

Department of History
HIST*2300 The United States Since 1776
Winter 2025

Lecture Schedule: Tuesday, 7-9:50pm.
Lecture Location: [REDACTED]
Professor: Dr. [REDACTED]
Office Hours: By appointment.
Contact Information: [REDACTED]

Land Acknowledgement:

The University of Guelph sits on land shared between the Haudenosaunee confederacy and the Anishinaabe nations, which was acknowledged in the Dish with One Spoon wampum belt. This is a course about American history, and the experiences and stories we will explore are intertwined with conversations about on-going colonialism and its effects in the world around us and through the nineteenth and twentieth centuries in the United States and North America.

Calendar Description:

This course provides a survey of United States history from the Revolutionary period to the present. Course lectures, readings and assignments ask students to interrogate broadly the social, cultural, economic and political changes and continuities in America, as well as the nation's emergence as a superpower.

Course Description:

What is settler colonialism? Why does it matter in 2025? Why are Indigenous peoples across North America, including the United States, protesting and resisting? Why are people toppling and vandalizing statues of our former leaders? And why are Indigenous and racialized communities challenging settlers in the United States to reconsider their Eurocentric history, the legacy of America's racist past, and its continued impact on Indigenous and racialized communities? Now more than ever, understanding your history matters. In this course, we will dig into the histories, practices, traditions, and lived experiences of Indigenous peoples, settlers, newcomers, and the diverse populations that inhabited the lands that became the United States to answer these questions. We will challenge our Eurocentric perspective of American history and gain a better understanding of history's impact on diverse populations. We will analyse how events as well as decisions and actions taken in our history continue to affect the lives of many people to this very day. We will look at the legacy of settler colonialism, America's racist settler-state, and its impact on the lived experiences of indigenous and racialized population. We will examine how they resisted, and in the face of a settler-state that sought their destruction, they survived.

This is a survey course that develops the history of United States and identifies the major social, cultural, political, and economic developments and events that shaped the United States since 1776. We will not only consider the period's most important events and how they affected the United States and its inhabitants, but we will also explore the key debates that have shaped American historiography. It is hoped that by the end of this course, you will have a greater understanding and appreciation of the peoples, traditions, perspectives, and events that shaped American history and how America's past has shaped its present. The course will proceed chronologically with attention paid to political, social, and intellectual history, and their interplay with the ever-shifting constructs of race and gender.

Objectives & Learning Outcomes:

Upon successful completion of this course, students will be able to:

1. Identify the major social, cultural, political, and economic developments and events that shaped the United States since 1776;
 2. Evaluate and determine the primary influences on American history;
 3. Analyze major themes in U.S. history using primary and secondary sources;
 4. Critically analyze and comment on the scholarship in this field of study;
 5. Carefully research, read, and use primary and secondary sources to make persuasive arguments about historical topics and communicate those arguments effectively in writing;
 6. Confidently engage in group discussions, provide a clear and coherent expression of your thoughts, and be open and considerate of others' ideas.
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Course Organization:

This course is divided between lecture and discussion sessions. During the first hour and thirty minutes, I will lecture on the week's topic. Following a my lecture, we will break out in discussion groups and deliberate on the week's topics, readings, and themes. See the list of readings in the course outline below. Lectures topics are also posted below. **Some topics may change as I get to know the class and your interests better.**

Some weeks, we will have a special guest historian to come talk to us about their own research. For these weeks, we will limit discussion sessions. It pays to have friends in high places!

Course Materials:

Lecture Readings:

- **Free** US History Textbook: <https://openstax.org/details/books/us-history>
 - Corbett, S. P., Precht, J., Janssen, V., Lund, J.M., Pfannestiel, T., Vickery, P. & Waskiewicz, S. *US History*. OpenStax. Rice University, 2021.

Discussion Readings:

- Along with the free textbook for this course, I also provided a list of journal articles and online resources that you must read to prepare for each discussion session. These are all free that you can find online via the University of Guelph website or google. There's a lot of free and easily accessible material online, let's use it! In some instances, some of the **articles are unavailable online. For those, I will upload them on to University's CourseLink site.**
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Grading and Evaluation:

In-class Midterm Exam: February 11 (60 minutes)

Weight: 15%

The midterm will consist of short answers and one essay question meant to test your knowledge and ability to synthesize material from the first half of the semester. Students are expected to use material from both my lectures and reading materials.

Source Review (1,000 – 1,250 words) Due: March 4

Weight: 20%

Primary Sources – documents and material objects created in the past – are what historians use to write and create history. It could be a newspaper article, a political pamphlet and poster, a coin, and even a pair of sweet boots. But I also want you to think beyond Eurocentric sources and consider Indigenous knowledges. Stories, dances, and songs are key sources of knowledge. As such, I want you to find a primary source and tell me what it tells us about the past. When it is from? Who created it? Why? And what does it tell us about our history?

