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:
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.


**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)


**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.


**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)


**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.


**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.


**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)


**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.


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


**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.


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.


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.


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.


**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.


**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.


**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.


**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)

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