Course Description: This survey course employs a lecture format to examine central issues and events in the history of the territory that became the United States, and the peoples who lived there, from the pre-Columbian period to the end of the Civil War. Among the topics that will be considered are the territorial expansion of Europeans into the Americas; convergence of Native American, European, and African cultures; the creation, growth and development of the Anglo-American colonies; the origins of slavery; the emergence of religious diversity; the creation of an independent American republic in the Revolution; the invention of the American political system; the legacy of racism and slavery; the culture of sexism and emerging women’s rights; and the near destruction of the republic in the Civil War.

Instructional Process: Instruction involves the utilization of multiple tracks, or sources. Each track is linked overall, and often times interdependent, but yet independent from the other tracks. The primary text constitutes only one track. The secondary text comprises another track. A third track is the ancillary reading, A Brilliant Solution: Inventing the American Constitution by Carol Berkin. A fourth track is comprised of another ancillary reading, the book Narrative of the Life of Frederick Douglass, An American Slave: Written by Himself by Frederick Douglass. The class lecture (with notes) is another track. Films and videos constitute a sixth track. The seventh track consist of magazine articles or any other form of readings assigned and placed the class web site, on e-reserve on the library’s website, or e-mailed as an attachment. The student is responsible for all of the material of each source.

Professor: Dr. Michael Ruddy  Text: American Passages: Volume 1 to 1877. 2nd Edition- Ayers, et.al


Ancillary Readings: (1) A Brilliant Solution: Inventing the American Constitution by Carol Berkin. (2) Narrative of the Life of Frederick Douglass, An American Slave by Frederick Douglass.

Office Hours: Tuesdays 5:30-6:00 pm; Tuesdays & Thursdays 2:00-3:45 pm; or by appointment.

Office Location: Room 212 Mahar    Mail: Campus- Political Science Department, 435 Mahar Hall

E-Mail: ruddy@oswego.edu   Note: Please list the course in which you are enrolled in the subject line.

Important: e-mail is the course’s primary mode of communication

Web site: www.oswego.edu/~ruddy   Telephones: Political Science Department: 312-2350

Telephones: During Office Hours Only: 312-3414    Home- 298-3634 (urgent messages only)

Course Objectives: Students will be able to:

(1) Gain knowledge concerning the interrelationships of political, economic, social, cultural, and intellectual forces involved in historical change;
(2) Demonstrate a working knowledge of the social, cultural and historical context in which the significant events of American history occurred;

(3) Demonstrate the skills necessary for critical and factual analysis about the study of American history not dominated by political ideology or cultural mythology;

(4) Know the major interpretations of crucial periods in American history and identify the impact of geographic, political, and cultural diversity upon the American social development in those periods;

(5) Demonstrate an understanding of the impact of historical events upon present-day America and an appreciation of present events as history.

Evaluation:

Tests: There are four tests covering the preceding lessons, including the primary text readings, secondary text readings, class notes, lectures, videos and articles. Two separate quizzes will be given regarding the ancillary readings. Questions will be a mixture of multiple choice and short essay. Tests missed must be made up during office hours within one week. Absence from any testing requires either permission prior to the absence or an excuse from a medical professional, written on medical script. Note: The Fourth Test will be part of the final exam, that is, attached to the front of the exam as a separate testing instrument.

Secondary Text Questions: Each of the four tests contain questions related to readings assigned each week from the secondary text.

Ancillary Readings Questions: There are two separate quizzes for two ancillary readings. Though there is specific testing on these sources there will be references to these readings in the lectures for which the student will be responsible.

Final Exam: The final exam is administered during the time set forth in the university’s exam schedule. The test is valued at 100 points. The test is divided into three sections; sixty multiple choice review questions (1 point each), brief broad overview questions, and essay questions.

Class Participation: Each student is expected to take notes and to contribute to the discussions of the class in a constructive manner (see “Conduct” below). This means reading the required material before class and participating in any discussions, debates, or teacher inquiries.

Point Values:

Test # 1 = 30 points.  Test # 4 = 30 points.  Attendance = 30 points
Test # 2 = 30 points.  Quiz # 1 = 25 points.  Final Exam = 100 points.
Test # 3 = 30 points.  Quiz # 2 = 25 points  Total = 300 points.

Grades:

280-300 = A  270-279 = A-
260-269 = B+  250-259 = B  240-249 = B-
230-239 = C+  220-229 = C  210-219 = C-
200-209 = D+  190-199 = D  180-189 = D-  0-179 = E
Student Requirements:

(1) Attendance: Attendance is taken at every class. Each student is expected to attend every class. Students are allowed two absences before five points for each absence will be deducted from the final point grade total. Students experiencing attendance problems must consult with the instructor. Acquiring information or fulfilling work missed by the student due to absences or tardiness is the sole responsibility of the student. Any assistance from the instructor regarding such materials, information, or exercises (including tests) is to be dealt with during office hours.

(2) Tardiness: Students are expected to be on time for class. Initially, students arriving after attendance has been taken will be charged as one-half an authorized absence. Students who have used their two allotted absences will be charged two points from their total grade for each tardiness. Students missing more than half the class are charged proportionately at the instructor’s discretion. The first five minutes of each class often contain important procedural announcements which the student must know.

