

History 151
The Emerging United States to 1865
MWF: 11:15-12:05
Fall Term, 2018

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Office hours: Monday: 3-5,
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Teaching Assistants:

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Course Description:

This course provides a survey of important themes in American history between Europeans' discovery of the "New World" and the end of the Civil War. The lectures and readings will examine a variety of topics, including European colonization; the nature of colonial society, culture, and politics; the imperial crisis culminating in the American Revolution; the creation of a new republic; changes in thought and culture; the development of political parties; developments in American social and economic life; reform; the nature of slavery; and the Civil War.

This course will provide students with the opportunity to acquire knowledge of how American cultural, intellectual, social, economic, and political life developed in the period prior to 1865 and to encourage them to think about questions relating to the ways that American society and culture have changed while also exhibiting continuity over time. Critical thinking involves the deployment of a variety of different analytical skills. This course endeavors to enable students to acquire an important subset of such skills—the ability to "think like a historian."

Course and Hub Objectives:

Through their examination of American history to 1865, students in HI151 will

1. Learn how to analyze historical narratives, develop and evaluate interpretations based on historical evidence derived from primary and secondary sources, and construct and critically examine historical arguments [**Historical Reasoning**].
2. Learn how to situate primary source material within an appropriate historical context [**Historical Reasoning**].
3. Will be able to demonstrate a knowledge of American social, political, economic, cultural, and intellectual developments [**Historical Reasoning**].

4. Will be able to show how American life changed over time [**Historical Reasoning**]
5. Will be able to identify and apply a number of major concepts used in the social sciences. These concepts will include, but are not limited to, social structure, ethnicity, class, identity, polity, and nativism to account for individual and collective human behavior. This will enable them both to address the question of what historical forces brought Americans together and what factors and issues drove them apart and to evaluate the competing claims that historians have made in addressing that question [**Social Inquiry I**].
6. Will be able both to address the question of what historical forces brought Americans together and what factors and issues drove them apart and to evaluate the competing claims that historians have made in addressing that question [**Social Inquiry I**].

Course Requirements:

This course requires attendance at lectures, timely reading of the assigned materials, active participation in section discussions, and the completion of a midterm examination, a short essay, and a final examination.

Required Reading:

Eric Foner, *Give Me Liberty: An American History*, Vol. 1, Brief 5th ed. (W. W. Norton) [ISBN 9780393603392] (hereafter cited as Foner)

Victoria Bissell Brown and Timothy J. Shannon, *Going to the Source*, Vol. 1, 4th ed. (Bedford/St. Martin's) [ISBN 9781319027490] (hereafter cited as Brown and Shannon)

William Bruce Wheeler and Lorri Glover, *Discovering the American Past: A Look at the Evidence*, 8th ed., Vol. 1 (Wadsworth Publishing) [ISBN 9781305630420] (hereafter cited as Wheeler and Glover)

Paul Boyer and Stephen Nissenbaum, *Salem Possessed: The Social Origins of Witchcraft* (Harvard University Press) [ISBN 9780674785267]

Harriet Beecher Stowe, *Uncle Tom's Cabin* (Penguin) [ISBN 9780140390032]

Federalist No. 10 (BL)

Allen F. Davis and Harold D. Woodman, "History and Historians" (BL)

Readings designated as "BL" will be posted on the Boston University Blackboard Learn course website.

Students should obtain the editions of the books that have been listed above in order to ensure that everyone will be referencing the same page numbers in discussions.

Required Essay:

All students are required to write a 4-6 page, typed (double-spaced) essay. This essay will be **DUE** at the beginning of the lecture meeting on **NOVEMBER 19**. This assignment will be described in greater detail during the section meetings.

A grade penalty of one-third of a grade per day will be applied to all late papers, except in the event of a medical emergency or comparable extenuating circumstances.

IMPORTANT: The penalties for plagiarism and other instances of academic misconduct can be--and properly should be--very severe. Students should consult the University Academic Conduct Code (www.bu.edu/academics/policies/academic-conduct-code/) if they are unsure of official standards.

All ideas, as well as quoted or closely paraphrased material within a paper, must be clearly attributed to the source from which they are taken. Students should check with Prof. Roberts and/or one of the Teaching Assistants with any questions about this.

Examinations:

There will be two examinations: a **MIDTERM EXAMINATION**, *tentatively* scheduled for **OCTOBER 17**, and a **FINAL EXAMINATION**, scheduled for **DECEMBER 17 from 12:30 to 2:30**. The format for these examinations will be discussed in class.

Attendance:

Students are expected to attend class regularly and are responsible for all material covered in class. Attendance at the weekly section meetings is especially important. Both attendance and participation in the section meetings are required and graded.