Book Review (1,500-1,750 words) **Due: March 25**

Weight: 25%

Students will write a critical book review on a book of their choice on any topic on American history published after 2015. Students will discuss the thesis and argumentation of the book, how it changed/impacted American historiography, and how the book was received by fellow academics. For instance, students could choose:

- Dagenais, Maxime & Julien Mauduit, Editors. *Revolutions Across Borders: Jacksonian America and the Canadian Rebellion*. Montreal: McGill-Queen's University Press, 2019.
- Gronningsater, Sarah L. H. *The Rising Generation Gradual Abolition, Black Legal Culture, and the Making of National Freedom*. Philadelphia: University of Pennsylvania Press, 2024.
- Hill, James. *Muskogee Internationalism in an Age of Revolution, 1763-1818*. Lincoln: University of Nebraska Press, 2022.
- Finlay, Alexandra. *An Intimate Economy: Enslaved Women, Work, and America's Domestic Slave Trade*. University of North Carolina Press, August 2020.
- Richards, Jr., Thomas. *Breakaway Americas: The Unmanifest Future of the Jacksonian United States*. Baltimore: Johns Hopkins University Press, 2020.

Final Take Home Exam. **Due April 15 (Two weeks: April 1 to April 15)**

Weight: 30%

Students will answer 2 of 3 essay questions. Each essay should be 5 pages or 1,000 – 1,250 words long. This exam is meant to test your knowledge and ability to synthesize material from the entire semester. Students are expected to use material from both my lectures and reading materials. The exam will be in an “open book” format, and students are expected to utilize readings and lecture materials. As such, direct quotations of course materials are expected in student responses to their chosen exam essay question.

Discussion Participation

Weight: 10%

This grade will be based on the contribution that each student makes during the discussions. To get these points, attendance is, obviously, mandatory. Attendance will be taken.

Late Penalties

All assignments should be submitted to Dropbox on the Courselink website on the day they are due. For the Primary Source Paper and the Critical Book Review, there is a grace period that extends to the Friday at 5:00pm. Late Penalties are in place to ensure equity among students. Assignments received after the grace period will receive a late penalty of 2% per weekday and are calculated on the calendar day. Late penalties are capped at 15%.

*****If you need an extension, please contact me. I am an empathetic human being and care about your welfare and success. I will try to help you to the best of my abilities.*****

Course Outline:

Week 1 – January 7

- Introduction to class and syllabus and how to use AI.
- How we got here? Settler Societies, Imperial Crises, Origins of the American Revolution

Week 2 – January 14

- Creating America: American War of Independence and Early Republic Crises
- Lecture Readings: US History, chapters 6 & 7
- *Special Guest: Dr. Rachel Engl Taggart, Moravian College*
- **Discussion Readings**
 - Wolfe, Patrick. “Settler Colonialism and the Elimination of the Native.” *Journal of Genocide Research* 8.4 (2006): 387–409.

- Oneida Declaration of Neutrality, 1775 - <https://www.americanyawp.com/reader/the-american-revolution/oneida-declaration-of-%20neutrality-1775/>

Week 3 – January 21

- War of 1812, Indigenous Nationhood, and Indigenous Resistance
- Lecture Readings: US History, Chapter 8
- *Special Guest: Dr. James Hill, University of Pittsburgh*
- **Discussion Readings**
 - Hill, James (2021) ""The Land we live in is our own": Indigenous Conceptions of Space in Eighteenth-Century Florida," *Florida Historical Quarterly*: Vol. 100: No. 1, Article 6. Available at: <https://stars.library.ucf.edu/fhq/vol100/iss1/6>
 - Ellis, Elizabeth (2018), "The Border(s) Crossed Us Too: The Intersections of Native American and Immigrant Fights for Justice," *Emisférica*, vol. 14. no. 1 <https://hemisphericinstitute.org/en/emisferica-14-1-expulsion/14-1-essays/the-border-s-crossed-us-too-the-intersections-of-native-american-and-immigrant-fights-for-justice-2.html>
 - Ellis, Elizabeth, "Beyond Standing Rock." <https://www.youtube.com/watch?v=vHRKkjGpZC8>
 - Cherokee Petition Protesting Removal, 1836 - <https://www.americanyawp.com/reader/manifest-destiny/cherokee-petition-protesting-removal-1836/>

Week 4 – January 28

- Market and Industrial Revolutions
- Lecture Readings: US History, chapters 9
- **Discussion Readings**
 - John, R. R. (1993). [Review of *The Market Revolution: Jacksonian America, 1815-1846*, by C. Sellers]. *The New England Quarterly*, 66(2), 302–305. <https://doi.org/10.2307/365852>
 - Hovenkamp H. Comment on Charles Sellers's *The Market Revolution* and William Gienapp's "The Myth of Class in Jacksonian America." *Journal of Policy History*. 1994;6(2):272-276. doi:10.1017/S0898030600003754
 - Finley, Alexandra. "'Cash to Corinna': Domestic Labor and Sexual Economy in the 'Fancy Trade.'" *The Journal of American History* 104, no. 2 (2017): 410–30. <https://www.jstor.org/stable/48548636>.

