

AMERICAN HISTORY I: U.S. History to 1865; H105 - 20121 (3 credits)

Spring 007, Mondays, 6:00 P.M. to 8:40 P.M. Cavanaugh Hall 235

Instructor: Dr. Paul A. Buelow; Office Hours: Mon. 4:30-5:30 P.M.; Tues. 3:00-4:15 P.M. & by app't.

Phone/voice mail: History Dept. 317/274-5840; e-mail: pbuelow@iupui.edu<https://oncourse.iu.edu/portal>**COURSE DESCRIPTION**

The ability to examine change and continuity in the past from the viewpoint of the present makes the study of history both fascinating and important. Looking at American geography, individuals and groups, politics and government, technology, business and industry, this course will study the United States from pre-colonial time to the end of the Civil War. Celebrating unity of identity as well as diversity of culture and background, the course promotes inquiry concerning

- the relationship between European and colonial cultures and politics
- the ways in which geography influenced the growth and development of the American colonies
- the ways in which American local, state, and national forms of government developed
- patterns in colonial, early national, and antebellum American social and political movements
- the early 19th-century growth of the new United States
- the coming of a great Civil War.

COURSE OBJECTIVES

Conforming to IUPUI's "Principles of Undergraduate Learning" (see <http://www.iupui.edu/~history/principlesundergradlearning.htm>), which all students are expected to have mastered by graduation, assignments for this class are designed to help develop reading and communication skills by analyzing historical documents and concepts. Logical thinking and effective communication are helpful to every person. The study of history fosters such thinking, writing, and speaking by teaching students to consider a document or argument in its time/space context and its philosophical and political foundations.

COURSE REQUIREMENTS

Lectures provide an outline of topics as well as specific information, but discussion provides a way to solidify understanding. Students should come to class having read the material listed for that day on the syllabus, and having formulated a question or two they'd like to answer. Reading assignments include a narrative text, various brief primary sources, a monograph on the family in American colonial time, and autobiographies by former slaves.

TEXTS

Henretta, James, David Brody, and Lynn Dumeil. *America, A Concise History*, 3rd ed., Vol. 1: To 1865. Boston, 2006.

Demos, John. *A Little Commonwealth*.

Douglass, Frederick. *The Autobiography of Frederick Douglass*.

Jacobs, Harriet. *Incidents in the Life of a Slave Girl*.

These books may be purchased at the Cavanaugh Hall bookstore. A copy of each will be put on reserve in the library. Bring your Henretta text to *each* class, and bring Demos, Douglass, and Jacobs when asked to do so on the schedule.

ATTENDANCE

Regular attendance is expected. Students are allowed two absences (in this case, two halves of one class session) in the course of the semester with no grade penalty. You need not offer a reason or excuse for these absences. After two, however, each missed class reduces your participation grade. Please consult with the teacher about unavoidable absence due to illness or other serious difficulty to prevent needless penalty.

LATE OR MISSED WORK

Material handed in after the due date will be marked down or not accepted. Except in-class writing, all work will be submitted electronically on Oncourse. A calendar entry for each assignment will be placed on the Calendar in Oncourse.

INTELLECTUAL HONESTY

Rigorous intellectual work and academic integrity are important for every student. Plagiarism and other forms of cheating will result in an "F" for the work in question and possible disciplinary action by the

University, whose policy on plagiarism is stated in the IUPUI Campus Bulletin, 2004-2006 (p.36), as follows:

A student must not adopt or reproduce ideas, words, or statements of another person without an appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. *Quotes another person's actual words, either oral or written;*
- b. *Paraphrases another person's words, either oral or written;*
- c. *Uses another person's idea opinion, or theory; or*
- d. *Borrows facts, statistics, or other material, unless that information is common knowledge.*

For more information, you can find the IUPUI Student Code of Conduct on line at: <http://life.iupui.edu/dos/code.htm>. Please talk with your instructor if you have questions about what is or is not plagiarism.

WITHDRAWALS AND INCOMPLETES

If you decide to drop this class, please note 1) deadlines apply, and 2) you must submit an official "drop slip" to the registrar (signed by the appropriate people). University policy requires assigning an "F" to a student who stops showing up without submitting a signed drop slip (even if that student has told the professor that she or he plans to withdraw). About incompletes, IUPUI's policy is that they are for students who have completed *almost all* of the course requirements and have been prevented by significant or unanticipated events from finishing the class. Documentation of these events may be required.

