The Declaration of Independence proclaims the “self-evident” truths “that all men are created equal, that they are endowed by their Creator with certain unalienable Rights,” including “Life, Liberty, and the pursuit of Happiness.” Americans view this statement as one of the founding principles of the United States—principles that led to the American Revolution, the creation of the Constitution, and eventually to a bloody Civil War. But was it possible to create a nation where all people were truly equal? Or did inherent inequalities—social, political, economic, cultural—always cause some to exercise power over others?

This course surveys the history of the United States from just before the European “discovery” of the “New World” through the era of the Civil War. We will explore the social experience of living in American society, the cultural ideas Americans used to understand their world, and the political and economic structures that shaped individual lives. We will specifically address the meanings of equality and citizenship. How did Native Americans, Africans, and Europeans view their position in the Americas? How did ideas of equality and rights lead to the creation of a new country, and the later division into two countries? Who was included or excluded from being an “American,” and how did this change over time? Along with discussion of key events and famous figures, we will focus on the experiences and actions of ordinary Americans.

Just as in an algebra class you learn how to “do” math, in this class you will learn to “do” history. What does that mean? Historians use information from the past—letters, diaries, government records, art, songs, and more—to try to understand the experiences of those who lived at the time. That does not mean that historians merely memorize facts and regurgitate them; nor should you do that in this class. Instead, historians critically evaluate evidence to uncover its meaning, and then interpret that evidence to create a story. Historians do not always agree about what happened in the past or what it means. They like to argue, debate, and explain their reasoning. A good historical argument is rooted in facts and evidence, and it takes into account evidence that might contradict that interpretation. There is not just one story of the past, but there are better and less good stories. Those narratives can change when we ask new questions or find new evidence. Our goal is to understand why the past matters to us, or “so what?”
Course Objectives
Upon successful completion of this course, you should be able to:
- Think like a historian—reason historically using primary sources as evidence
- Build an argument using historical evidence
- Identify the argument of a lecture and take notes on it
- Communicate historical knowledge through analytical writing and discussion
- Examine and interpret visual images and film
- Explore the tensions between equality and inequality in the development of the nation
- Understand the intersection of and constant negotiation between cultures in the U.S.
- Describe the changing meaning of citizenship in early America

Course Expectations
I expect from you:
- Preparation for class each day
- Active engagement in lectures and discussion
- Willingness to think about why events and symbols matter in the past and today
- Respectful conduct toward other students and the instructor

You can expect of me:
- Organized lectures and classroom activities
- Preparation for each class
- Accessibility
- Presentation of why the events matter

Assignments and Evaluation (400 points possible)
This class is designed to serve as an introduction to United States history and the study of history more broadly. It will consist of lecture, discussion, and classroom activities. Students should plan to attend every class and participate in class discussions. You simply cannot be successful in this course if you do not attend and complete the readings and assignments.

Examinations 50% (100 pts each=200 points total)
There will be two examinations, each covering approximately one-half of the course material. The examinations will consist of primary source analysis and short answer, identification, and essay questions.

Podcast Assignments 25% (50 pts each=100 points total)
You will complete two assignments, due Sept. 21 and Nov. 14, based on podcasts that you will listen to outside of class. The assignment will consist of short-answer questions based on the podcast and a longer 2-3 page essay question. These types of questions will be similar to what you can expect from the exams. Additional instructions will be given in class and will be available on OnCourse.

These assignments will sharpen your writing skills and your ability to build a historical argument. Content and grammar will be graded. Papers should be typed in a readable 12-point font, double-spaced, and stapled.
 Attendance, Participation, and Assignments  25% (100 points)
Attendance and participation will be critical to your success. Come prepared to think, ask questions, and participate in discussion. We will regularly discuss and analyze assigned readings, images, film clips, and other course materials. Participation (30 points) can be defined as active engagement with the course material demonstrated by regularly attending class prepared, thoughtfully considering the material at hand, bringing assigned readings to class, asking pertinent questions, joining enthusiastically in group activities, actively listening to others, avoiding distractions, and contributing to class discussion. See the Participation Grading Criteria posted on OnCourse.

Each class attended is worth one point (30 classes = 30 total points). If you miss two or fewer classes you will get a bonus of three points. You are responsible for information covered in class during your absence. Habitually arriving late or leaving early is unacceptable; please see me about extenuating circumstances. Poor attendance will negatively impact your attendance and participation grades, your points from in-class assignments, and your preparation for exams.

Some classes will involve short writing assignments (40 points) based on our topic for the day. The aim of these assignments is to help you learn to use primary sources as evidence and to prepare you for essays and exams. You may also have short take-home assignments. You may not make up assignments for days you are absent. I will drop the lowest grade of one assignment.

Course Readings
The following books are available for purchase in the bookstore or through online vendors. They are also on reserve at University Library.


Supplemental weekly readings are available through OnCourse.