Week 5 – February 4

- Jacksonian Democracy, Settler-Colonialism in the West, and Manifest Destiny
- Lecture Readings: US History, chapters 10 & 11
- **Discussion Readings**
 - Opal, Jason. "Patriots No More: The Political Economy of Anglo-American Rapprochement, 1815–1846." In *Revolutions across Borders: Jacksonian America and the Canadian Rebellion*, edited by M. Dagenais and J. Mauduit (Montreal: McGill-Queen's University Press, 2019): 27-57.
 - Opal, Jason (2013). General Jackson's Passports: Natural Rights and Sovereign Citizens in the Political Thought of Andrew Jackson, 1780s–1820s. *Studies in American Political Development*, 27(2), 69–85. <https://doi.org/10.1017/S0898588X13000060>
 - Harvey, L.G. "John L. O'Sullivan's "Canadian Moment": The Democratic Review and the Canadian Rebellions," In *Revolutions across Borders: Jacksonian America and the Canadian Rebellion*, edited by M. Dagenais and J. Mauduit (Montreal: McGill-Queen's University Press, 2019):

Week 6 – February 11

- **Mid-Term Exam (60 minutes)**

- The Cotton Kingdom and early Abolitionism in America
- Lecture Readings: US History, chapters 12 & 13
- **Discussion Readings**
 - Sarah Grimké Calls for Women's Rights, 1838 <https://www.americanyawp.com/reader/religion-and-reform/sarah-grimke-calls-for-womens-rights-1838/>
 - David Walker's Appeal to the Colored Citizens of the World, 1829 <https://www.americanyawp.com/reader/religion-and-reform/david-walkers-appeal-to-the-colored-citizens-of-the-world-1829/>
 - Gronningsater, Sarah L. H. "Expressly Recognized by Our Election Laws": Certificates of Freedom and the Multiple Fates of Black Citizenship in the Early Republic." *The William and Mary Quarterly*, vol. 75 no. 3, 2018, p. 465-506. *Project MUSE*, <https://dx.doi.org/10.5309/willmaryquar.75.3.0465>.

Week 7 – February 18:

- Winter Study Break: No classes. Woot Woot!

Week 8 – February 25:

- A Foreign Policy of Slavery: Slaveholders in Power and the Expansion of Slavery Abroad
- Lecture Readings: US History, chapters 14
- **Discussion Readings**
 - Maxime Dagenais, "The Canadian Rebellion, the American South, and Slavery." *American Review of Canadian Studies* 49, No 4 (Winter 2020): 563-572.
 - Matthew Karp, "In the 1850s, the future of American slavery seemed bright." <https://aeon.co/ideas/in-the-1850s-the-future-of-american-slavery-seemed-bright>

Week 9 – March 4 (Source Reviews Due!)

- Sectional Crises, the Civil War, and Reconstruction
- Lecture Readings: US History, chapters 15 & 16
- **Discussion Readings**
 - <https://thenewcanadianhistory.com/2019/11/11/freedoms-carceral-landscape-counter-insurgency-incarceration-and-racial-formation-dr-max-mishler/>
 - Alexander Stephens on Slavery and the Confederate Constitution, 1861 <https://www.americanyawp.com/reader/the-civil-war/alexander-stephens-on-slavery-and-the-confederate-constitution-1861/>
 - William Henry Singleton, a formerly enslaved man, recalls fighting for the Union, 1922 <https://www.americanyawp.com/reader/the-civil-war/william-henry-singleton-a-formerly-enslaved-man-recalls-fighting-for-the-union-1922/>

Week 10 – March 11:

- America is Changing: Urbanization, Second Industrial Revolution, and Reform
- Lecture Readings: US History, chapters 18, 19, 21
- *Special Guest: Dr. Jessica Linker, Northeastern University*
- **Discussion Readings**
 - JESSICA C. LINKER. "The Pride of Science: Women and the Politics of Inclusion in 19th-Century Pennsylvania." *Pennsylvania Legacies*, vol. 15, no. 1, 2015, pp. 6–11. JSTOR, <https://doi.org/10.5215/pennlega.15.1.0006>. Accessed 3 Dec. 2024.

