

History 151 (CRN 11247 3 credit hours)
United States History to 1877
August 24-December 12, 2020

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Remote office hours : Tuesday 1:30-2:30 via webex and by appointment via webex, zoom, facetime, or phone

Description: This introductory course is intended to explore how the world we live in has come to be. It is my first working hypothesis that certain basic human motivations stimulate people and communities to organize their lives in particular ways, to take calculated actions, to construct institutions and cultural concepts, to define others as “like” or “unlike” themselves, and to tell stories about this whole process, stories we call “history.” It is my second working hypothesis that the way we have taught history for the last 100 years *does not* work very well

I have come to think of these basic motivations in terms of four broad themes: race, money, sex, and salvation. Accordingly, I have arranged our material around these four themes within three big chronological units: 1) the colonial era; 2) the American Revolution; 3) the republican experience through the Civil War. In the first and third periods we will look for evidence of how these motivations interacted in particular times and places, and how the results of those interactions were different from—or similar to—the world we live in today. The revolutionary era we will treat as a time of intentional destruction and re-creation.

In the end, it is my first objective to try to *expose* the way these fundamental motivations interacted to construct and define our world. It is my second objective to suggest ways to *understand* these interactions in order to recognize how they may be shaping us in the present. It is not the names, dates, or battles of the past that interest me; instead *I want to look at how the world worked then and how our sense of history affects how the world works now*. It is my hope you may begin to find that history can be a resource for knowing your world.

Learning Outcomes: After taking this class you should be able to. . .

- Critically read and interrogate historical claims about the past or present world
- Recognize and assess the evidence on which such claims rest
- Ask historical questions and construct valid answers to the same
- Recognize the inherent complexity of historical narratives
- Recognize the legitimate differences in how individuals experience history

Strategies: Because of the health crisis caused by Covid-19, this course will be conducted remotely. You will be guided through readings, lectures, and discussions by the calendar built into the syllabus.

Lectures: My lectures will be delivered via Webex at the appointed times for the class— 1:30-2:20 MW. After I have delivered a lecture it will be posted on Brightspace for review, but you will not get the benefit of my commentary on the slides if you do not “attend” class. Lectures can be found in the course content modules.

Discussions: Fridays are discussion days. I will divide the class into two groups for Webex sessions on Fridays in order to increase the chance for people to participate in conversation. (We will arrange this during the first week of classes. One session will be 1:30-2:20 which is already available for this class.) At the beginning of each week I will post questions on a discussion forum in Brightspace. You will post brief answers to these questions in the forum (2 points possible for each). I will also give 2 points more if you log in to the discussion itself. **Total score possible from discussions is 80 points.**

Readings: I am using a textbook by Harry Watson to help establish a coherent narrative. Feel free to ask questions or send queries about what you read in the text. The book is available for purchase in paper or free as an e-book from University of Chicago Press. I also want you to get *My Brother Sam Is Dead*.

Building the American Republic, by Harry Watson
My Brother Sam is Dead, by Collier and Collier

Office Conferences: I will offer Webex conferences Tuesdays at 1:30 and at other times by appointment. Request a conference by email; I will send the invitation for Webex. Also try phone or facetime by calling 765-412-9166.

Exams: There are two unit exams and a final. These are take-home essay tests for which you will have a study guide 4 days in advance of the exam. Because these are open-book exams, do not expect questions of simple fact: you will be expected to think about a problem and offer your best explanation for whatever the question asks. Although I encourage discussion among yourselves, **you are expected to write your own essays**. Unit exams count **50 points**, the **final 75**. The exams will test you over the reading assignments as well as lectures.

Wild Cards: This is a very strange way to go to college, and in these uncertain times some of you may find it difficult to access course materials or turn in assignments at the specified time. For this reason, I am building into the syllabus a “wild card” that allows each of you to negotiate an accommodation for personal reasons, no questions asked. To exercise your “wild card” you will need to notify me so we can negotiate a suitable adjustment.

Grades: Your final grade will be based on your percentage of earned points out of a **total of 255** according to the following scale:

93-100	= A	73-76	= C
90-92	= A-	70-72	= C-
87-89	= B+	67-69	= D+
83-86	= B	63-66	= D
80-82	= B-	60-62	= D-
77-79	= C+	< 60%	= F

Attendance: Your presence in person is not required for this online system, but you must complete the weekly discussion forums by the dates on the schedule. If you log in for the discussion sessions you earn an additional 2 points for virtual “attendance.”

Quarantine/isolation: If you contract Covid-19 or have symptoms please stay home and contact Protect Purdue Health Center (phone 496-INFO). Contact me by email for whatever accommodations seem appropriate in your case. If you have questions about university policies see the Dean of Students web page or phone 494-1747.