Grading:

The course grade will be based on the following formula:

Section Participation	20%
Midterm Examination	25%
Essay	25%
Final Examination	30%

Students must complete all of the assigned written work (essay and examinations) and receive a passing grade in section participation in order to pass the course.

Reading Assignments to be completed before the section meeting:

Week One (Sept. 5-Sept. 7): None

Week Two (Sept. 10-Sept. 14): Foner, chapter 1; Wheeler and Glover, chapters 1-2; Brown and Shannon, chapter 1; Allen F. Davis and Harold D. Woodman, "History and Historians" (BL)

Week Three (Sept. 17-Sept. 21): Foner, chapter 2; Wheeler and Glover, chapter 3; Brown and Shannon, chapters 2, 4

Week Four (Sept. 24-Sept. 28): Foner, chapter 3; Paul Boyer and Stephen Nissenbaum, *Salem Possessed*

Week Five (Oct. 1-Oct. 5): Foner, chapters 4-5; Wheeler and Glover, chapter 4; Brown and Shannon, chapter 5

Week Six (Oct. 8 [**University Holiday**]-Oct. 12): Foner, chapters 6-7; Brown and Shannon, chapter 6; Declaration of Independence (found in Appendix to Foner text); Constitution of the United States (found in Appendix to Foner text); Federalist No. 10 (BL)

Week Seven (Oct. 15-Oct. 19): Foner, chapter 8; Brown and Shannon, chapter 7

Week Eight (Oct. 22-Oct. 26): Wheeler and Glover, chapters 5-6

Week Nine (Oct. 29-Nov. 2): Foner, chapter 10; Wheeler and Glover, chapter 8; Brown and Shannon, chapter 8

Week Ten (Nov. 5-Nov. 9): Foner, chapter 9; Wheeler and Glover, chapter 7; Brown and Shannon, chapter 9

Week Eleven (Nov. 12-Nov. 16): Harriet Beecher Stowe, *Uncle Tom's Cabin* (cont'd)

Week Twelve (Nov. 19-Nov. 20): Foner, chapter 11; Harriet Beecher Stowe, *Uncle Tom's Cabin* (cont'd)

Nov. 21-Nov. 23: **Thanksgiving Recess**

Week Thirteen (Nov. 26-Nov. 30): Foner, chapter 12; Wheeler and Glover, chapter 9; Brown and Shannon, chapter 10

Week Fourteen (Dec. 3-Dec. 7): Foner, chapters 13-14; Wheeler and Glover, chapter 10; Brown and Shannon, chapters 11-12

Week Fifteen (Dec. 10-12): None

Conspectus of Lectures

The lecture topics for this course rarely fit neatly into fifty-minute segments. Accordingly, students should understand that the topics listed below may be covered over more than one class session:

- Exploration and Spanish Colonization
- The English Colonization Impulse
- The Peopling of British North America
- Values and Social Structure in the Colonies
- Values and Social Change: The Case of Massachusetts Bay
- The Origin of Slavery
- The Colonial Social Structure
- Cultural Warfare in the Eighteenth Century
- Governing the Empire
- The Coming of the American Revolution
- Creating a New Polity
- The Creation of the American Republic
- The Limits of Revolutionary Ideology

- Political Life in the New Nation
- Political Life in Jeffersonian America
- The Glorification of the Self in Post-Revolutionary America
- Religious Life in the New Nation
- Gender Differentiation and the "Cult of Domesticity"
- Economic Life in America, 1815-1860
- Business and Industry in the Northeast
- The Agricultural Northwest
- The Old South
- Slave Life in the Antebellum South
- Political Culture in America, 1824-1844
- Antebellum Reform
- The Women's Rights Movement in Antebellum America
- American "Victorianism"
- The Nativist Impulse
- The Growth of Sectionalism
- Expansionism and the Issue of Slavery

The Coming of the Civil War
The Civil War

NOTE: The above schedule and assignments are subject to change by the instructor.

IMPORTANT: This syllabus and all class lectures are copyrighted by Boston University and/or the instructor(s). Students who are enrolled in the course are allowed to share with other enrolled students course materials, notes, and other writings based on the course materials and lectures, but they may not do so on a commercial basis or otherwise for payment of any kind. Any sale or commercial use of notes, summaries, outlines, or other reproductions of lectures constitutes a violation of the copyright laws and is prohibited. Selling or buying class notes, lecture notes, summaries, or similar materials not only violates copyright but also interferes with the academic mission of the University. It is therefore prohibited in this class and will be considered a violation of the student code of responsibility that is subject to academic sanctions.