CLASSROOM WISDOM & ETIQUETTE

Come to every class session. You can learn quite a lot by listening carefully and thinking about what you hear and read! Eat and sleep well, exercise as you can, and you'll be in good shape to learn! Class discussions are more interesting and useful if students keep up with the reading (indicated on the schedule below for each session). Please bring to class the syllabus, any handouts, and the texts needed. Practice taking useful notes as you read your texts and as you participate in class. Avoid tape-recording classes. That method of participation distracts both you and others, and can foster inattention; when used later for study it is too time-consuming. In the case of physical disabilities, please call the office of Adaptive Educational Services in CA001E (phone 274-3241).

Questions in class are welcome at any time, but private conversations are not. Please turn off or mute cell phones, pagers, and beepers before class begins.

Use a method to read your texts! The SQR method works well. That is, S: Quickly *survey* the reading assignment, noting bold-faced headings and terms in the text; examine the illustrations and their captions; Q: think about what you already know about this topic and design a *question* for your reading to answer; R: *read* the selection with a piece of note-paper next to your open book to record an answer. You will be amazed at how your level of interest increases, along with your comprehension. (Bring your question to class to see if others were thinking the same things!)

The IUPUI Writing Center (CA 427; 274-2049; grammar hotline 274-3000) can be a great help in working on your writing assignments. **Save all assignments, make backup copies**, and print (and keep) at least one draft of class projects before you submit in final form.

ONCOURSE

This class will use ONCOURSE as a forum for communication as well as a clearing house for assignments and projects. Students in this class should sign-on to ONCOURSE regularly to read announcements and schedule changes, complete assignments, and check their grades. For some class sessions, students may be asked to examine documents (texts, maps, pictures, photos) deposited in the Resources section of Oncourse.

WRITTEN WORK

The major writing assignment for this class will be a paper of four to five pages (double-spaced, word-processed, proof-read) analyzing a single aspect of colonial New England life and comparing it with the same aspect of life as it appears in today's America. (See sample topics below) The paper will use *A Little Commonwealth* by John Demos and at least one other source for colonial New England, and at least two sources (only one can be a journal or newspaper) for the contemporary era. This makes a total of four sources, and means that papers must have at least four citations (aka footnotes or endnotes). The paper must follow standard format (title page, one-inch margins all around text, 12-point double-spaced type printed on

one side only, running header with writer's name and page number). Papers must include a "works cited" or bibliography page.

Historical Analysis Paper. Make your paper a general answer to this question: "How did one aspect of life in colonial New England compare with the same aspect of life in contemporary America, and what do the similarities (or differences) show us about contemporary America?" In order to answer this question, format your paper in five parts, with the second sheet paginated as page 1, as follows:

- (1st sheet) Title page, with title, name, date, and class number (HIST105, SP07, Buelow)
- (2nd sheet) Introduction, in which you tell the reader what you are going to show about your chosen aspect of life as it appeared in colonial New England and appears in contemporary America, and what the similarities or differences mean to contemporary life. You are building a case for the readers. Explain what it is you are going to do.
- (3rd-5th sheets) (*At least three full pages*) Body of paper, in which you A) describe one aspect of life in colonial New England and in contemporary America, using examples and comments, both your own and others', and B) comment on what you and other writers think about what the similarities (or differences) mean about contemporary life in America.
- (6th sheet) Conclusion, in which you tell the reader what it is you have shown in the paper. You have stated your case about life in colonial New England and contemporary America, and proved what you said with examples. Now cap it off with a summary.
- (7th sheet) Works cited (or Bibliography, or References) page.

Besides developing greater skill at analysis and communication, this assignment aims to promote greater understanding of major political, economic, social, philosophical, or moral issues in American history. Please take the time to develop the theme of your paper and to work it into an introductory paragraph telling the reader what it is you are going to show. Conclude with a summary paragraph telling the reader what it is you have shown. **PROOFREAD** and get someone else to proofread your work to catch little errors in spelling, punctuation, grammar, etc.

