

Syllabus
H105 Section 4539
Monday & Wednesday, 10:30am – 11:45am
Room CA 217

Professor: Melissa Bingmann
Office: CA 504N
Office Hours: Monday, 1:00pm-2:00pm; Wednesday, 4:30pm-5:30pm
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COURSE DESCRIPTION:

The intent of this course is to provide history majors and non-majors with an overview of American history from the Colonial period through the Civil War in order to facilitate a lifelong interest in the study of the past. This course will benefit students who intend to pursue advanced history courses and will hopefully inspire others to participate in some form of history-making throughout their adult lives. In order to accomplish this, it is essential that students gain basic information about the time period to be covered and the major themes and events that have shaped American history. The class will also examine historic documents and websites to discover how historians construct narratives from primary sources.

IUPUI PRINCIPLES OF UNDERGRADUATE LEARNING:

Critical thinking and analytical skills are essential to the study of history. Students will develop these skills by analyzing and synthesizing historical perspectives presented in lectures, websites, and text. Students will develop oral communication skills by analyzing and discussing assigned text in small groups. Each student will also complete a written assignment that analyzes historical evidence used by an author, identifies the thesis of the work, and evaluates the supporting arguments.

Detailed information on IUPUI Principles of Undergraduate Learning is available on-line at www.iupui.edu/~history/principlesundergradlearning.htm.

POLICIES:

Attendance

Attendance is required and will be taken at class meetings. It is in your best interest to attend class because the lectures will help you focus on the specific material to be covered on the exams. Missing a group or reading discussion will directly impact your grade. Consistent attendance will also be used to determine borderline grades.

Cheating and plagiarism

Students who cheat or plagiarize will receive a zero for the work in question and will be reported to the Dean. According to the *Academic Handbook*, Indiana University, August 2001, pp. 172-173, "Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism." When you are writing your book summary, take extra caution to properly cite the work at the beginning of your paper, put quotation marks around any direct quotes extracted from the book, and include the page number (because you are dealing with the work of one author, you do not need to use footnotes).

For comprehensive information on IUPUI's policy on cheating and plagiarism consult *Code of Student Rights, Responsibilities, and Conduct* available on-line at <http://hoosiers.iupui.edu/studcode/studcode.htm>.

Deadlines

Each student will complete a book summary on **one** of the readings listed below. Summaries are due one week after the in-class group discussion.

Youngs, <i>American Realities</i> chapters 1-3	due 9/18
<i>Common Place</i> , www.common-place.org , vol. 3, no. 4, July 2003 (Boston, Los Angeles, New Amsterdam, New Orleans, Philadelphia)	due 9/27
Young, <i>Shoemaker & the Tea Party</i>	due 10/2
Youngs, <i>American Realities</i> chapters 4-6	due 10/9
Youngs, <i>American Realities</i> chapters 7-9	due 10/30
Creighton, <i>Colors of Courage</i>	due 12/11

Incompletes and make-up exams

Neither are options with the exception of a *dire emergency*. What constitutes a *dire emergency* is solely up to the professor's discretion and in the rare case that such a request is granted, you will need to provide written documentation in the form of a note from a doctor if it is medical emergency or a note from a mortician or coroner in the case of family death or related tragedy.

Classroom Courtesy

Please arrive on time and turn off cell phones and pagers prior to the beginning of class.

Taking Notes

The lectures will help you prioritize the material that you should study for exams so it is important for you to take notes. No tape recorders are allowed. If you cannot take notes without a tape recorder because of a disability, please see me and we will make arrangements to accommodate your needs.

READINGS:

The following is available through the IUPUI Bookstore:

Faragher, Buhle, Czitrom, Armitage, *Out of Many: A History of the American People*, vol. 1, 5th edition, Prentice Hall. Use this textbook as a supplement to lectures as you prepare for the exams and analyze the assigned readings and websites.

J. William T. Youngs, *American Realities*, vol. 1, 6th edition, 2004.

Alfred Young, *The Shoemaker and the Tea Party, Memory and the American Revolution*, Beacon Press, 1999.

Margaret Creighton, *Colors of Courage: Gettysburg's Hidden History*, Basic Books, 2004

On-line readings:

Teaching With Historic Places (TWHP) units are available at <http://www.cr.nps.gov/nr/twhp/descrip.htm>

Common Place issue on Colonial Cities, vol. 3, no. 4, July 2003 (only read Boston, Los Angeles, New Amsterdam, New Orleans, Philadelphia), www.common-place.org,

ASSIGNMENTS:

Reading assignments

Group Discussion/Reading Discussion

Completion of the readings is essential to students' success in this course. In addition to receiving a grade for participation in "group discussion" and "reading discussion," 20-30% of the exam questions will be directly related to these readings. A "group discussion" is explained below. In "reading discussion," we will explore shorter readings as a class. Students need to come prepared with at least one discussion question; written responses to assigned activities for www.lewisandclarkexhibit.org and www.twhp.org; and be able to respond to oral discussion and written quizzes on the day of the discussion.