Students are expected to complete the assigned readings before the appropriate class. Please bring the assigned primary source readings (including Voices of Freedom) or supplemental readings with you to class; you do not need to bring your textbook. Be prepared to explore the texts in an active and thoughtful manner. The success of our discussions, classroom activities, and your grade depend on your preparation and engagement with the material. To avoid last-minute computer problems, print or download readings well ahead of the class meeting.

Course Policies
Respectful Conduct and Classroom Behavior
A respectful environment is essential for good discussion and learning. I will provide you with the respect and autonomy that is reasonable to expect as adult students. In return, I will expect all
students to respect the rights of other students and the instructor and to conduct themselves in a responsible and appropriate manner. Disruptive conduct, meaning any conduct that interferes with another’s ability to teach or learn, will not be tolerated. Please arrive on time and be considerate of other students.

Technology Use
Please silence cell phones prior to entering the classroom; text messaging is not allowed. Laptop use is discouraged; students who use laptops should be prepared to have me look at your screen regularly. Please see me if you need consideration for note-taking purposes only. You are expected to log into OnCourse several times per week to check for announcements and to keep up with readings. You should also check your university email account on a regular basis.

Course Assistance
Refer to the syllabus regularly; most answers to your questions can be found in this document. If you have questions about course readings, lecture material, writing assignments, or your performance in this class, please visit me during office hours or make an appointment. Email is a good communication device, but do not expect an immediate response to emails sent during evening hours or late the night before an exam or essay due date. Please notify me immediately of unexpected circumstances that may affect your performance in the class. I will offer all reasonable assistance to help you pass the course, but you must take responsibility for accessing the resources available to you.

Writing Assistance
For general assistance with writing, note-taking, or other study skills, please visit the University Writing Center in Cavanaugh 427 or University Library 2125, 317.274.2049.

Learning Accommodations
If you need accommodations, please provide official written documentation from Adaptive Educational Services (317.274.3241, aes@iupui.edu, Taylor Hall 100) as soon as possible.

Academic Honesty and Plagiarism
Any time you use an idea or language that is not your own, you will need to cite your source. Failure to do so will result in a failing grade on the assignment and may result in further action as noted in the Procedures for Academic Misconduct. Students are expected to abide by IUPUI’s Code of Student Rights, Responsibilities, and Conduct (www.iupui.edu/code/). When in doubt, CITE YOUR SOURCE!

Late Work
Except in cases of documented emergencies, late work will be penalized one letter grade per day. The instructor reserves the right to refuse to accept late work or grant a makeup exam if documentation is not presented or is deemed invalid.

Grade Disputes
Every effort is made to grade your work fairly and equitably. Please read comments carefully before disputing a grade. For your privacy and that of other students, we will not discuss grades in the classroom. If you would like to discuss a grade, please visit me during office hours or set
an appointment. Be prepared to make a reasoned argument explaining why you believe that your work merits a higher grade.

*Tips for Success*
Attend class regularly, read assigned materials fully before coming to class, participate in classroom activities, prepare for all exams thoroughly, or accept responsibility for the consequences of not doing so. Take careful notes—don’t just copy lecture outlines.

*Topics and Assignments*

**Week 1**  
**Old and New Worlds**
Mon, 8/22  
*Studying U.S. History—Why? How?*

Wed, 8/24  
*Imagining the New World*
- Required Reading: Course Syllabus—come prepared with questions
- *Of the People* Chapter 1, pp. 1–31
- *Voices of Freedom*: A Micmac Indian Replies to the French [1677], pp. 18–20

**Week 2**  
**European Arrivals**
Mon, 8/29  
*Finding the “Middle Ground”*
- *Of the People* Chapter 2, pp. 32–57
- *Voices of Freedom*: Hakluyt, *Discourse Concerning Western Planting* [1584] and Sending Women to Virginia [1622], pp. 21–26

Wed, 8/31  
*Creating a New England*
- *Of the People* Chapter 3, pp. 58–86
- *Voices of Freedom*, Nathaniel Bacon on Bacon’s Rebellion [1676], pp. 47–52

**Week 3**  
**Governing the New World**
Mon, 9/5  
*Labor Day—No Class*

Wed, 9/7  
*The Expansion of Colonial Society*
- *Of the People* Chapter 4, pp. 87–120
- OnCourse: Metacom Relates Indian Complaints about the English Settlers [1675]

**Week 4**  
**The Atlantic Economy**
Mon, 9/12  
*Making the New World Work—Labor and Slavery*
- *Voices of Freedom*: Gottlieb Mittleberger [1750] and Complaint of an Indentured Servant [1756], pp. 54–58
- OnCourse: Beverley, *The History and Present State of Virginia* [1705], excerpts.