Detailed instructions: After reading the Demos text on life in colonial New England, choose one specific aspect of life in colonial New England. Think broadly and consider what you already know about the topic. Then find at least one source besides Demos on the same topic and read as much as you can about it. After ruminating for a while, register your topic with the instructor and ask for suggestions. When you are ready, write about that aspect of life. Also find two sources about the same aspect of life as it appears in contemporary America. Think about continuities ("Why do we still do the same thing today that they did in 1650 in New England?) or discontinuities (Why did they do such-and-so back in 1650 in Massachusetts, but we do such-and-so today?).

Examples: (describe, compare, and evaluate the similarities or differences)

- What was the typical colonial New England family like, and what is the typical American family like today?
- What was the status of men, women, or children in the family (or in society as a whole) in colonial New England, and what is the status of those same people in American society today?
- What was it like to be a child (or adolescent, or young adult) then and what is it like now?
- What was schooling like then; what is it like now?
- The role of religion in family life and individual life then and now.
- What were typical careers (and who was expected to follow them) then, and what are they now?
- crime and punishment then and now
- agriculture
- trades (pick a specific trade that a person might do then and now)
- transportation (how did people get around, and how did they move things?)
- leisure-time activities and recreation—what did people do for "fun" then and what do they do now (including childrens' play and adult sports)?
- education
- "dating," love and marriage
- Technology
- architecture and buildings
- health and medicine
- media and information

- the arts
- (some other aspect of life)

Assessment of this assignment will be based on 1) the thoroughness of your description of the background, 2) your ability to bring your own thoughts into your analysis, and 3) the quality of your writing (grammar, spelling, sentence-structure, etc.). If you submit a rough draft at least a week prior to the due date, the instructor will read it and make suggestions.

In-class writing assignments. Students will write brief reactions to subjects discussed as answers to questions related to the readings. If time permits, students will write during class, but will submit these assignments using Oncourse. Specific instructions for each assignment will be posted in Oncourse.

HIST105 U.S. Survey to 1865 Tentative Schedule

Dates	Topics/Writing Assignments/Tests	Resources/Readings
Jan. 8 1. 6:00 P.M.-7:30 P.M. 2. 7:30 P.M.-8:40 P.M.	Unit One: The Creation of American Society, 1450-1775 1. The Nature of History; Intro to U.S. history: geography and time-line. 2. The European Background to Colonization in the New World, 1400-1700.	“What is history?” quotes; Map: Atlantic World; time-line
Jan. 22 3. 6:00 P.M.-7:30 P.M. 4. 7:30 P.M.-8:40 P.M.	1. Red-White-Black Nexus in the Americas, 1450-1620 2. <i>Writing Assignment #1 on Henretta, Ch. 1.</i>	Maps: Native American culture-areas; Slave-trade Henretta et al. Ch. 1
Jan. 29 5. 6:00 P.M.-7:30 P.M. 6. 7:30 P.M.-8:40 P.M.	1. Invasion of North America, 1550-1700 2. <i>Individual interviews on paper topic.</i>	Map: European colonies H Ch. 2; Demos, <i>A Little Commonwealth, Introduction and Part I.</i>
Feb. 5 7. 6:00 P.M.-7:30 P.M. 8. 7:30 P.M.-8:40 P.M.	1. British Empire in America, 1660-1750 2. <i>Writing Assignment on Henretta, Ch. 3</i>	Map: British colonies H Ch. 3; Demos, <i>A Little Commonwealth, Part II.</i>
Feb. 12 9. 6:00 P.M.-7:30 P.M. 10. 7:30 P.M.-8:40 P.M.	1. American Colonial Society, 1720-1765 2. <i>Class Project paper (Research Paper) rough draft presentations. Be ready to share your topic and what you have already learned about it.</i>	Maps: Northern, Central, and Southern colonies H Ch. 4; Demos, <i>A Little Commonwealth, Part III and Conclusion.</i>
Feb. 19 11. 6:00 P.M.-7:30 P.M. 12. 7:30 P.M.-8:40 P.M.	1. 1763-1775 2. <i>Exam #1 (on Part One)</i>	Map: The Old Northwest; French-and-Indian War H Ch. 5
Feb. 26 13. 6:00 P.M.-7:30 P.M. 14. 7:30 P.M.-8:40 P.M.	Part Two: The New Republic, 1775-1820 The Revolution and the War, 1775-1783	Map: Revolutionary War H Ch. 6
Mar. 5 15. 6:00 P.M.-7:30 P.M. 16. 7:30 P.M.-8:40 P.M.	1. <i>Writing Assignment #2, on Henretta, Ch. 7.</i> 2. The New Political Order, 1776-1800	H Ch. 7
Mar. 19 17. 6:00 P.M.-7:30 P.M. 18. 7:30 P.M.-8:40 P.M.	How did Western Settlement and Eastern Capitalism Work Together, 1790-1820? 2. <i>Class project final draft due.</i>	Map: Westward movement H Ch. 8

