History of the United States to 1865

HIS 202-880

Instructor:

- Dr. Michael Ruddy
- Pronounced “Rudd-dee”
- Not “Roo-dee”
- Formal Title: either Doctor or Professor

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:

Part One

- 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.

Instructional Process:

Part Two

- The secondary text comprises another tract. 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.

Instructional Process:

Part Three

- The class lecture (with notes) is another track. Films and videos constitute a sixth track. The seventh track consist of magazine articles and any other form of readings assigned and placed my website or e-mailed with a document as an attachment.
Instructional Process:
Part Four
• The student will be responsible for all of the material of each source whether covered in class or not.
• All sources will questioned either on the tests or quizzes and ultimately the final exam

Instructional Process:
Part Five
• Should you have any questions regarding the material covered you are encouraged to e-mail me with your question and I will respond either in class or by e-mail without identifying the student who asked.

What does this mean?
• Whether I cover it in class or not, if the information is found in any source (i.e. tracks) you are responsible to know it.

Office Hours:
Walk-in Times: Wednesday 2:00 PM to 2:50 PM also Monday & Wednesday 4:30 PM to 4:50 PM
or by appointment
• Office Location: 212 Mahar Hall

Website
• There will be notes, important messages and links to other important materials related to this course on:

www.oswego.edu/~ruddy

E-Mail:
• ruddy@oswego.edu
• E-mail will be the primary form of communication.
• If you don’t have an e-mail account it is your obligation to get one and use it. Use your Oswego address!

Telephones:
• Campus: 312-3414 (during office hours only)
• History Department: 312-2170 or 312-5623 (to leave message only)
• Home: 298-3634 (for urgent messages)
Mail:
• Campus- Political Science Department, 435 Mahar Hall, SUNY Oswego, Oswego, NY 13126
• Personal- P.O. Box 305, Lacona, NY 13083

Text:

Secondary Text

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.

Course Objectives:
• Students will be able to:
• (These are skills and competencies you will have to demonstrate that you possess)
  One
  Gain knowledge concerning the interrelationships of political, economic, social, cultural, and intellectual forces involved in historical change;
  Two
  Demonstrate a working knowledge of the social, cultural and historical context in which the significant events of American history occurred;
  Three
  Demonstrate the skills necessary for critical and factual analysis about the study of American history not dominated by political ideology or cultural mythology;
  Four
  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;
  Five
  Demonstrate an understanding of the impact of historical events upon present-day America and an appreciation of present events as history.

Evaluation:
• Test # 1 = 40 pts.
• Test # 2 = 40 pts
• Test # 3 = 40 pts.
History – Introduction

Points to Letter 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

Tests & Quizzes:

• 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 & Quizzes Missed

• 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.

Make Up Missed Test or Quiz

• Again--Any test or quiz missed must be made up within one week, that is, by the 2nd class of your return.

Secondary Text Questions

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 will be 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.

Attendance:
• Attendance will be taken at every class. Each student is expected to attend every class. Students will be allowed two absences before 5 points for each absence will be deducted from the final point grade total.
• Students experiencing attendance problems must consult with me.

When You’re Absent
• Acquiring information or fulfilling work missed by the student due to absences is the sole responsibility of the student.
• Any assistance from the instructor regarding such materials, information, or exercises (including tests & quizzes) must be dealt with during office hours.

Tardiness:
• Students are expected to be on time for class. Students arriving after attendance has been taken will be charged as one-half an unauthorized absence.
• Students who have used their two allotted absences will be charged two points from their total grade for each tardiness.

Tardiness (part 2)
• Students missing more than half the class will be charged proportionately at the instructor’s discretion.
• If you have a class immediately before this one which routinely runs long consider dropping either that class or this one.
**Tardiness**  
(Practical Applications)
- All announcements regarding class issues will take place during the first five minutes of class.
- I will not repeat announcements for those who were late.
- If you wish to know announcements, ask when the class has ended.

**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.

**Conduct:**
- Despite the recent tendency on television and radio to foster confrontational and rude behavior during discussions and debates, our class discussions will require that all students will be treated with the respect and courteous conduct essential to the practice of democracy & scholarship.

**Cheating:**
- No form of cheating will be tolerated. Students involved as either the initiator or the accomplice will receive no credit for the quiz or exam.
- Any student found cheating will be required to take all remaining tests, exams and quizzes in a more closely-monitored setting, that is, my office.

