A Preliminary Note: This syllabus is subject to change. I will, however, endeavor to announce changes in class and note them as announcements on Blackboard and/or by email.

Student Learning Outcomes:

Brigham Young University: https://learningoutcomes.byu.edu/

History Department: http://learningoutcomes.byu.edu/#college=HC3r2qmK9h2 &department=IFLwnk4sk4fQ&program=0drD9HnXoMUZ

HIST 220: http://history.byu.edu/Pages/220outcomes.aspx

The Course: The course both introduces you to U.S. history before 1877 and to the processes of thinking historically—that is, thinking about the world in terms of change over time. It pushes you to read, write, think, and speak critically. I consider each a "transportable" skill that should be honed in a course like ours. To do this, we engage documents relating to the peoples, places, institutions, and ideas in the American past. Together, we tackle questions about American life: how have different groups of people related to each other over time? How did things come to be the way they are in the United States? How have questions of power and human agency shaped national development? Students who put forth the requisite time and effort (i.e., reading, writing, speaking, listening) will be able to (1) describe the peoples who shaped the social, political, and cultural development of the United States to 1877 (2) identify major events, trends, and transformations in the nation’s history over that span, (3) critically examine period documents, (4) offer informed perspectives on the ways scholars have understood U.S. history, and (5) demonstrate the critical and research skills involved in historical scholarship. Examinations assess students’ mastery of the various course materials (readings, lectures, films). Several writing assignments given throughout the semester relate to course readings. Students will read roughly 1,400 pages and write some 60 total pages, broken up between various writing assignments and exams. The heavy reading and writing loads ensure that students will be doing each more or less daily.

Required Texts:


Laurel Thatcher Ulrich, A Midwife's Tale: The Life of Martha Ballard, Based on Her Diary, 1785-1812 (Vintage, 1991)

Assessment: Final grades are based on a midterm exam, a final exam, several brief writing responses, two longer written essays, and attendance and participation in class discussion. Students should keep track of test dates and assignment deadlines—you may or may not be reminded. The exams are worth 100 points; the writing responses are worth 10 points each (200 points total); the two longer essays are worth 25 points each; attendance and participation is worth 15 points. A final grade will be determined by calculating a percentage of the earned points and possible points on the following scale:

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<th>Percentage</th>
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<td>94 – 100%</td>
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<td>90 – 93%</td>
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<td>70 – 73%</td>
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<td>67 – 69%</td>
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Submitting Written Work: all written work will be submitted by email. Each assignment is due by the beginning of class. “On time” status will be determined by the “sent” timestamp of each email. Assignments should be included in the body of the email, not as a separate attachment. Repeat: do not send assignments as attachments. Students are responsible for saving copies of their work. All assignments should be sent to fluhmanbyuwriting@gmail.com. (Non-assignment communication should be sent to the email address at the top of this syllabus.) Each submission must include a special email subject line comprised of important identifying information: the course number and section number will appear first, followed by your last name, first name, and the assignment number. The following example submission subject lines would pertain to the first assignment: “220-002 Lastname FirstName (response 1).”

Late Work: Papers received later than one hour before class on the day they are due are assessed a five-point penalty (consider this the “I had a crazy week and this class doesn’t matter as much to me as my other classes” penalty). Papers submitted the following day (note: not “following class day”) receive a seven-point penalty. Work turned in thereafter receives no credit. Exams taken late (except in cases of genuine emergencies, as determined by me) are assessed a similar penalty (to be determined on a case-by-case basis).

Extra Credit: To add 10 points to your final total, read one of the following texts during the semester and submit an 800-word review of the book that answers the following questions: (1) What is the author’s main argument(s)? (2) What are the book’s strengths? (3) Weaknesses? (4) How did the book shape or enrich your understanding? Students are responsible for securing extra credit titles and can do so through HBLL checkout, interlibrary loan, or personal purchase. (Sample subject line: “220-002 Lastname FirstName (extra credit).”)

