

**History 151 (CRN 11247, 3 credits)**  
**United States History to 1877**  
Tuesday-Thursday 12:00-1:15  
Fall Semester 2019  
Lily G420

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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 total of **24 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 October 3, 2019**

**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 209 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 at lectures. You are responsible for any material you missed due to absence.** 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](mailto: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](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/](https://www.purdue.edu/ehps/emergency_preparedness/)

### Calendar of Assignments

<b>Week 1</b>	
Aug 20	Intro and orientation
Aug 22	Discovery and Conquest
<b>Week 2</b>	<b>Read Watson, chapters 1-2</b>
Aug 27	Race 1
Aug 29	Race 2
<b>Week 3</b>	<b>Read Watson chapters 2-3</b>
Sep 03	Money 1
Sep 05	Money 2
<b>Week 4</b>	<b>Read Watson chapter 4</b>
Sep 10	Sex 1
Sep 12	Sex 2
<b>Week 5</b>	<b>Review Watson chapters 1-4</b>
Sep 17	Salvation 1
Sep 19	Salvation 2
<b>Week 6</b>	<b>Read Watson chapter 5</b>
Sep 24	<b>EXAM I</b>
Sep 26	Empire Reimagined

<b>Week 7</b>	<b>Read Watson chapter 5 AND <i>My Brother Sam is Dead</i></b>
Oct 01	Making Revolution
Oct 03	Discuss <i>My Brother Sam is Dead</i>
<b>Week 8</b>	<b>Read Watson chapter 6</b>
Oct 08	BREAK
Oct 10	Founding 1
<b>Week 9</b>	<b>Read Watson chapter 7</b>
Oct 15	Founding 2
Oct 17	Federalist Era
<b>Week 10</b>	<b>Review Watson chapters 5-7</b>
Oct 22	Revolution of 1800
Oct 24	<b>EXAM II</b>
<b>Week 11</b>	<b>Read Watson chapters 10-11; review chapter 7</b>
Oct 29	Race 3
Oct 31	Race 4
<b>Week 12</b>	<b>Read Watson chapters 8-9</b>
Nov 05	Money 3
Nov 07	Money 4
<b>Week 13</b>	<b>Review Watson chapter 9</b>
Nov 12	Sex 3
Nov 14	Sex 4
<b>Week 14</b>	<b>Read Watson chapters 12-13</b>
Nov 19	Salvation 3
Nov 21	Salvation 4
<b>Week 15</b>	<b>Read Watson chapter 14</b>
Nov 26	To the Precipice
Nov 28	THANKSGIVING
<b>Week 16</b>	<b>Read Watson chapter 15; review chapters 8-15</b>
Dec 03	Union Preserved
Dec 05	Union Reconstructed???
	<b>FINAL EXAM</b>