

History H105/Sections 4544 and 4549/Fall 2006/Dr. Ashendel

Office: CA 506

Office Hours: Tuesday and Thursday 2:45-3:45 and by appointment

Office Telephone: 278-9020

Email: aashende@iupui.edu

Required Readings:

Salem Possessed

The Shoemaker and the Tea Party

The Cherokee Removal, 2nd edition

Making America, volume 1

“Reality often astonishes theory.” *Car Talk*

The instructor may change this syllabus.

Course Description and Objectives: Despite all opinions to the contrary, history survey courses such as this one are not designed to make undergraduates jump through hoops or torture them with requirements to learn useless information and meaningless dates, all irrelevant to the students' futures. Instead a survey course is meant to give students a framework for understanding how both the present and future unfold within structures largely defined by the past. Even the fast-paced, technology-driven society we find ourselves in today has roots in historical precedents that are still shaping its development. This course will focus on the usual themes of politics and economics, but will also show how ordinary people shaped these forces. History is not just a mountain of facts, but is instead a sequence of interconnected events. Understanding those connections and explaining them through the use of facts is one way to sharpen your analytical skills, improve your ability to communicate with others, and, hopefully, to learn something to apply to your own life. These objectives are stated another way as the IUPUI Principles of Undergraduate Learning: www.iupui.edu/~history/principlesundergradlearning.htm. We will also discuss these on the first day of class. More specifically, class objectives include: identifying and explaining the economic, religious, and social reasons behind the colonization of North America by Europeans; identifying and analyzing the motivations for the American Revolution from the perspective of the colonists and the British; analyzing the development of slavery; analyzing the development of industrialization and transportation and how they affected the structure of our society; analyzing the ways the desire for land shaped the development of the country; and, finally, the Civil War will be examined from a multitude of perspectives to attempt to understand the long-term consequences of that particular war.

Attendance: Attendance is required and will be taken at every class meeting. Consistent attendance will be used to determine borderline grades. Further, material covered in lecture is not necessarily covered in the required readings. Attendance at every class meeting will result in a better grade.

Classroom procedures: Please arrive on time. If you must arrive late, please enter the room quietly. Place all cell phones on vibrate or turn them off for the duration of the class. Please do not leave class early for other appointments. Listening and note taking are important study skills, therefore, no tape recorders are allowed.

Cheating and plagiarism: Don't do it. You will earn a zero on the work in question. We will discuss plagiarism on the first day of class. The IUPUI student code of conduct on

this matter is found in the *IUPUI Bulletin 2004-06*, pp. 36-8 and at <http://life.iupui.edu/help/code.asp>

Other Services: If you have difficulties that might require accommodation for completion of the class, please contact me and Adaptive Educational Services, CA 001E. The staff can arrange assistance. The Student Advocate Office can guide you to departments and people, familiarize you with university policy and procedures, and give you guidance on a wide variety of problems. It is located in UC 002 or at stuadvoc@iupui.edu

Assignments: Students will take three examinations. These exams will consist of 6 identifications and an essay question. A study guide will be distributed in class one week prior to each exam. The study guide will include 13 possible identifications and at least 3 possible essays. The actual exam will be taken from that study guide. There will also be a quiz over *Salem Possessed*, *The Shoemaker and the Tea Party*, and *The Cherokee Removal*. The study questions for those quizzes are part of this syllabus.

Grading:

3 examinations @ 100 points	300
3 quizzes @ 50 points	150
Total points	450

Grades are based on a straight scale: 450-435=A+; 434-420=A; 419-405=A-; 404-390=B+; 389-375=B; 374-360= B-; 359-345=C+; 344-330=C; 329-315=C-; 314-300=D+; 299-285=D; 284-270=D-; 269 and lower = F. A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment.

Makeup examinations and quizzes are strongly discouraged. Makeup quizzes WILL NOT be taken from the study guide which is part of this syllabus. No makeup exam or quiz will be given without documentation proving an extreme emergency.

Documentation includes doctors' forms, funeral notices, accident reports, and similar verifiable papers. The instructor reserves the right to refuse to grant a makeup exam or quiz if the documentation is not presented or is deemed invalid. If a makeup exam or quiz is approved it must be completed within one week of the original exam or quiz. Incompletes are never given. It is not fair to the rest of the class to request extra time to complete the work. **NO EXTRA CREDIT WILL BE OFFERED.**

Schedule of lecture topics, readings, quizzes, and examinations. Please complete the readings before class.