T.H. Breen, American Insurgents, American Patriots: The Revolution of the People (Hill and Wang, 2010)
John L. Brooke, Columbia Rising: Civil Life on the Upper Hudson from the Revolution to the Age of Jackson (North Carolina, 2010)
Richard Carwardine, Lincoln: A Life of Purpose and Power (Knopf, 2006)
Erskine Clarke, Dwelling Place: A Plantation Epic (Yale, 2005)
Drew Gilpin Faust, This Republic of Suffering: Death and the American Civil War (Knopf, 2008)
Eric Foner, A Short History of Reconstruction (Harper Perennial, 1990)
Karen Halttunen, Confidence Men and Painted Women (Yale, 1983)
Pekka Hämäläinen, The Comanche Empire (Yale, 2008)
Walter Johnson, Soul By Soul: Life Inside the Antebellum Slave Market (Harvard, 1999)
Pauline Maier, Ratification: Americans Debate the Constitution, 1787-1788 (Simon and Schuster, 2010)
Paul W. Mapp, The Elusive West and the Contest for Empire, 1713-1763 (North Carolina, 2011)
Carla Gardina Pestana, Protestant Empire: Religion and the Making of the British Atlantic World (Penn, 2009)

84 – 86% B 64 – 66% D
80 – 83% B- 60 – 63% D-
77 – 79% C+ 0 – 59% E
Christine Stansell, *City of Women: Sex and Class in New York, 1789-1860* (Knopf, 1986)


**Recording Lectures:** You may make audio recordings of lectures, but under no circumstances should you distribute them publicly in any format. I will take your continued registration in the course as an agreement that you will not distribute or broadcast lectures, even after the course has concluded.

**Note on Class Participation:** I reserve the right to adjust borderline grades up or down according to attendance and participation in class discussion. Some thoughts on historic problem areas: 1. Each cell phone ring not only derailed my train of thought, depending on the ring tone, it gets you thinking about Lady Gaga or Jay-Z instead of American history. Can Jefferson or Washington compete? We shall see. 2. Texters occupy a special place of contempt in my heart, worlds without end. Simply tell your “homegirlz” and/or “homeslices” that The Man has repressed your texting rights for a few hours each week. 3. Electronic devices should be used for course work only, in other words. Other activities—watching videos of bears falling out of trees, adjusting fantasy football rosters, reading up on celebrity gossip—are egregious violations of class policy and will be answered with a cup of steaming wrath, filled to the brim and overflowing.

**Tips for Success/Disclaimers/Fair Warnings:** This information probably summarizes what you found on RateMyProfessor.com. (I wouldn’t know; I only looked once and, after some quiet sobbing and suffocating thoughts of inadequacy, I swore I’d never go back. And I haven’t.)

1. I talk fast.
2. I sometimes use big words.
3. Students have described my exams as “ridiculously hard.” Other students have described those students as underachievers.
4. Everything that flies out of my yapper is testable.
5. Everything you read for class is testable.
6. My lectures have a “fluid” quality that some students find dizzyingly prone to tangents.
7. I reserve the right to use whatever analogies come to mind when explaining concepts, be they related to college football, 1980s sit-coms, or right-wing radio hosts.

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**Honor Code:** In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. It is the university’s expectation that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

**Preventing Sexual Harassment:** Sexual discrimination or harassment (including student-to-student harassment) is prohibited both by the law and by Brigham Young University policy. If you feel you are being subjected to sexual discrimination or harassment, please bring your concerns to the professor. Alternatively, you may lodge a complaint with the Equal Employment Office (D-240C ASB) or with the Honor Code Office (4440 WSC).

**Students With Disabilities:** If you have a disability that may affect your performance in this course, you should contact the University Accessibility Center (2170 WSC). This office can evaluate your situation and assist the professor in arranging for reasonable accommodations.

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**Lecture and Reading Schedule:**

**Week 1: Introductions**
August 30 Introduction to HIST 220
September 1 Defining “America” and “History”
Week 2: Conquest & Colliding Worlds
September 6  The New World Before "Discovery"
Reading: Major Problems, 1-15
Online Response 1 (600 words): What assumptions seem to have grounded Indian and European worldviews in these documents?

September 8  Empires, Conquest, and Settlement
Reading: Major Problems, 15-32
Online Response 2 (600 words): Describe what you consider to be the biggest difference between the two authors' arguments. Which do you find more convincing? Why?

Week 3: The Southern Colonies in British America
September 13  Masters …
Reading: Major Problems, 34-48
Online Response 3 (600 words): Record your general reactions to the documents. What surprised you? What confused you?

September 15  … and Slaves
Reading: Major Problems, 49-68
Online Response 4 (600 words): According to these authors, what are main differences between what they call Southern "patriarchy" and "paternalism."

Week 4: New England and the Middle Colonies in British America
September 20  New England
Reading: Major Problems, 69-82
Online Response 5 (600 words): Using specific examples from the documents, how would characterize the role of religion in Northern society?