"Group Discussion"

You will be divided into small groups of six at the beginning of the semester. Each student will lead the group discussion and provide a written summary of one of the following:

Youngs, <i>American Realities</i> chapters 1-3	9/11
<i>Common Place</i> , www.common-place.org , vol. 3, no. 4, July 2003 (only read Boston, Los Angeles, New Amsterdam, New Orleans, Philadelphia)	9/20
Young, <i>Shoemaker & the Tea Party</i>	9/25
Youngs, <i>American Realities</i> chapters 4-6	10/2
Youngs, <i>American Realities</i> chapters 7-9	10/23
Creighton, <i>Colors of Courage</i>	12/6

The designated group leader will be responsible for developing discussion questions, leading discussion, assigning a participation score for members of their group, and developing a written summary of that reading (see below under "written summary"). I will attend one discussion session for each group and evaluate each students' participation. Points should be assigned by the following guidelines:

- 3 it was clearly apparent that the group member thoroughly read the book; was an active participant during the discussion; and provided exceptional analysis that will assist the group leader in writing his/her paper.

- 2 group member read portions of the book and made some contribution to group discussion.
- 1 group member did not read the book and/or was unable to make any substantial contribution to the discussion.
- 0 group member did not attend the group discussion.

Written Summary

Grammar, spelling, and the quality of writing skills will be graded in addition to the quality of your study questions, reading comprehension, and historical analysis. Avoid writing in the passive voice and as you revise your paper prior to submission, try to cut out unnecessary words.

The final version of the group paper will consist of the following:

- A one-page list of discussion questions (five to six).
- A five to eight page double-spaced paper that addresses the discussion questions, states the thesis of the book, and analyzes the historical sources.
- For the essays assigned from Youngs, *American Realities*, create a one-page summary for each essay and include the thesis statement for each essay.

Examinations will contain essay questions, identifications, and short answer questions. Questions will be derived from the material covered in the lectures and 20 to 30 percent of the examination questions will come from the required readings and websites. I will provide review questions for each session on Ouncourse within a week after we cover the topic in class. All examination questions will be derived from the review questions. There will be no advance review questions provided from the readings.

There will be an optional informal review session prior to each exam in order to answer questions. Students who plan to attend need to come prepared with questions.

GRADING:

Examination	20%
Examination	20%
Final examination	20%
Participation in group and reading discussions	20%
Reading summary paper	20%

SCHEDULE:

- Aug. 23 Introduction to the Class
- Aug. 28 Old World, New World, **reading discussion,**
TWHP “Gran Quivira”
- Aug. 30 Early Colonial Settlements
- Sept. 4: Labor Day—Class will not meet
- Sept. 6 Impact of Colonization on Native Americans

- Sept. 11: The Puritans & **Group discussion of chapters 1-3 from Youngs, *American Realities***
- Sept. 13: Class will not meet
- Sept. 18: Slavery and the Slave trade
- Sept. 20: Everyday Life in Colonial America & **Group discussion of *Common Place* issue on Colonial Cities (Boston, Los Angeles, New Amsterdam, New Orleans, Philadelphia)**
- Sept. 25: **Group discussion of *The Shoemaker and the Tea Party***
- Sept. 27: Road to Revolution
- Oct. 2: **Group discussion of chapters 4-6 from Youngs, *American Realities***
- Oct. 4: Revolutionary War
- Oct. 9: **First Exam**
- Oct. 11: Constitutional Convention and Ratification Debates
- Oct. 16: Battle of Tippecanoe/War of 1812
- Oct. 18: The Federalists and Jeffersonian America
- Oct. 23: **Group discussion of chpts 7-9 Youngs & www.lewisandclarkexhibit.org**
- Oct. 25: Jacksonian Era
- Oct. 30: Industrial Revolution, **reading discussion, TWHP “Building America’s Industrial Revolution”**
- Nov. 1: Transportation and other technological innovations, **reading discussion, TWHP “The Building of the Chesapeake and Ohio Canal”**
- Nov. 6: **Second Exam**
- Nov. 8: Southern Society and Slave Culture, **reading discussion “Cotton is King” speech, http://www.sewanee.edu/faculty/Willis/Civil_War/documents/HammondCotton.html; “The ’Mudsill Theory” <http://www.pbs.org/wgbh/aia/part4/4h3439t.html>; TWHP “When Rice Was King”**
- Nov. 13: Reform and antebellum social movements, **reading discussion of Youngs, chpt. 12**
- Nov. 15: Abolitionist movement, **reading discussion of Youngs, chpt. 10**
- Nov. 20: Manifest Destiny & Western expansion
- Nov. 22: THANKSGIVING BREAK
- Nov. 27: **reading discussion of Youngs, chpts. 11 & 13**
- Nov. 29: Events leading up to the Civil War
- Dec. 4: Civil War: politics, leadership and military strategies, **reading discussion Youngs, chpt. 15; TWHP, “Andersonville: Prisoner of War Camp”**
- Dec. 6: **Group discussion, *Colors of Courage***
- Dec. 11: Civil War: homefront and civilian contribution, **reading discussion of TWHP, “Clara Barton’s House”**

FINAL EXAMINATION: Monday, December 18th, 10:30pm-12:30pm

SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE