

History 151 (CRN 68786, 3 credits)
United States History to 1877
Tuesday-Thursday 12:00-1:15
Spring Semester 2020
Armstrong 1109

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Objectives: 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 basic human motivations in terms of four broad themes: race, money, sex, and salvation. Accordingly, I have arranged our material around these four themes within three chronological units: 1) the colonial era; 2) the American Revolution; 3) the first hundred years of the early republican. 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 interact 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 our world 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 recognize the important differences between the world of early Americans and the world as we know it today.
- be able to recognize elements of continuity and links that expose the influence of past choices on present conditions,
- be able to recognize historical evidence and construct reasonable explanations for how and why things developed as they did.
- be able to recognize the power such historical explanations (even if partly untrue) can exercise in the present world.

Strategies: To accomplish these objectives I have selected a textbook and additional readings, designed lectures, organized discussion sessions, and developed writing assignments. Executed in good faith, these assignments ought to introduce you to new ways of thinking about the past

and the present. However, these strategies are inherently interactive and require a significant commitment from you to read, write, study, puzzle, ask questions, and engage in discussion. For the process to be important to your education you ought not take my word for these things: you should see and understand them yourself.

Readings: *Building the American Republic*, by Harry Watson
My Brother Sam is Dead, by Collier and Collier
Documents provided on Blackboard

Class meetings: Each 75 minute period will begin with a discussion prompted by some fragments of evidence from the past and designed to move us toward the subject of the lecture to follow. Most days I will ask you to write a brief response to the discussion before starting the lecture. You can earn up to **2 points** for each response up to a maximum of **30 points**.

Paper: You will write one short paper (3-4 pages) after reading *My Brother Sam is Dead*. This paper is worth **10 points** and will be **due in class February 27**.

Exams: There are two unit exams and a final. These are in-class essay tests taken during the class hour. Unit exams count **50 points**, the **final 75**. The exams will test you over the reading assignments as well as lectures.

Grades: Your final grade will be based on your percentage of earned points out of a total of 215 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 and courtesy: You are expected to attend all class sessions, and you will find it difficult to do very well in this course if you do not. **Other than quiz points, I do not take attendance at lectures, and you can miss several discussions without penalty.** I expect you to be quiet and attentive in class and respect the rights of others to a constructive learning environment. **I will ask you to leave** if you are disturbing me or others in the room. Turn off cell phones and all such handheld devices. I do not allow laptops in class; you will do better by taking notes. You will find lecture materials on Blackboard after class.

Emergency Announcement: *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. Here are ways to get information about changes in this course:*

email larsonjl@purdue.edu

office phone 494.4127

cell phone 765.412.9166.

Cheating / Plagiarism: 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 cite accurately all necessary materials. Cheating, plagiarism, and other dishonest practices will be punished 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 https://www.purdue.edu/odos/osrr/resources/documents/responding_to_academic_dishonesty.html Office of Student Rights and Responsibilities (OSSR).

Emergency preparedness: In the event of a major campus emergency, the above requirements, deadlines and grading policies are subject to changes that may be required by a revised semester calendar. Once the course resumes any such changes will be posted on Blackboard or can be obtained by contacting the professor via email or phone.

For further information see https://www.purdue.edu/ehps/emergency_preparedness/

Calendar of Assignments

Week 1	
Jan 14	Intro and orientation
Jan 16	Discovery and Conquest
Week 2	Read Watson, chapters 1-2
Jan 21	Race 1
Jan 23	Race 2
Week 3	Read Watson chapters 2-3
Jan 28	Money 1
Jan 30	Money 2
Week 4	Read Watson chapter 4
Feb 04	Sex 1
Feb 06	Sex 2
Week 5	Review Watson chapters 1-4
Feb 11	Salvation 1
Feb 13	Salvation 2
Week 6	Read Watson chapter 5
Feb 18	EXAM I
Feb 20	Empire Reimagined

Week 7	Read Watson chapter 5 AND <i>My Brother Sam is Dead</i>
Feb 25	Making Revolution
Feb 27	Discuss <i>My Brother Sam is Dead</i>
Week 8	Read Watson chapter 6
Mar 03	Founding 1
Mar 05	Founding 2
Week 9	Read Watson chapter 7
Mar 10	Federalist Era
Mar 12	Revolution of 1800
Week 10	Review Watson chapters 5-7
Mar 17	SPRING BREAK
Mar 19	SPRING BREAK
Week 11	Read Watson chapters 10-11; review chapter 7
Mar 24	Liberty IS
Mar 26	EXAM II
Week 12	Read Watson chapters 8-9
Mar 31	Race 3
Apr 02	Race 4
Week 13	Review Watson chapter 9
Apr 07	Money 3
Apr 09	Money 4
Week 14	Read Watson chapters 12-13
Apr 14	Sex 3
Apr 16	Sex 4
Week 15	Read Watson chapter 14
Apr 21	Salvation 3
Apr 23	Salvation 4
Week 16	Read Watson chapter 15; review chapters 8-15
Apr 28	The Union Endangered
Apr 30	The Union Preserved
	FINAL EXAM