

History H105/Summer II 2007/Dr. Ashendel  
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Required Readings:

*Making America*, Volume I

*Pocahontas*

*The Shoemaker and the Tea Party*

*Hospital Sketches*

“Reality often astonishes theory.” *Car Talk*

The instructor may modify 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-drive 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 in another way at the IUPUI web site under Principles of Undergraduate Learning:

[www.iupui.edu/~history/principlesundergradlearning.htm](http://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 perspectives 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 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. Careful listening and note taking

are important life skills. Therefore, no tape recorders are allowed without special permission by the instructor.

**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 student code of conduct is found in the *IUPUI Bulletin 2004-2006*, 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](mailto:stuadvoc@iupui.edu).

**Assignments:** Students will take two examinations. These examinations will consist of six 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 1 quiz over *Pocahontas*, 1 quiz over *The Shoemaker and the Tea Party*, and 1 quiz over *Hospital Sketches*. The questions for those quizzes are part of this syllabus.

**Grading:**

2 examinations @ 100 points	200
3 quizzes @ 50 points	150
Total points	350

Grades are based on a straight scale: 350-339 = A+; 338-327=A; 326-315=A-; 314-303=B+; 302-292=B; 291-280=B-; 279-268=C+; 267-257=C; 256-245=C-; 244-233=D+; 232-221=D; 220-210=D-; 209 and lower = F. A zero has a greater negative impact on your final grade than at least some attempt to complete an assignment. Make-up examinations and quizzes are strongly discouraged. Make-up quizzes WILL NOT be taken from the study guide. No make up 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 make up exam or quiz if the documentation is not presented or is deemed invalid. If a make up exam or quiz is approved it must be completed within one week of the original exam or quiz. Incompletes are strongly discouraged and rarely given. It is not fair to the rest of the class to request extra time to complete the work. **EXTRA CREDIT WILL NOT BE OFFERED.**

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

June 25: Introduction to the Course/Age of Exploration

Read: MA Chapters 1 and 2

June 26: Early Colonial Settlements/ The Development of Slavery

Read: MA Chapter 3

June 27: NO CLASS

July 2: The Puritans

**QUIZ** on *Pocahontas*

July 3: Colonial Governments and Colonial Changes

Read: MA Chapter 4

- July 4: HOLIDAY—NO CLASS:
- July 9: Imperial Policy and Colonists Rights  
Read: MA Chapters 5 and 6
- July 10: Making a Rebellion  
**QUIZ** on *The Shoemaker and the Tea Party*
- July 11: Constitutional Convention and Ratification Debates  
Read: MA Chapter 7
- July 16: The Federalists and the Jeffersonians  
Read: MA Chapters 8 and 9
- July 17: **EXAMINATION I**
- July 18: New Ways to Live and Work  
Read: MA Chapter 11
- July 23: Southern Society and Slave Culture
- July 24: Limits of Liberty/Reform Impulse  
Read: MA Chapter 12
- July 25: The Common Man and Politics  
Read: MA Chapter 10
- July 30: Manifest Destiny  
Read: MA Chapter 13 and 14  
**QUIZ** on *Hospital Sketches*
- July 31: Civil War and Reconstruction  
Read: MA Chapter 15
- August 1: Civil War and Reconstruction
- August 6: **EXAMINATION II**

### **Study Questions for *Pocahontas***

Endnotes: Carefully read the endnotes. What sort of primary sources did the author use to write this book? What other types of research were used? Is the author positive that all of the information she has is accurate? Why or why not?

Chapter 1: How did Powhatan come to power? What role did women play in the transmission of political power?

Chapter 2: What inspired Englishmen to explore in the New World? How did they hope to interact with the native people?

Chapter 3: What really happened at the event where Pocahontas supposedly saved John Smith's life? Why was Powhatan so interested in John Smith?

Chapter 4: Describe Pocahontas' activities at Jamestown. Why was Powhatan upset with the trade arrangements with the English?

Chapters 5-8: How and why did the English kidnap Pocahontas? Why did Rolfe marry her? Why did she marry him? Why did the Virginia Company want Pocahontas to go to London? How was she treated?

Chapter 9: OMIT

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## **Study Questions for *The Shoemaker and the Tea Party***

### **Part I**

Chapter 1: What authors recorded Hewes' story and what public events inspired them to do so? Was Hewes' memory reliable? Why or why not?

Chapters 2-4: Describe Hewes' childhood and years as an apprentice. What sort of character traits and abilities did he develop over those years? Describe his place as an adult 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 Questions for *Hospital Sketches***

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1. Describe Alcott's family life in Concord. How did she earn money?
  2. How was Nursing organized during the war? What did the nurses do?
  3. The Civil War has been characterized as a home-front war that involved civilians as well as soldiers. What evidence of strong links between home front and battlefield can be found in the book? What roles do civilians play in her account?
  4. Throughout the book, Alcott claims maternal authority over her "brave boys." Why? Does calling soldiers her "children" mask sexual tension in the text? What does she gain by taking the role of "mother?"
  5. What are the racial dynamics within the hospital? How are African Americans described in the text? Was Alcott, an abolitionist, committed to social equality with African Americans?
  6. Alcott writes that Tribulation Periwinkle is a "woman's rights woman." How does this assertiveness play itself out in Alcott's life? Are there limits to her assertiveness? When is she deferential and why?
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