

History 201: Inventing America

T/Th 8:30am – 9:50am, 282 Lillis

Professor: Brett Rushforth

Office: 311 McKenzie Hall

Office Hours: Tuesdays, 11:00am – 1:00pm

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COURSE DESCRIPTION:

This course offers a historical overview of North American history from its settlement by Native Americans through the founding of the United States. The course title – “Inventing America” – refers to four major developments that we will explore together. **First**, indigenous peoples created thriving societies linked by trade, diplomacy, and technology exchange. **Second**, Europeans “discovered” America, forcing them and Indigenous Americans to re-evaluate world geography and human history. **Third**, the invasion and colonization of North America by Europeans created a “new world” for all people living in the Americas, linking Native American, African, and European worlds and transforming them all. **Fourth**, a powerful group of these colonizers staged a revolt against their king, which ended in the invention of a new nation, the United States of America.

LEARNING OBJECTIVES:

Students who attend regularly, engage course materials, and complete all assignments should, by the end of the term:

1. Understand how Native American, African, and European people shaped early American societies.
2. Learn the major historical developments leading from European colonization to the creation of the United States.
3. Develop skills to critically analyze different kinds of historical sources.
4. Advance their critical reading and writing abilities by analyzing historical arguments and the evidence used to support them.

REQUIRED BOOKS:

- Robert Parkinson, *Thirteen Clocks: How Race United the Colonies and Made the Declaration of Independence*.
- All other readings will be online or posted on Canvas.

ASSIGNMENTS AND GRADING:

Grades will be calculated in four categories, each 25% of your grade:

1. Discussion Section Preparation and Engagement
2. Midterm Exam (Tuesday, May 3, in class)
3. Final Exam (Wednesday, June 8, 8:00am)
4. Analytical Essay on Parkinson, *Thirteen Clocks* (approximately 6-8 pages)

LECTURE AND READING SCHEDULE

WEEK 1 (March 29, 31): AMERICAN EXCEPTIONALISM

Required Reading for Discussion Section:

- Wulf, “Vast Early America” (Online)
- Visual Source Analysis: Two Military Leaders of the American Revolution, George Washington and Guy Johnson (Online)

WEEK 2 (April 5, 7): ANCIENT AMERICA

Required Reading for Tuesday:

- *American Yawp*, Chapter 1, Sections I and II (Online)

Required Reading for Discussion Section:

- Encountering Native North America (Canvas)
- Visual Source Analysis: Moundville and Cahokia Artifacts (Canvas)

WEEK 3 (April 12, 14): THE SPANISH CENTURY

Required Reading for Tuesday:

- *American Yawp*, Chapter 1, Sections III-V (Online)

Required Reading for Discussion Section:

- Conquistadors and their Critics (Canvas)
- Visual Source Analysis: TBD

WEEK 4 (April 19, 21): SETTLER COLONIALISM – NEW ENGLAND, NEW FRANCE, VIRGINIA

Required Reading for Tuesday:

- *American Yawp*, Chapter 2, Sections IV-VII (Online)

Required Viewing for Thursday, April 21 (IN PLACE OF LECTURE)

- “After the Mayflower,” Episode 1 of *We Shall Remain* (PBS)

Required Reading for Discussion Section:

- A City on a Hill (Canvas)

WEEK 5 (April 26, 28): SETTLER COLONIALISM – LABOR, CONQUEST, REBELLION

Required Reading for Tuesday:

- *American Yawp*, Chapter 3, Section V (Online)

Required Reading for Discussion Section:

- Pueblo Indians Discuss the Pueblo Revolt (Canvas)
- Visual Source Analysis: TBD

MIDTERM EXAM: Tuesday, May 3, In Class

WEEK 6 (May 3, 5): AN ATLANTIC WORLD

Required Reading for Thursday:

- *American Yawp*, Chapter 3, Section I-II (Online)

Required Reading for Discussion Section:

- William Byrd and Francis Le Jau (Canvas)
- Visual Source Analysis: Images of Early American Slavery (Online)

WEEK 7 (May 10, 12): EMBRACING EMPIRE

Required Reading for Tuesday:

- *American Yawp*, Chapter 4, Sections I-VII (Online)

Required Reading for Discussion Section:

- Raid on Deerfield, Massachusetts, 1704 (Canvas)
- Visual Source Analysis: Artifacts of the Deerfield Raid (Online)

WEEK 8 (May 17, 19): RESISTING EMPIRE

Required Reading for Discussion Section:

- Parkinson, *Thirteen Clocks*, pp. 1-100

WEEK 9 (May 24, 26): A REVOLUTIONARY NATION

Required Reading for Discussion Section:

- Parkinson, *Thirteen Clocks*, 101-185
- Paper Due at the beginning of section, May 27

WEEK 10 (May 31, June 1): EMPIRE OF LIBERTY

Required Reading for Discussion Section:

- *American Yawp*, Chapter 6, Sections I-IX (Online)
- Bill of Rights – Read intro paragraph and all 10 amendments (Online)
- Visual Source Analysis: TBD

FINAL EXAM: Wednesday, June 8, 8:00am – 10:00am

POLICIES AND RESOURCES

I have a zero tolerance policy for plagiarism and other forms of academic dishonesty. Anyone presenting work as their own that was actually done by another, or for which they have received credit in another class, will fail this class and be reported to the university. Details on the university's Student Conduct Code can be found here: <https://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code>

Regarding cell phones and laptops: It is unacceptable to use a cell phone for any reason during class. The use of laptops is a privilege that students must respect to retain. It is unacceptable to use the internet, check or send emails or instant messages, or conduct any other non-class related activity. These actions distract those around you and make it impossible for you to engage the intellectual content of the class. (If you must answer an urgent call or text, please step quietly outside the classroom to do so.) ***Any use of technology that is not *directly required* for class will result in a full letter grade being deducted from your final grade.***

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation. You are also encouraged to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or uoacc@uoregon.edu.

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment (sexual assault, domestic and dating violence, and gender or sex-based bullying and stalking). If you have experienced any form of gender or sex-based discrimination or harassment, know that help and support are available. UO has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more

Please be aware that all UO employees, other than designated confidential resources (see <https://safe.uoregon.edu/services>) are required to report credible evidence of prohibited discrimination, including sexual harassment and sexual violence. This means that if you tell me about a situation of sexual harassment or sexual violence that may have violated university policy or state or federal law, I have to share the information with my supervisor or the University's Title IX Coordinator or the Office of Affirmative Action.

If you wish to speak to someone confidentially, you can call 541-346-SAFE, UO's 24-hour hotline to be connected to a confidential counselor to discuss your options, as confidential counselors are not required reporters. You can also visit the SAFE website at <https://safe.uoregon.edu/services> for more information. Each resource is clearly labeled as either "required reporter," "confidential UO employee," or "off-campus," to allow you to select your desired level of confidentiality.