August 24: Introduction to the Class

August 29: Age of Exploration

Read: MA Chapters 1 and 2

August 31: Early Colonial Settlements

Read: MA Chapter 3

September 5: Colonial Settlements and the Development of Slavery

September 7: The Puritans

September 12: Witches and Historians

Read: *Salem Possessed*

September 14: **QUIZ** on *Salem Possessed*

September 19: Colonial Governments and Colonial Changes

Read: MA Chapter 4

September 21: Reason and Religion

September 26: **EXAM I**

September 28: Imperial Policy and Colonists Rights

Read: MA Chapters 5 and 6 and *Shoemaker and the Tea Party*

October 3: Making a Rebellion

October 5: The Social Significance of War

October 10: **QUIZ** over *The Shoemaker and the Tea Party*

October 12: Constitutional Convention and Ratification Debates

Read: MA Chapter 7

October 17: The Federalists

Read: MA Chapters 8 and 9

October 19: The Federalists

October 24: The Jeffersonians

October 26: **EXAM II**

October 31: New Ways to Live and Work

Read: MA Chapter 11

November 2: New Ways to Live and Work

November 7: Southern Society and Slave Culture

November 9: Reform

Read: MA Chapter 12 and *The Cherokee Removal*

November 14: **QUIZ** over *The Cherokee Removal*

November 16: Reform and Politics

November 21: Antebellum Politics

Read: MA Chapter 10

November 23: **HOLIDAY NO CLASS**

November 28: Manifest Destiny

Read: MA Chapter 13

November 30: Civil War

Read: MA Chapters 14 and 15

December 5: Civil War

December 7: Civil War

FINAL EXAM FOR SECTION 4544 (10:30) THURSDAY DEC. 14 10:30-12:30

FINAL EXAM FOR SECTION 4549 (4:30) FRIDAY DEC. 15 3:30-5:30

Study Questions for *Salem Possessed*

Prologue: Describe the sequence of events in 1692.

Chapter 1: How did the manner in which Rev. Parris handled the girls add to the hysteria? Was there a geographic pattern to the hysteria? If so, what was it?

Chapters 2 and 3: What problems faced Salem Village with regard to village government and religious leaders?

Chapter 4: Compare and contrast Salem Village and Salem Town. What caused the tension between them?

Chapter 5: Compare and contrast the Porters and the Putnams.

Chapter 6: What created conflict within the Putnam family?

Chapter 7: Describe Rev. Parris' past. Do you think his past influenced his actions during the witchcraft outbreak? Why?

Chapter 8: Why were these women singled out as witches?

Study Questions for *The Shoemaker and the Tea Party*

Part I

Chapter 1: Who recorded Hewes' story and why. Was Hewes' memory reliable?

Chapters 2 and 3: Describe Hewes' childhood and years as an apprentice. What sort of character traits and abilities did he develop over those years?

Chapter 4: Describe his place in Boston society. What sort of life did Hewes lead?

Chapters 5 and 6: Describe Hewes' participation in the Boston Massacre and the Boston Tea Party. How did that participation affect him?

Chapters 7 and 8: Describe the incident with Captain Malcolm. What had Hewes learned over the years?

Chapter 9: How did Hewes participate in the American Revolutionary War?

Chapters 10, 11, and 12: Describe his life after the war. How and why are we able to read about Hewes today?

Part II

Chapters 1, 2, 3, and 4: How and why did the leaders of post-Revolutionary Boston choose to "forget" the Tea Party and other pre-Revolutionary events?

Chapters 5, 6, 7, and 8: How was the memory of the Tea Party revived? Why?

Study guide for *The Cherokee Removal*

Questions from the Introduction

1. Describe the ways Cherokee lived before European contact. Consider their political, economic and social systems.
2. Describe Cherokee interactions with Europeans from first contact through the 1790s.
3. How did the Cherokee change their culture under pressure from the United States?
4. Why did the United States want to remove Native Americans? How did they do try to do this legally? What was the Cherokee response?

Questions from the Documents

5. Part I. Cherokee "civilization" Describe 5 laws and/or customs that would make the Cherokee seem "civilized" to most Americans.
6. Part II. Georgia Policy Why did Georgia's government think it was entitled to Cherokee land? What laws did Georgia pass to gain control of the Cherokee? What happened in the *Worcester v. Georgia* case? Why was it so important?
7. Part III. U.S. Policy What were the beliefs of northern whites about Cherokee removal? What did Congress do in the Indian Removal Act? How did Jackson justify the Removal Act?
8. Part IV. The Cherokee Debate How did women feel about ceding land and moving west? How did Elias Boudinot view removal? How was the Treaty of New Echota negotiated? What did the Cherokee receive in the treaty? How long did they have to prepare for the journey west? What did John Ross attempt to negotiate in response to the treaty?
9. Part V. Trail of Tears Describe the various ways removal was carried out.