September 22  Middle Colonies
Reading: Major Problems, 82-100
Online Response 6 (600 words): Which authors’ argument do you find more convincing, Halls’ regarding religion or Breen's relating to economics? Why?

Week 5: Protest and Revolution
September 27  Protests
Reading: Major Problems, 102-114
Online Response 7 (600 words): In your view, was the American Revolution conservative (preserving something, looking backward) or liberal (looking forward, focused on change). Use specific examples from the documents to support your response.

September 29  War
Reading: Major Problems, 114-133
Online Response 8 (600 words): Describe the differences between what these authors mean when they describe the Revolution as "radical."

Week 6: Making a Nation and Citizens
October 4  Constitutions
Reading: Major Problems, 134-162; Ulrich, A Midwife's Tale
Online Response 9 (600 words): Using examples from the documents and articles, describe what was at stake for various groups during the debates over national formation.

October 6  Competing Political Visions in the Early Republic
Reading: Major Problems, 164-94; Ulrich, A Midwife's Tale
Online Response 10 (600 words): Using examples from the documents and articles, detail what you regard as the most significant differences between the political vision of the Federalists and the Democratic-Republicans.

Week 7: Foreign Entanglements, Western Movement, and Indian Removal
October 11  Foreign Entanglements
Reading: Major Problems, 196-229, Ulrich, A Midwife’s Tale

October 13  Indian Removal
Reading: Ulrich, A Midwife’s Tale
Essay 1 (at least 1,500 words): Describe the ways Martha Ballard's life both reflects and departs from the larger themes of national development portrayed in readings and lectures.

Week 8: Revolutions, Cont.

October 18  Markets
Reading: Major Problems, 231-246
Online Response 11 (600 words): Using examples from the documents, describe the effects of the "market revolution" that you consider positive. Negative?

October 20  Transportation and Communication
Reading: Major Problems, 246-262
Online Response 12 (600 words): According to these authors, what mattered most among the transformations in markets, transportation, and communication in the new nation?

October 21-24  Midterm Examination Period

Week 9: Nation, Section, and an Expanding West

October 25  Jacksonian Politics, Nationalism, and Expansion

October 27  No Class
Reading: Major Problems, 263-94

Week 10: Awakenings and Reform

November 1  Awakenings
Reading: Major Problems, 295-308
Online Response 13 (600 words): How would you characterize the relationship between religious and political thought in this period?

November 3  Reform
Reading: Major Problems, 308-325
Online Response 14 (600 words): How do you account for two authors coming to such different conclusions about the role of religion in antebellum America?

Week 11: Societies North and South

November 8  Northern Commerce and Immigration
Reading: Major Problems, 326-357
Online Response 15 (600 words): How did economics shape politics, and vice versa, in the antebellum North?

November 10  Southern Agriculture and Slavery
Reading: Major Problems, 358-382
Online Response 16 (600 words): Assess how various groups—masters, slaves, non-slaveholding whites, free people of color—were affected by the institution of slavery.

Week 12: Thunderclouds

November 15  The Fall of the Second Party System
Reading: Major Problems, 383-400
Online Response 17 (600 words): Which arguments presented in these documents were most responsible for creating a climate for war rather than compromise? Why?

November 17  Rattling Sabers
Reading: Major Problems, 400-413
Online Response 18 (600 words): Which argument about the causes of the Civil War do you find more convincing, Holt’s related to political division or Levine’s regarding economics? Why?

Week 13
November 22   No Class: Friday Instruction
November 24   No Class: Thanksgiving Break

Week 14: Civil War
November 29   War
Reading: *Major Problems*, 414-427; Ayers, *In the Presence of Mine Enemies*
Online Response 19 (600 words): What meanings did various Americans attach to the war? How did they differ? Use specific examples from the documents.

December 1   Emancipation
Reading: *Major Problems*, 427-444; Ayers, *In the Presence of Mine Enemies*
Online Response 20 (600 words): In your view, who deserves primary credit for emancipation? Why?

Week 15: Reconstruction
December 6   Reconstruction
Reading: *Major Problems*, 445-480; Ayers, *In the Presence of Mine Enemies*
December 8   The Price of Reunion
Reading: Ayers, *In the Presence of Mine Enemies*
Essay 2 (at least 1,500 words): Drawing on examples from class lectures, *Major Problems* readings, and Ayer’s *In the Presence of Mine Enemies*, discuss the causes and outcomes of the Civil War. What was at stake for various Americans? What were the war’s unintended consequences? What do you consider its lasting legacies?

December 9   Exam Preparation Day
December 12-16 Final Examination Period