

History 105 - American History I
Sec. #4548 Cavanaugh 217
Saturday 9:00 am-11:40 am

Dr. David G. Vanderstel
Fall Semester 2006
26 August – 16 December 2006

REQUIRED TEXT George Tindall & David Shi, *America*, Vol. 1.

REQUIRED READINGS Paul Boyer & Stephen Nissenbaum, *Salem Possessed*
Thomas Paine, *Common Sense*
Harriet Jacobs, *Incidents in the Life of a Slave Girl*

OFFICE & HOURS I do not have an office on campus. Therefore, I will make an effort to be around the classroom before and after class if you wish to meet with me. Otherwise, we can schedule an appointment to meet.

TELEPHONE & E-MAIL Since I do not have an office phone, the best way to reach me is via email at the Oncourse site or directly at dvanders@iupui.edu I will check them regularly. If you need to speak with me, you can leave a phone number where I can reach you.

COURSE REQUIREMENTS
AND EXPECTATIONS

History 105 covers the period from pre-discovery through the American Civil War. It is intended to introduce you—through lectures, class discussions, and readings—to the themes, topics, events, and personalities of the colonies and the emerging American nation. In order for you to understand the lectures and to participate in class discussions, you should complete the assigned readings before each class. While most of the class will consist of lectures, I encourage you to participate in the class through questions and comments that may lead to further discussions and deeper examination of the issues at hand. *Please note that I do NOT lecture from the book. Lectures and readings complement each other, so it is essential to rely upon both for content.*

COURSE OBJECTIVES The study of history is often misunderstood. People generally believe that history involves only the memorization of names, dates, and important events. This course is designed to expose students to the usefulness of historical studies by helping them to (1) examine, assess, and understand the past and its relevance for contemporary society; (2) understand the role of historians and history in society; (3) analyze information and ideas that represent multiple perspectives; (4) assess and critique historical writings; (5) develop well-reasoned and well-supported positions on historical questions; and (6) express one's opinions in a logical and factually supported manner. The course will emphasize the richness and complexity, the good points as well as the bad, of the human experience in the emergence and maturation of the United States.

These objectives relate to the History Department's "Principles of Undergraduate Learning," which may be found at www.iupui.edu/~history/principlesundergradlearning.htm. These abilities will help the student to understand and appreciate American history more fully and to improve critical thinking and communication skills, which are essential to one's academic studies and future career, as well as for personal growth and development.

GRADES

Course grades will be based upon the following:

- 1) midterm examination -- 25%
- 2) final examination -- 25%
- 3) three written assignments (15% each) -- 45%
- 4) attendance and classroom participation -- (5%)

Grading is on a straight scale--90 & above, A; 80-89, B; etc. with pluses/minuses 3 points above/below the grade cutoff. There is NO extra credit.

It is important to complete all work for this course. Failure to submit an assignment or exam will result in a "zero," which will affect your overall course grade.

NOTE: Due to departmental and school policies, I can not give "incompletes" unless the student has completed 75% of the course requirements and has experienced "extreme situations" that prevent him/her from completing course requirements within the expected time period. Any "incomplete" will require an agreement to finish course work within a certain period of time. Failure to comply with that agreement will result in a grade of "F" for the course.

ONCOURSE

The syllabus and all assignments will be posted on Oncourse. You may visit the site at: <https://original-oncourse.iu.edu> It is your responsibility to check Oncourse on a regular basis for class updates and announcements. Thus, I would encourage you to check Oncourse as part of your daily email routine

EXAMS

Exams consist of essays and identification questions. I will distribute study questions one week before the exams. Exams will draw upon the content of lectures, class discussions, and course readings. **Exams must be taken on the assigned day**, unless other arrangements have been made at least five (5) days in advance. In other words, plan your schedules accordingly; there will be no last minute reprieves.

PAPERS

During the semester, you will be writing papers on the Boyer/Nissenbaum, Paine, and Jacobs books. I will post questions for the books usually three weeks in advance of the due date. I will be happy to review drafts of your papers (or portions thereof) if you submit them in advance of the due date.

Written assignments must be submitted on the assigned day. Those submitted after the due date will be subject to a **half grade (5%) reduction for each week or portion thereof late**. Papers must utilize proper spelling and grammar. Any paper filled with what I consider to be excessive mistakes will be returned ungraded for corrections and resubmission. The last paper must be submitted no later than the last regular day of class. Refer to the last page of this syllabus for paper guidelines.

ATTENDANCE

Since we only meet once a week, it is essential that you attend class. If you miss class, it will be your responsibility to obtain notes and assignments. It is my policy not to photocopy or post my notes. Your presence and participation in class may affect borderline grades at semester's end.

