

Spring 2006

History H105, Colonial Period to 1865
Business/SPEA 2000, Mon. & Wed., 1:30-2:45, Three Credits
Sections 20117 and 20118 (Section 20118 is also a Critical Inquiry Section.)

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"REGULAR" EMAIL, AS OPPOSED TO ONCOURSE EMAIL.)
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Office Hours: Monday & Wednesday, 11:00-1:00, & by appt.
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History 105 is a survey of American history that covers the Colonial Period to the end of the Civil War (1865). Through lectures, readings, and class discussions, we will examine a number of broad areas of American history, including the voluntary and involuntary migration of Europeans and Africans to the New World, their encounters with Native Americans, their interaction with the environment, the process whereby Europeans and Africans became Americans, and the evolution of a distinctly American society and nation. We will focus our attention on the lives of ordinary men and women, as well as those of prominent political and military leaders.

The "Principles of Undergraduate Learning" reflect the University's commitment to key elements of a quality education. You can find these "Principles" posted on the Department of History's Home Page: <http://www.iupui.edu/~history/> . There are a number ways in which this class embodies the educational goals and expected outcomes articulated in the "Principles":

We will emphasize the development of analytical ability and of reading and writing skills, rather than just the memorization of facts. Nonetheless, there is a body of factual material that we will expect students to master. Exams will have a significant essay component. We will consider the ways in which human beings have shaped and reshaped their surrounding environment by acting upon the attitudes and values embedded in their cultures. The class will look at the interplay between various racial, ethnic, and cultural groups. We hope that you will discover that the choices that people made, the ethical dilemmas with which they wrestled, the values upon which they acted, the institutions that they created, the conflicts in which they engaged, and the actions that they took or failed to take are not only products of the past, but also have contributed to shaping the world in which you live. (See also: Goals, Expectations, and Outcomes, at the end of this syllabus.)

The following books are required for this class:

1. Mary Beth Norton, et al, A People and a Nation, Vol. One, 7th edition. ISBN, 0-618-39176-2.
2. Timothy Silver, A New Face on the Countryside: Indians, Colonists, and Slaves in the South Atlantic Forests, 1500-1800. ISBN, 0-521-38739-6.
3. L. Jesse Lemisch, editor, Benjamin Franklin: The Autobiography and Other Writings. ISBN, 0451528107.
4. Solomon Northup, Twelve Years a Slave. ISBN, 0-8071-0150-8.

NOTE: ALL EDITIONS ARE PAPER BACK. I INCLUDED THE ISBN NUMBERS IN CASE YOU BUY THE BOOKS ONLINE OR SOMEPLACE OTHER THAN IUPUI'S BOOKSTORE. BE SURE THAT YOU GET THE SAME EDITIONS WE ARE USING, SO THAT PAGE NUMBERS WILL MATCH THOSE IN THE STUDY QUESTIONS WE WILL DISTRIBUTE.

Tentative Exam Schedule (i.e., we may push exams and quizzes ahead if we believe the class is not ready):

First Exam	February 21	30 percent
Second Exam	April 4	30 percent
Final	May 2 (Wed.)	30 percent (1:00-3:00 pm)
Readings Quizzes*		10 percent

(See Reading Assignments)

*We will count the two highest of three quiz scores.

Testing procedures:

About one week before each scheduled exam, we will place four or five essay questions on Oncourse, <http://www.iupui.edu/> (click on Oncourse in the lower left corner and follow prompts). Two of these questions will be on the exam, and you will be required to answer one of them. Both of us will schedule extra office hours before each test, and we invite you to take advantage of those 4 hours or to make an appointment.

Class Policies:

1. Attendance. The university and the School of Liberal Arts now require that instructors take attendance and that they report the names of students who stop attending class but who have not officially withdrawn. Our policy on attendance has two parts: (1) We will take attendance; (2) we will subtract 2 points from your final grade average for every unexcused absence over 4. Excused absences require documentation.