**Debating Conduct**
- The nature of political and historical debate is that it is often emotional.
- You may be encountering opinions with which you do not agree with or do not respect.
- With the exception of very bigoted or slanderous opinions– Mutual respect will exhibited to all views.

**Television Debate Etiquette**
- Television shows like *Crossfire, Hannity and Colms, The O'Reilly Factor,* and even *Hardball* promote a form of discourse in which participants rarely finish a sentence without being interrupted.
- Just as the professional hockey’s toleration of fighting is antithetical to good sports etiquette- so too are these debate practices.

**Study Habits**
- Pace yourself.......Don’t get behind.
- Don’t let tasks go until the last minute
- Set aside a portion of your free time.
• Read in small segments -- Take breaks
• No TV or vocal music in background
• No alcohol consumption beforehand.

Take Notes!!
• When listening to lectures, or discussions in class, and while reading, write down what you think is being said (or written about).
• Even though notes are provided, you should be writing to keep your mind engaged.
• Use the web-based notes as a guide.

Reasons for Note Taking
• Studies have shown the more different ways you engage your mind to any task the more you comprehend and retain.
• When more you are engaged in the process you can ask better questions to clarify the subject matter.

Teacher’s Role
• Structure the process
• Assist the learner (facilitate)
• Maintain Standards
• Impart Skills
• Build upon & Clarify the content
• Resolve Problems
• Advise & Guide
• Evaluate the learner

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

Disability Services
• Disability Services Office : 210 Swetman Hall
• Phone: 312-3358
• Email: dss@oswego.edu

Why Study American History?
• Helps us understand politics/democracy
• Offers insights into contemporary philosophies, affairs and events.
• Explains the constitutional background for current political events and practices.
• Teaches our true heritage.
• Develops critical thinking skills

Another Reason
• Our democratic institutions are what make America unique in the world.
• They are the source of our strength
• Knowing how those institutions is essential
• Knowing the Constitutional basis for all is critical

What is history?
• History is the record of the human past.
• Literally any written record.
• What are records?
• Chronicles / diaries
• Correspondence
• Official documents
• Any media such as walls, tablets, & wood.

Electronic Media Impacts on History
• History is no longer limited to written sources.
• There have always been oral histories, but they could be altered by teller or intermediary
• Storage and transmission of audio (and video) now permits oral history to survive intact.
• Technological improvements also make fraud easier in both video and audio.

Categories of History
• Political History
• Economic History
• Social History
• Religious History
• Pre-history

Sub-Categories of History
• American History
• Canadian History
• European History
• History of New York
• History of Oswego County
• History of Oswego
Virtually every human endeavor has a history

- Educational History
- Military History
- Intellectual History
- Cultural History
- Sports History
- Music History

**The Scientific Method**
The application of a scientific method (protocols) to all research and the objective expression of those findings.

**Scientific Method Applied**
- The use of scientific methodology to establish data regarding aggregate information.
- The employment of critical analysis in the development of data and theories.
- Avoidance of anecdotal observations
- Reliance on scientific research

**The Historical Method**
The application of a scientific method (protocols) to historical research and the objective expression of those findings.

**Search for Primary Sources**
- Written documents (official or personal)
- Deeds, wills, birth & death certificates
- Art or Literature
- Written reports of historical events
- Paintings of battles, personal portraits
- Maps
- Oral Traditions

**External Criticism**
- Is it a forgery?
- Is it simply wrong?
- Is it what historians think it is?
- Did the writer witness the event?
- Any combination of the above.

**Internal Criticism**
- Objectivity
- Does the writer have a motive not to accurately tell the story.
• Inconsistencies of any sort
• Are some contentions refuted by known and accepted facts.

Synthesis

• Include #1, 2, & 3
• rework & rewrite
• An ongoing cyclical process
• History is a work in progress
• New facts can emerge at any time
• Peer review of findings.

More Reasons To Study History?

• Helps us understand human nature.
• Explains the historical contest for past events and practices.
• Dispels myths and misrepresentations.
• Grants us a guide to the future.

A Quote to Live By

“Those who cannot remember the past are condemned to repeat it.”

George Santayana, *The Life of Reason*,
*Volume 1, 1905*

• US (Spanish-born) philosopher (1863 - 1952)