

**History 151**  
**United States History to 1877**  
Fall Semester 2010

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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 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 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 us in the present. It is not the names, dates, or battles of the past that interest me; *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.

**Strategies:** To accomplish these objectives I have selected a textbook and some additional readings, designed lectures, organized discussion sessions, and developed a series of writing assignments. Executed in good faith, these assignments, readings, and class sessions ought to introduce you to new information about the past and, more importantly, 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 but should see and understand them yourself.

**Readings:** *HIST*, by Schultz., vol. 1  
*My Brother Sam is Dead*, by Collier and Collier  
*Market Revolution in America*, by Larson  
Additional selections posted on the course “Blackboard”

**Films:** I have selected feature-length films to illustrate the beginning and ending of our period. Each of these films is rich in visual detail to help you begin to orient to the time and place

we are going to. Also, these stories are evocative of many of the themes we will encounter in lectures and readings. The films will be shown twice in the evening so you can choose which viewing fits your schedule.

**Quizzes:** You will write short (1 page) quiz papers either in class on Fridays when we have discussions. These will require you to find material in your texts that bears on the theme and period under discussion that week. You may be given a question to answer, or you may be asked to formulate your own question for discussion. You may be called upon to read your paper in class. Weekly papers are worth **5 points** each and must be **turned in at class time for full credit.** (There are 11 discussions, you must write 6 such papers.)

**Paper:** You will write one short review paper (3-4 pages) after reading *The Market Revolution in America*. This paper is worth **20 points** and will be due in class November 12.

**Exams:** There are 2 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. Tests will consist of several short essay questions drawn from lecture and reading.

**Grades:** Your final grade will be based on your percentage of earned points out of a total of 225 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. However, I do not take attendance and I give no points for being in class. In return for not treating you like middle-schoolers, I expect you to be quiet and attentive in class and respect the rights of others to a constructive learning environment. Turn off cell phones and all such handheld devices. I do not allow laptops in class; you will do better by taking notes. You can find lecture materials on the Blackboard after they are delivered—and you can check Facebook on your own time. **I will ask you to leave** if you are disturbing me or others in the room.

**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:*

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my office phone 494.4127  
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<b>Week 1</b>	
Aug 23	Introduction and orientation
Aug 25	Perspectives on Discovery and Conquest
Aug 27	Discussion: what do you care?
<b>Week 2</b>	<b>Read: HIST chap 1</b>
Aug 30	View film <i>Black Robe</i> , <b>either Aug 30 or Aug 31, 7-9 pm</b>
Sep 01	Discussion: <i>Black Robe</i>
Sep 03	Race 1-“Savages”
<b>Week 3</b>	<b>Read: HIST chaps 2-3; Blackboard Docs “Constructing Race”</b>
Sep 06	Labor Day—no classes
Sep 08	Race 2-“Slaves”
Sep 10	Discuss the way “race” works in 17 <sup>th</sup> century
<b>Week 4</b>	<b>Read: HIST chaps 3-4; Blackboard docs “Money”</b>
Sep 13	Money 1
Sep 15	Money 2
Sep 17	Discuss money and mercantilism
<b>Week 5</b>	<b>Read: HIST chaps 3-4; Blackboard docs “Sex”</b>
Sep 20	Sex 1
Sep 22	Sex 2
Sep 24	Discuss sex, family, and social structure
<b>Week 6</b>	<b>Read: HIST chaps 3-4’ Blackboard docs “Salvation”</b>
Sep 27	Salvation 1
Sep 29	Salvation 2
Oct 01	Discuss salvation and the Awakening
<b>Week 7</b>	<b>Read: HIST, chap 5</b>
Oct 04	Exam I
Oct 06	The “black box” of revolution
Oct 08	Republicanism 1
<b>Week 8</b>	<b>Read: HIST chap 6; Collier/Collier, <i>My Brother Sam</i></b>
Oct 11	Fall Break—no classes
Oct 13	Republicanism 2
Oct 15	Discuss <i>My Brother Sam</i>
<b>Week 9</b>	<b>Read: HIST chaps 7-8; Blackboard docs “Founding”</b>
Oct 18	Founding 1
Oct 20	Founding 2

Oct 22	Discuss “founding documents”
<b>Week 10</b>	<b>Read: HIST chaps 7-8</b>
Oct 25	Federalists and Jeffersonians
Oct 27	Liberty Is . . .
Oct 29	Exam II
<b>Week 11</b>	<b>Read: HIST chap 9; Blackboard docs, “Race Again”</b>
Nov 01	Race 3
Nov 03	Race 4
Nov 05	Discuss race and slavery in the new nation
<b>Week 12</b>	<b>Read: HIST chaps 10-11; Larson, <i>Market Revolution</i></b>
Nov 08	Money 3
Nov 10	Money 4
Nov 12	Discuss money and the market revolution ( <b>essays due</b> )
<b>Week 13</b>	<b>Read: HIST chaps 12-13; Blackboard docs, “Oh Behave”</b>
Nov 15	Sex 3
Nov 17	Sex 4
Nov 19	Discuss gender, freedom, and Graham crackers
<b>Week 14</b>	<b>No additional reading this week</b>
Nov 22	Salvation 3
Nov 24	Thanksgiving Break—no classes
Nov 26	Thanksgiving Break—no classes
<b>Week 15</b>	<b>Read: HIST chap 14; Blackboard docs, “Perfection”</b>
Nov 29	Salvation 4
Dec 01	Sectional Crisis
Dec 03	Discuss reform, abolitionism, and sectionalism
<b>Week 16</b>	<b>Read: HIST chaps 15-16</b>
Dec 06	To the Civil War and Beyond
Dec 08	View <i>Glory</i> in evening <b>either Dec. 08 or Dec. 09, 7-9 pm</b>
Dec 10	Discuss <i>Glory</i> , wrap-up
	<b>FINALS</b>