2. Classroom Courtesy: Please arrive on time. If you need to be late or leave early, please come in quietly and sit at the back. Please do not talk or engage in activities, that will diminish the opportunity for other students to listen and participate in class.
3. Cell Phones and Pagers: Turn off cell phones and pagers prior to the beginning of class. If you need to maintain contact with children (or some other emergency situation), put your cell phone on vibrate. Absolutely no cell phones or pagers may be out in your view during tests or quizzes. If you need to be in contact with someone during a test or quiz, work that out with us in advance.
4. Grading. We will be very reluctant to give a grade of Incomplete (I). We will assign Incompletes only to students who have successfully completed most of the course work and who have been prevented by significant and unanticipated circumstances from finishing all of their assignments. WE USE A GRADING SCALE THAT COUNTS HEAVILY FOR IMPROVEMENT.
5. Office hours. If you have questions or problems related to this class, we invite you to take advantage of our office hours or make an appointment.
6. Cheating and Plagiarism. Our policy on cheating and plagiarism is to assign a zero to the work in question. Plagiarism is the act of stealing the ideas or writings of someone else and using them as your own. You plagiarize if you copy directly what someone else has written without quotations and proper citations. You also plagiarize if you paraphrase someone else's writings to avoid using quotations and citations, or if you use someone else's ideas or factual information without attribution. For further information, see: University Bulletin, 2004-2006, pp. 15, 36-37. For information on cheating and plagiarism and IUPUI's policies on academic misconduct, please see: <http://registrar.iupui.edu>. (Click on "Students"; look under "Other"; and click on "Dealing with Student Academic Misconduct.") Also, please see point 3 on Cell Phones and Pagers during exams and quizzes.
7. Differences of opinion with the TA. If you have a difference of opinion with the TA, you should talk to her before you come to Dr. Scarpino. If you appeal a grade to Dr. Scarpino, he reserves the right to raise it, leave it the same, or lower it, based on his reading of your work.
8. Use of Voice Mail and Email. We have twenty-four-hour voice mail and email. You are most welcome to use either. **Please note:** If you leave a phone message, speak slowly, provide a number where you can be reached, state when you will be at that number, and we will try twice to return your call. **Also note:** If you miss an exam or a quiz or an appointment, it is your responsibility to contact us and reschedule. Simply leaving a message for one of us to get back to you does not absolve you of that responsibility.

Goals, Expectations, and Outcomes:

Skills routinely stressed and tested in H105 will include analytical thinking and interpretation, as opposed to memorization and regurgitation of information. We expect students to be able to process information from lectures, readings, and discussions, to reason clearly, and to think logically and critically.

Writing is the most common way that historians and students of history communicate the results of their work. Good writing is clear and focused; it uses examples to illustrate concepts; and it pays attention to content, as well as grammar, spelling, syntax, and other skills stressed in the basic English composition classes. Effective oral communication is also an important outcome of an education in the liberal arts. Discussion will provide students with an opportunity to sharpen their ability to speak clearly in front of others.

History is a study of changing human experiences over time, and historical writing is often concerned with process. When you assess/study the lectures and the readings, ask yourself: What did we start with? What happened, and why did those things happen in the ways that they did? What did we end up with?

Historians (and historical writing) attempt to explain and interpret the past based upon an analysis of surviving evidence; historians pay attention to the rate and pace of change that took place in the past; and historians seek to place events and individuals in context. Historical writing should convey an understanding of process and a sense of chronology. We will not insist that you memorize large numbers of dates, but we will expect you to learn key dates and the order in which things happened. You will also need to be clear about who the actors were. For example, don't write "they" or "the people" when you mean Iroquois Indians or English explorers or Africans kidnaped and sold into slavery or Lowell Mill girls.

One of the really exciting things about a class like H105 is that it can simultaneously help you to understand the past and the present. At the same time, it is easy to fall into the trap of judging the past against your own knowledge and values and experiences. While we are certainly not obliged to like or admire or approve of everything said or done by people in the past, we should try to understand their actions in the context of their own time.