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Due to university and federal government policies regarding financial aid, I must report to the registrar and admissions offices those students attending class and/or not submitting work. Remember, indeed affect your financial standing and eligibility

***NOTE:** If, during the semester, you find yourself having difficulties with the class or facing personal problems that may affect your work and participation in the class, please see me immediately. I would prefer to work with you to address this problem or encourage you to drop the class rather than issue a failing grade for your non-participation and on-attendance.

ETHICS

Cell phones and pagers: In order to maintain proper classroom decorum, I ask that all cell phones and beepers be turned off prior to the beginning of class. Interruptions by these devices during the class are cause for immediate dismissal from the classroom.

Cheating and Plagiarism: The University has strict guidelines for proper academic behavior. Cheating, plagiarism, and other forms of intellectual dishonesty will not be tolerated, will be handled in the manner prescribed by the University (see *IUPUI Campus Bulletin, 2000-2002*, p. 20), and, depending upon the extent of the incident(s), may result in a failing grade for the work and/or the course.

“Cheating is dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal possession of examinations. It is the responsibility of the student not only to abstain from cheating, but, in addition, to avoid the appearance of cheating and to guard against making it possible for others to cheat.” (*IU Bulletin, 1998-2000*, p. 20)

“Plagiarism is the offering of the work of someone else as one's own. Honesty requires that any ideas or materials taken from another source for either written or oral use must

be fully acknowledged. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from books, periodicals, speeches, or the writings of other students. . . . Any student who fails to give credit for ideas or materials taken from another source is guilty of plagiarism.” (*IU Bulletin*, 1998-2000, p. 20)

LECTURE SCHEDULE This is a suggested outline of lecture topics and discussions for the semester. To stay on top of the class, I suggest that you follow the schedule by reading through the text. My lectures generally follow the chronological and thematic outline of the book, but will not always adhere to a specific chapter. If we need to devote more time on a given subject, we will do so. Each topic covers approximately one week.

1. What is History and Why Study It?
Collision of the Worlds in the Age of Exploration
Tindall, Ch. 1
2. Colonizing the New World: Transplantation of Europe
Tindall, Ch. 2
3. Mastering the Land and Maturing of Colonial Society
Tindall, Ch. 3
4. Bursting Colonial Bonds: Road to Revolution
Tindall, Chs. 4-5
5. Years of Revolution and Independence
Tindall, Ch. 6
6. Towards a New Nation: Confederation and Constitution
Tindall, Ch. 7
7. Launching the National Republic: The Federalists
Tindall, Ch. 8

MIDTERM

8. The “Jeffersonian Revolution”: Political Parties and the “Empire of Liberty”
Tindall, Ch. 9
9. The “Age of the Common Man”: Politics and Andrew Jackson
Tindall, Chs. 10-11
10. Reforming the American Experiment
Tindall, Chs. 12-13
11. The South and Slavery
Tindall, Ch. 15
12. Upheaval in the Nation: Territorial Controversies, Sectionalism, and the Road to Disunion
Tindall, Chs. 14, 16
13. The Civil War/The War of Rebellion/The War Between the States
Tindall, Chs. 16, 17

IMPORTANT DATES: Midterm – probably early October
No Class – 25 November (Thanksgiving Break)
Final Exam – 16 December

Style Guide for Written Assignments

1. Papers must be neatly generated on a word processor/computer. Your name and course name (H105) should be in an upper corner of the first page or on a title page.
2. Papers should use proper grammar and spelling. Excessive mistakes and sloppiness will result in a lower grade.
3. Respond to each question separately and designate each question by its appropriate number. If, however, you see a creative way to address all of the questions within the context of an entire essay, feel free to try your hand at it; just make sure that you address all of the questions.
4. Your answers should consist of your own thoughts on the questions. You should also incorporate elements of or references to the book when appropriate, such as to support an argument or point. Your essay should NOT be a string of quotes from the book; that does not constitute original or acceptable work.
5. If you wish to quote something from the book, always enclose the passage in quotation marks AND provide a page reference in parentheses (page 23). If you should choose to include a quotation from another source, then you should provide a complete reference to the book in parentheses following the quotation. EXAMPLE: (James Axtell, *The Invasion Within*, New York, 1985, p. 10)
6. To assist you in preparing your papers, I would be happy to read over a draft of your essays before you submit them in final form. To do that, however, I need some time to read them and to make my comments. If you intend to take advantage of this, please make an appointment with me or provide me with a copy well in advance of the paper's deadline. For additional assistance in writing, I encourage you to contact the University Writing Center (CA 427).
7. Any questions or problems, please email me on the Oncourse site or at **dvanders@iupui.edu**