(3) Early Departure: Any student who departs class without permission after having signed in and before the instruction has concluded will be required for the remainder of the semester to sign in at the end of class in the presence of the instructor to be counted as having attended the class.

(4) Conduct: Despite the tendency on television and radio to foster confrontational and rude behavior during discussions and debates, our class discussions require that all students be treated with, and respond with, the respect and courteous conduct essential to the practice of democracy.

(5) Attentiveness: Students must be fully attentive at all times. Inattentive students will be encouraged publicly to conform to class norms; i.e., no talking during lecture, no use of cell phones, audio devices, and no sleeping. There will be two warnings; a third violation the student will be asked to leave class.

(6) Cheating: No form of cheating or plagiarism is tolerated. Students involved as either the initiator or the accomplice will receive no credit for the test, exam or written assignment. Any student found cheating or plagiarizing will be required to take all remaining tests or exams in my office.

Disabilities: Any student diagnosed during elementary or secondary school as having a disability, a learning disability, or if you have not been diagnosed but you believe you are experiencing inexplicable or inordinate difficulty, you should refer to the Disability Services website on the college’s web page.

Important Notice

Website Notes: There will be an effort to post the basic outline of the class notes on this course’s section of the website:

www.oswego.edu/~ruddy

However: this accommodation should not be seen as a substitute for taking notes during class. In the event that the notes are not placed on the website or if there is a technology failure which prohibits access to the website edition of the notes, no steps will be taken to either offer an alternative source of the notes, to alter or postpone testing. In short, attend class, take notes, and use the website notes as merely a check on your own note taking or for emergencies.
Schedule of Classes

Week One


Week Two

Tuesday– January 31– (1) Lecture Topic: North America and the arrival of Europeans; Reading assignments for next class: (2) Ayers, et al., Chapter 1, *Contact, Conflict and Exchange in the Atlantic World to 1590*, pp. 16-27; (3) Berkin: *Introduction & Chapter One, The Call for a Convention*, pp. 1-29.


Week Three


Week Four


Week Five


Week Six


Week Seven

Tuesday– March 7– (1) Lecture Topic: Floundering with The Articles of Confederation; Reading assignments for next class: (2) Ayers, et al., Chapter 6, *Toward a More Perfect Union, 1783-1788*, pp. 136-146; (3) Berkin: Appendix, *The Delegates to the Constitutional Convention* (2nd half), pp. 234-261.


Week Eight

Tuesday– March 14  
*No Class– Spring Break*

Thursday– March 16  
*No Class– Spring Break*
Week Nine


Week Ten


Thursday– March 30– (1) Lecture Topic: The War of 1812; Reading assignments for next class: (2) Ayers, et al., Chapter 9, Exploded Boundaries, 1815-1828, pp. 196-207; (3) Madaras & SoRelle, Issue 9, Was the Monroe Doctrine of 1823 Designed to Protect the Latin American Countries from European Intervention?, pp. 187-208; (4) Douglass: Chapter II, pp. 31-38.

Week Eleven

Tuesday– April 4 – (1) Test: Ayers, et al., Chapters 5-8 and Madaras & SoRelle, Issues 4, 6, & 7; (2) Lecture Topic: Economic and Territorial Expansion ; Reading assignments for next class: (3) Ayers, et al., Chapter 9, Exploded Boundaries, 1815-1828, pp. 207-217; (4) Douglass: Chapter III, pp. 39-44.


Week Twelve

Tuesday– April 11 – (1) Lecture Topic: Andrew Jackson; Reading assignments for next class: (2) Ayers, et al., Chapter 10, The Years of Andrew Jackson, 1829-1836, pp. 226-237; (3) Douglass: Chapter V, pp. 51-56 and Chapter VI, pp. 57-61.

Week Thirteen

Tuesday– April 18 – (1) Lecture Topic: Slavery Expands Amidst Economic Crisis; Reading assignments for next class: (2) Ayers, et al., Chapter 11, Panic and Boom, 1837-1845, pp. 238-258; (3) Douglass: Chapter VIII, pp. 73-79.

Thursday– April 20 – (1) Lecture Topic: Manifest Destiny and The War with Mexico; Reading assignments for next class: (2) Ayers, et al., Chapter 12, Expansion and Reaction, pp. 259-281; (3) Madaras & SoRelle, Issue 12, Was the Mexican War an Exercise in American Imperialism?, pp. 258-283; (4) Douglass: Chapter IX, pp. 81-88.

Week Fourteen

Tuesday– April 25– (1) Test: Ayers, et al., Chapters 9-12 and Madaras & SoRelle, Issues 9,10, & 11; (2) Lecture Topic: The Politics of Race and Bigotry; Reading assignments for next class: (3) Ayers, et al., Chapter 13, Broken Bonds, 1855-1861, pp. 286-306; (4) Douglass: Chapter X, pp. 89-133.


Week Fifteen


Week Sixteen

Tuesday– May 9 –(1) Lecture Topic: The Legacy of the Civil War (2) Make up (3) Exam Review

Thursday– May 11 – (1) Review for final exam.

Week Seventeen

Monday, May 15 – Friday, May 19 – Exams