History 151 Calendar of Assignments: Fall 2020

Week 1	
Aug 24	Introduction and orientation
Aug 26	Perspectives on Discovery and Conquest
Aug 27	Forum: What do you care?
Week 2	Read: Watson, chapter 1
Aug 31	Watch “Black Robe” (Brightspace)
Sep 3	Forum on “Black Robe”
Week 3	Read: Watson, chapter 2
Sep 7	Race 1
Sep 9	Race 2
Sep 10	Forum: race in colonial period
Week 4	Read: Watson, chapter 2-3
Sep 14	Money 1
Sep 16	Money 2
Sep 17	Forum: money in Atlantic commerce
Week 5	Read: Watson, chapter 4
Sep 21	Sex 1
Sep 23	Sex 2
Sep 24	Forum: sex in early America
Week 6	Read: Watson, chapter 4 REGISTER TO VOTE before Oct 5*
Sep 28	Salvation 1
Sep 30	Salvation 2
Oct 1	Forum: salvation in early America
Week 7	Read: Watson, chapter 5
Oct 5	Exam I
Oct 7	Empire reimagined
Oct 8	Republicanism
Week 8	Read: My Brother Sam is Dead
Oct 12	Founding 1
Oct 14	Founding 2

Oct 15	Forum: founding documents
	* GO TO https://www.in.gov/sos/elections/2403.htm
Week 9	Read: Founding docs, Watson, chapter 6-7 (to p. 258)
Oct 19	Federalist Era
Oct 21	Revolution of 1800
Oct 22	Exam II (including <i>My Brother Sam</i>)
Week 10	Read: Watson, chapter 7 (finish) plus chapter 10-11
Oct 26	Race 3
Oct 28	Race 4
Oct 29	Forum: new work of race
Week 11	Read: Watson, chapters 8-9
Nov 2	Money 3
Nov 4	Money 4
Nov 5	Forum: freedom, money, and capitalism
Week 12	Read: Watson, chapter 9
Nov 9	Sex 3
Nov 11	Sex 4
Nov 12	Forum: changing norms / expectations
Week 13	Read: Watson, chapters 9, 12
Nov 16	Salvation 3
Nov 18	Salvation 4
Nov 19	Forum: salvation and crisis
Week 14	Read: Watson, chapters 12-13
Nov 23	To the Precipice
Week 15	Read: Watson, chapters 14-15
Nov 30	The Union Preserved
Dec 2	The Union Reconstructed?
Dec 3	Review
	FINALS

Protect Purdue Plan: The [Protect Purdue Plan](#), which includes the [Protect Purdue Pledge](#), is campus policy and as such all members of the Purdue community must comply with the required health and safety guidelines. Required behaviors in this class include: staying home and contacting the Protect Purdue Health Center (496-INFO) if you feel ill or know you have been exposed to the virus, wearing a mask [in classrooms and campus building](#), at all times (e.g., no eating/drinking in the classroom), disinfecting desk/workspace prior to and after use, maintaining proper social distancing with peers and instructors (including when entering/exiting classrooms), refraining from moving furniture, avoiding shared use of personal items, maintaining robust hygiene (e.g., handwashing, disposal of

tissues) prior to, during and after class, and following all safety directions from the instructor.

Students who are not engaging in these behaviors (e.g., wearing a mask) will be offered the opportunity to comply. If non-compliance continues, possible results include instructors asking the student to leave class and instructors dismissing the whole class. Students who do not comply with the required health behaviors are violating the University Code of Conduct and will be reported to the Dean of Students Office with sanctions ranging from educational requirements to dismissal from the university.

Any student who has substantial reason to believe that another person in a campus room (e.g., classroom) is threatening the safety of others by not complying (e.g., not wearing a mask) may leave the room without consequence. The student is encouraged to report the behavior to and discuss next steps with their instructor. Students also have the option of reporting the behavior to the [Office of the Student Rights and Responsibilities](#). See also [Purdue University Bill of Student Rights](#).

Related Considerations:

1. *A listing of recommended safe practices for the specific class or laboratory setting (other PPE or safety behavior) can be found at the links below.*
 - [Overarching SOP for Classrooms, Instructional Laboratories, and Experiential Courses](#)
2. *References Supporting Protect Purdue Compliance:*
 - Office of the Dean of Students [Protect Purdue Compliance Plan: Ask, Offer, Leave, Report](#)
 - Office of the Dean of Students [Managing Classroom Behavior and Expectations](#)

Academic Integrity: Plagiarism refers to the reproduction of another's words or ideas without proper attribution. [University Regulations](#) contains further information on dishonesty. Plagiarism and other forms of academic dishonesty are serious offenses, and will be treated as such in this class. You are expected to produce your own work and to accurately cite all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished as harshly as Purdue University policies allow. Any instances of academic dishonesty will likely result in a grade of F for the course and notification of the Dean of Students Office. **See appendix A below.**

Nondiscrimination Statement: Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. More details are available on our course Brightspace table of contents, under University Policies.