Wed, 9/14  
*Maturing Colonies in the British Empire*
- *Of the People* Chapter 5, pp. 121–52
- *Voices of Freedom*: The Great Awakening Comes to Connecticut [1740], pp. 75–78
**Week 5**
**Creating a New Nation**

Mon, 9/19
*Crisis in the British Empire*
- *Of the People* Chapter 6, pp. 153–82
- *Voices of Freedom*: Pontiac, Two Speeches [1762, 1763] and Thomas Paine, *Common Sense* [1776], pp. 78–81, 92–98

Wed, 9/21
**Podcast Assignment #1 due at beginning of class**
*Fighting for Independence*
- *Of the People* Chapter 7, part I, pp. 183–204
- *Voices of Freedom*: The Right of “Free Suffrage” [1776], Liberating Indentured Servants [1784], and Petition of Slaves to the Massachusetts Legislature [1777], pp. 104–6, 109–12

**Week 6**
**American Identities**

Mon, 9/26
*National Unity and the Constitution*
- *Of the People* Chapter 7, part II, pp. 204–15; Chapter 8, part I, pp. 216–33
- *Voices of Freedom*: James Winthrop on the Anti-Federalists [1787], pp. 120–23

Wed, 9/28
*Native Land, Citizenship, and Expansion*
- *Of the People* Chapter 8, part II, pp. 233–47
- *Voices of Freedom*: Petition of Inhabitants West of the Ohio River [1785] and Tecumseh on Indians and Land [1810], pp. 116–18, 152–54

**Week 7**
**The New Nation on the World Stage**

Mon, 10/3
*More Battles with Britain*
- *Of the People* Chapter 9, pp. 248–78

Wed, 10/5
*Industrialization and the Market Revolution*
- *Voices of Freedom*: Complaint of a Lowell Factory Worker [1840], pp. 157–59
- *OnCourse*: Orestes Brownson, “The Laboring Classes” [1840]

**Week 8**
**The Nation at Work**

Mon, 10/10
**Exam # 1**

Wed, 10/12
*Slavery, Antislavery, and the Free Black Community*
- *Of the People* Chapter 10, pp. 279–304

**Week 9**
**For the Common Man**

Mon, 10/17
Fall Break—No Class
**Week 10**

**Social Changes in the New Nation**

Mon, 10/24

**Urbanization, Immigration, and the Unknown**

- *Voices of Freedom:* Immigrants Arriving in New York City [1853], pp. 159–61

Wed, 10/26

**Social Reform and Religious Revival**

- *Of the People* Chapter 12, pp. 334–60
- *Voices of Freedom:* Angelina Grimké on Women’s Rights [1837], Declaration of Sentiments of the Seneca Falls Convention [1848], pp. 236–44

**Week 11**

**Westward Expansion and Slavery**

Mon, 10/31

**Manifest Destiny**

- *Of the People* Chapter 13, pp. 361–88
- *Voices of Freedom:* John O’Sullivan, “Manifest Destiny” [1845], A Protest against Anti-Chinese Prejudice [1852], pp. 245–52

Wed, 11/2

**Crisis of the West**

- *Of the People* Chapter 14, pp. 389–415

**Week 12**

**Battles over Slavery**

Mon, 11/7

**Abolitionism**

- *Voices of Freedom:* Frederick Douglass on 4th of July [1852], pp. 227–31
- OnCourse: David Walker, * Appeal to the Coloured Citizens of the World* [1830]
- OnCourse: Harriet Beecher Stowe, *Uncle Tom’s Cabin* [1852], Chapt. 1, 2, 5, 7.

Wed, 11/9

**Slavery and Its Defenders**

- *Voices of Freedom:* Rules of Highland Plantation [1838], George Fitzhugh and the Proslavery Argument [1854], pp. 205–10
- OnCourse: J.D.B. De Bow, “The Non-slaveholders of the South” [1860]

**Week 13**

**A Divided Nation**

Mon, 11/14

**Podcast Assignment #2 due at beginning of class**

**Citizenship and Violence**

- OnCourse: John Brown, Selected Prison Letters [1859]
Lincoln, Secession and the Outbreak of War
- Of the People Chapter 15, part I, pp. 416–30

Week 14
Happy Thanksgiving!
Mon, 11/21 No Class
Wed, 11/23 No Class

Week 15
The Civil War
Wartime Citizens and Soldiers

Week 15
Turning Points
- Of the People Chapter 15, part II, pp. 430–51
- Voices of Freedom: Abraham Lincoln, Gettysburg Address [1863], pp. 279–80

Week 16
Emancipation and Reconstruction
The End of Slavery, the End of War
- Voices of Freedom: Frederick Douglass on Black Soldiers [1863], Letter by the Mother of a Black Soldier [1863], pp. 281–86
- OnCourse: James M. McPherson, “Who Freed the Slaves?” Drawn with the Sword, pp. 192–207

Week 17
Reuniting the Nation
- Voices of Freedom: “Colloquy with Colored Ministers” [1865], Petition of Freedmen to Andrew Johnson [1865], Mississippi Black Code [1865], pp. 293–303
- OnCourse: Jourdan Anderson to P.H. Anderson, former slave to owner [1865]

Week 17
Finals Week
Wed, 12/14 **FINAL EXAM 3:30-5:30** (for 3:00 class)
Fri, 12/16 **FINAL EXAM 10:30-12:30** (for noon class)