<p>Mar. 26 19. 6:00 P.M.-7:30 P.M. 20. 7:30 P.M.-8:40 P.M.</p>	<p>1. How the Framers Envisioned a Republican Society, 1790-1820 2. Exam #2 (on Part Two)</p>	<p>Map: Early Washington, D.C. H Ch. 9</p>
<p>Apr. 2 21. 6:00 P.M.-7:30 P.M. 22. 7:30 P.M.-8:40 P.M.</p>	<p>Part Three: Economic Revolution and Sectional Strife, 1820-1865 An Economic Revolution, 1820-1860</p>	<p>Map: Spreading over the continent; H Ch. 10</p>
<p>Apr. 9 23. 6:00 P.M.-7:30 P.M. 24. 7:30 P.M.-8:40 P.M.</p>	<p>A Democratic Revolution, 1820-1844</p>	<p>Chart: Political parties H Ch. 11</p>
<p>Apr. 16 25. 6:00 P.M.-7:30 P.M. 26. 7:30 P.M.-8:40 P.M.</p>	<p>Religion and Reform, 1820-1860</p>	<p>Chart: Religion in America; H Ch. 12</p>
<p>Apr. 23 27. 6:00 P.M.-7:30 P.M. 28. 7:30 P.M.-8:40 P.M.</p>	<p>1. The American Union in Crisis, 1844-1860 2. <i>Writing Assignment #3, on Douglass or Jacobs.</i></p>	<p>Maps: Mexican War; Kansas-Nebraska; H Ch. 13 <i>Please have the Douglass or Jacobs books read.</i></p>
<p>Apr. 30 29. 6:00 P.M.-7:30 P.M. 30. 7:30 P.M.-8:40 P.M.</p>	<p>Two Societies at War, 1861-1865</p>	<p>Time-line: Civil War; Maps: Eastern, Western campaigns; H Ch. 14</p>
<p>May 1-7</p>	<p>Finals week. Exam #3 (on Part Three)</p>	<p>Check for final date/time</p>

Writing Assignments (posted on Oncourse on day scheduled)

1. Jan. 22. On Henretta et al. Ch. 1
2. Mar. 5. On Henretta, Ch. 7
3. Apr. 16. On the Douglass or Jacobs book (your choice)

Exams (in class, using paper and Scantron™. Bring pencils.)

1. Feb. 19, covering Henretta Chapters 1-5
2. Mar. 26, covering Henretta Chapters 6-9
3. May1-7 Finals week (check date), covering Henretta Chapters 10-14

Class Project Research Paper

Rough Draft Presentation to class on Feb. 12, with written summary.
 Final Copy Due in ONCOURSE drop-box by midnight on Mar 19.
 See detailed instructions above.

Attendance

One point given for each class-session attendance (two per day). Two “free” points given, meaning no penalty for missing one evening. Students with perfect attendance will be rewarded.

Assessment categories in this class with approximate point and percentage values (subject to change):

Classroom participation (deduct a point for each unexcused absence after two)	30 pts-weighted: 05%
Writing assignment #1	20 pts-weighted: 10%
Writing assignment #2	20 pts-weighted: 10%
Writing assignment #3	20 pts-weighted: 10%
Exam #1	40 pts-weighted: 15%
Exam #2	40 pts-weighted: 15%
Exam #3	40 pts-weighted: 15%
Class Project Research paper (see separate instructions)	60 pts-weighted: 20%
Totals (approximate point totals)	270 pts-total: 100%

Grading scale—A: 90-100; B: 80-89; C: 70-79; D: 60-69; F: below 60. For plus and minus break-points, see our course’s Oncourse Gradebook.