Source Reading: Jessamyn Neuhaus, "The Way to a Man's Heart: Gender Roles, Domestic Ideology, and Cookbooks in the 1950s," *Journal of Social History* Vol 32 No 3 (1999), 529-555.

https://www-jstor-org.proxy1.lib.uwo.ca/stable/3789341?seq=1#metadata_info_tab_contents

Primary Source Reading: Excerpts from George Kennan, "The Long Telegram," July 1947. and Casey Hayden and Mary King, "Sex and Caste: A Kind of Memo," 1965. (Source Packet Pages 47-55)

Textbook Reading: Chapters 25-26 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Eleven - The Civil Rights Movement and Right Turn

The first lecture this week explores grassroots African American activism, student activism, protest, the Civil Rights Movement, and Civil Rights legislation. The second explores anti-war and anti-nuclear proliferation protest, white backlash to the Civil Rights movement, and the Right Turn.

Secondary Source Reading: Bernice McNair Barnett, "Invisible Southern Black Women Leaders in the Civil Rights Movement: The Triple Constraints of Gender, Race, and Class," *Gender & Society* Vol 7 No 2 (1993), 162-182.

https://www.jstor.org/stable/189576?seq=1#metadata_info_tab_contents

Primary Source Reading: Excerpts from Martin Luther King Jr., "Letter from Birmingham Jail," April 16, 1963. and Ronald Reagan, "First Inaugural Address," 1981. (Source Packet Pages 56-65)

Textbook Reading: Chapters 27-29 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Week Twelve - The Twenty-First Century

The first lecture this week explores the September 11 attacks and the War on Terror, the election of Barack Obama, and the increasing polarization of politics. The second explores the Donald Trump presidency, racial justice protest, COVID, and the 2020 election.

Secondary Source Reading: Chapter One of Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (New York: The New Press, 2010), 20-58.

<https://ebookcentral-proquest-com.proxy1.lib.uwo.ca/lib/west/detail.action?pq-origsite=primo&docID=5651869>

Primary Source Reading: First six pages of "Investigation of the Ferguson Police Department," *U.S. Department of Justice*, March 24, 2015, 1-6. and "The 1776 Report," *The Presidents Advisory 1776 Commission*, January 2021. (Source Packet Pages 66-71 and additional PDF)

Textbook Reading: Chapter 30 in *The American Yawp: A Massively Collaborative Open U.S. History Textbook*. Stanford University Press, 2021.

Use of Electronic Devices:

There are no restrictions as to use of electronic devices in this class. Class lectures will be provided as pre-recorded video files. These recordings will be made available on Owl for students to view remotely. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. In this course, you are permitted to download lecture videos and materials for your own academic use, but please do not copy, share, or use them for any other purpose without the explicit permission of the instructor.

Additional Statements:

Please review the Department of History Course Must-Knows document, <https://www.history.uwo.ca/undergraduate/Docs/Department%20of%20History%20Course%20Must-Knows.pdf>, for additional information regarding:

- Academic Offences
- Accessibility Options
- Medical Issues
- Plagiarism
- Scholastic Offences
- Copyright
- Health and Wellness