- JESSICA C. LINKER “New Context for Teaching Science to African American Girls in Early Philadelphia,” Library Company of Philadelphia(2016) <https://librarycompany.org/2016/05/18/new-context-for-teaching-science-to-african-american-girls-in-early-philadelphia/>

Week 11 – March 18:

- America Abroad: First and Second World Wars & Cold War
- Readings: US History, chapters 22, 23, 27
- Discussion Readings:
 - W.E.B DuBois, “Returning Soldiers” (May, 1919) <https://www.americanyawp.com/reader/21-world-war-i/w-e-b-dubois-returning-soldiers-may-1919/>
 - Aiko Herzig-Yoshinaga on Japanese Internment (1942/1994) <https://www.americanyawp.com/reader/24-world-war-ii/aiko-herzig-yoshinaga-on-japanese-internment-1942-1994/>
 - Joseph McCarthy on Communism (1950) <https://www.americanyawp.com/reader/25-the-cold-war/joseph-mccarthy-on-communism-1950/>

Week 12 – March 25 (Critical Book Reviews Due)

- America at Home: Great Depression, Post-War Prosperity, and Civil Rights
- Readings: US History, chapters 25, 26, 28
- *Special Guest: William Teal, PhD (cand.), McMaster University*
- **Discussion Readings:**
 - Mishler, Max. "Thomas G. Young, Black Pragmatism, and the Routes of Social Democracy in New York City." *Histoire sociale / Social History*, vol. 53 no. 108, 2020, p. 223-255. *Project MUSE*, <https://dx.doi.org/10.1353/his.2020.0012>.
 - Herbert Hoover on the New Deal (1932) <https://www.americanyawp.com/reader/23-the-great-depression/herbert-hoover-on-the-new-deal-1932/>

Week 13 – April 1:

- The 60s, Richard Nixon, and the Vietnam War
- Lecture Readings: US History, chapters 29 & 30
- *Special Guest: Dr. Matthieu Vallières, Dundas Museum and Archives/ University of Toronto*
- **Discussion Readings:**
 - National Organization for Women, “Statement of Purpose” (1966) <https://www.americanyawp.com/reader/27-the-sixties/national-organization-for-women-statement-of-purpose-1966/>
 - Statement by John Kerry of Vietnam Veterans Against the War (1971) <https://www.americanyawp.com/reader/28-the-unraveling/statement-by-john-kerry-of-vietnam-veterans-against-the-war-1971/>

Please Note the Following University Policies and Statements:

USE OF AI (I.E. CHATGPT) IN THIS COURSE

Chat GPT and other AI technologies can be terrific tools to help you with your research, writing, and editing. Rather than prevent you from using them, I want you all to learn how to use them effectively and

honestly. To revise your writing in this course, you may use writing aids like Grammarly or the spelling and grammar features in Word. You may also use AI as a first step for research questions. However, be warned: AI is not great at providing you with the latest scholarly articles and interpretations of historical events. Chat GPT is quite dated and often do not tell the full story (I will show a funny example in class). While a great first start, more research will have to be done to get the full picture.

REWEIGHTING OF ASSIGNMENTS

The value of the various components for this course will not be reweighted, except in very exceptional cases (such as severe and prolonged illness or health circumstances, or the death of a close family member). Each component of the course is designed to contribute to and assess different aspects of the course's learning objectives, and you are expected to complete all of them.

USE OF EXTERNAL COMMERCIAL EDUCATIONAL WEBSITES

Course slides, sample assignments, rubrics and templates are the intellectual property of the instructor. These are freely given to registered students in the course as part of their education. I do not give my permission for students to post these materials on any external commercial website or platform (e.g., CourseHero). If you are struggling in the course, arrange to meet with me and I can either help you or point you in the right direction.

Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The [Academic Misconduct Policy](#) is outlined in the Undergraduate Calendar.

Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability. Use of the SAS Exam Centre requires students to make a booking at least 10 days in advance, and no later than the first business day in November, March or July as appropriate for the semester. Similarly, new or changed accommodations

for online quizzes, tests and exams must be approved at least a week ahead of time. For students at the Guelph campus, information can be found on the [SAS website](#).

Accommodation of Religious Obligations

If you are unable to meet an in-course requirement due to religious obligations, please email the course instructor within two weeks of the start of the semester to make alternate arrangements.

See the Academic calendar for information on regulations and procedures for [Academic Accommodations of Religious Obligations](#).

Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all undergraduate students except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in the [Undergraduate Calendar - Dropping Courses](#).

Email Communication

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

Health and Wellbeing

The University of Guelph provides a wide range of health and wellbeing services at the [Vaccarino Centre for Student Wellness](#). If you are concerned about your mental health and not sure where to start, connect with a [Student Wellness Navigator](#) who can help develop a plan to manage and support your mental health or check out our [mental wellbeing resources](#). The Student Wellness team are here to help and welcome the opportunity to connect with you.

Illness

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

Recording of Materials

Presentations that are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources

The [Academic Calendars](#) are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Undergraduate Calendar for information on regulations and procedures for [Academic Consideration](#).