Accessibility: Purdue University strives to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability, you are welcome to let me know so that we can discuss options. You are also encouraged to contact the Disability Resource Center at: drc@purdue.edu or by phone: 765-494-1247. More details are available on our course Brightspace under Accessibility Information.

Mental Health: If you find yourself beginning to feel some stress, anxiety and/or feeling slightly overwhelmed, try [WellTrack](#). Sign in and find information and tools at your fingertips, available to you at any time.

If you need support and information about options and resources, please contact or see the [Office of the Dean of Students](#). Call 765-494-1747. Hours of operation are M-F, 8 am- 5 pm.

If you find yourself struggling to find a healthy balance between academics, social life, stress, etc. sign up for free one-on-one virtual or in-person sessions with a [Purdue Wellness Coach at RecWell](#). Student coaches can help you navigate through barriers and challenges toward your goals throughout the semester. Sign up is completely free and can be done on BoilerConnect. If you have any questions, please contact Purdue Wellness at evans240@purdue.edu.

If you're struggling and need mental health services: Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of mental health support, services are available. For help, such individuals should contact [Counseling and Psychological Services \(CAPS\)](#) at 765-494-6995 during and after hours, on weekends and holidays, or by going to the CAPS office in the Purdue University Student Health Center (PUSH) during business hours.

Emergency Preparation: *During COVID-19, we are urging all courses to have a presence in and maintain a point of contact in Brightspace. A link to Purdue's Emergency Preparedness resources is located on the Brightspace shell under University Policies; this webpage includes a link to resources on COVID-19. Your syllabus can outline what students should do in emergency situations. Define procedures for communicating with the students and submitting assignments.*

For example:

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Related Considerations and Guidelines

1. *If you experience any symptoms of COVID-19 or suspect you may have been exposed to someone with COVID-19 stay home and call the Protect Purdue Health Center at 765-496-INFO.*

2. *Keep your cell phone on to receive a Purdue ALERT text message.*
3. *Log into a Purdue computer connected to the network to receive Desktop Popup Alerts.*
4. *If you have a “no cell phone” in class policy, allow one or two students who have signed up for Purdue ALERT to keep their phones on to receive any alerts*
5. A two-page supplement (see Appendix B) at the end of this document provides resources to communicate or engage with your students in case of unexpected emergencies that affect the West Lafayette campus. Emergency notification is vital! Please consider allowing one or more of the options below to ensure you are notified of an emergency.

Appendix A - Guidelines for Academic Integrity

In a society that increasingly questions the value of higher education, upholding academic integrity takes on added significance. The time and effort necessary to champion high expectations of academic integrity are well understood, and the University is in full support of faculty and instructors who uphold these standards. Please consider these five steps for your class.

1. Define academic dishonesty for your class in your syllabus and emphasize it on the first day of class. The OSRR website offers a [faculty guide on responding to academic dishonesty](#). Revisit your expectations at key junctures of the semester.
2. Provide greater clarity to students about what is acceptable and unacceptable. Some classes routinely use team assignments and encourage collaboration for projects, labs, or homework. Yet at other times of the term, students are expected to work independently. Be very clear about your expectations for each assignment.
3. Students should be told prior to – and as part of – the instructions on each test what is acceptable in terms of notes, phones, calculators, etc. From class to class our practices vary widely so, here again, it’s important to be very clear in your expectations.
4. Define penalties that will be enforced for academic dishonesty. One example might be: “Incidents of academic misconduct in this course will be addressed by the course instructor and referred to the Office of Student Rights and Responsibilities (OSRR) for review at the university level. Any violation of course policies as it relates to academic integrity will result minimally in a failing or zero grade for that particular assignment, and at the instructor’s discretion may result in a failing grade for the course. In addition, all incidents of academic misconduct will be forwarded to OSRR, where university penalties, including removal from the university, may be considered.”
5. At a minimum, if you penalize a student’s grade by deducting points, report the instance of scholastic dishonesty using the [OSRR reporting form](#). Reporting all incidents helps to ensure consistent treatment both at the course level and across the institution. Staff members from OSRR are available to consult on an individual basis. Their office is in B50 of Schleman Hall, and their phone is 765-494-1250.
6. While faculty and instructors have raised concerns about student academic integrity, students have indicated that some instructors appear reluctant to uphold academic standards. Be clear in your syllabus on the steps you will take in your class to uphold academic integrity. *In addition, students should be made aware that they can report issues of academic integrity that they observe, and may do so anonymously, through the OSRR by calling 765-494-8778 or emailing integrity@purdue.edu.*