

American History 1492-1876 – BSU History 201 Course

Mr. John Marsh, Associate Lecturer of History

Office: Wagoner 150

Office Hours: Listed below & by appointment

Mon/Wed 4:00-4:30; Tuesday 10:30-1:00 & 2:00-4:00; Friday 12:00-1:30 & 4:00-5:00

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OFFICE HOURS AND CONTACTING ME

You can stop by my office anytime to see me. You do not need an appointment. My office is in Wagoner in the hall between the nurses' office and the tunnel. I will almost always be there during my office hours listed above, and you may find me there at other times as well. If you can't come during my office hours, we can set an appointment for another time or meet by Zoom. Outside of my office hours, please feel free to email me (jmarsh@bsu.edu) at any time. Of course, if it is in the evening, you may not get an answer until the next day.



If at any time you have questions, comments, problems, or suggestions please talk to me. If you are having difficulty in the course, *don't wait*. There are things we can discuss to help you. Most students will find themselves struggling occasionally in some classes, and it's not a weakness to ask for help. On the contrary, it shows wisdom and determination.

You don't need to be having a problem to come see me in my office. I encourage you stop in to simply chat. In fact, if you come, sit and talk with me at my office at least once during August & September, I'll give you 1 extra credit point. That's a onetime offer, not a point for every visit. You can come with another student or two.

DUAL CREDIT

As you probably know, dual credit means that you can sign up to receive college credits for this course through Ball State. The grade you receive in here will go on your Ball State transcript. The credits, but not the grade, will be transferable to most universities.

If you want dual credit, you must sign up for it. You do not automatically get it just by being in the class. When you sign up, you pay a relatively small fee to Ball State. (It is far less than the regular cost for the credits.) All in all, it is a great way to get a head start on your college career. I encourage you to seriously consider the dual credit option. Please watch for emails from the Guidance Office and your advisor for information on how to sign up.

COURSE DESCRIPTION

This course is a survey of the political, diplomatic, economic, cultural, and sociological forces and adjustments that have affected the history of the United States to 1876. Students will examine key events, ideas, personalities and movements from European exploration to the end of Reconstruction as they relate to life in the United States.

REQUIRED TEXT AND READINGS

America, Henretta, 3rd Edition (textbook)

Other readings (on Canvas, e-mailed or handed-out) are listed as:

Abbreviation in schedule

"America"

"Handout"

We have the *America* textbook which we will use occasionally for background information. Most reading assignments will be from short articles, documents, etc., which will be handed out and/or made available electronically. They are listed on the schedule as "Handout." It is your responsibility to make sure you have/bring the handouts which were assigned for a class.

RETURN OF READINGS

In order to save trees and printing costs, I request that you return any of the readings (except the syllabus and project assignments) if you have not marked on them. This is not required, and you are free to make notes and highlights on the readings and keep them. But if it's unmarked and just going in the trash, please return it to me at the end of the semester for reuse.

ASSIGNMENTS

I have listed below the reading assignments for the first month of classes. **You must read the assignments PRIOR to the class on the day on which they are listed, and post your answers on Canvas to any DISCUSSION QUESTIONS I have assigned.** I have also included the tentative dates for exams.

It is not necessary for you to bring the *America* textbook to class unless I instruct you to ahead of time.

However, you are required to bring to class any reading from handouts which were assigned for that day. We use the text of the readings in our discussions, so you must have your copy to which you can refer. **Not having the assigned readings in class will negatively impact your class participation grade.**

Sometimes, I will list the pages in the *America* textbook as "For Reference," which means it is relevant and recommended, but not required.



"Well, here we go again. ... Did anyone here *not* eat his or her homework on the way to school?"

	TOPICS	ASSIGNMENTS
Aug 10	Introduction Handout readings and map	HANDOUT: Read <i>Syllabus</i> before class
Aug 12	Freedom Historical Fact/Interpretation Primary Sources Assign VA groups	HANDOUT: <i>History of Freedom</i> no discussion questions HANDOUT: <i>Primary Sources</i> no discussion questions Be ready to discuss these in class
Aug 14	Jamestown, Plymouth and Mass. Bay Colonies <i>You should write at least 1 paragraph on each of the discussion questions from the 2 readings. Remember, your answers must be submitted on</i>	HANDOUT: <i>The Plymouth Experiment</i> DISCUSSION QUESTIONS (post your answers on Canvas): How did the Pilgrims originally organize their property ownership, what system did they switch to, and how well did that work for them? What do you think are the main reasons for the outcome of the new system? HANDOUT: <i>Metacom's War</i> DISCUSSION QUESTIONS (post your answers on Canvas): At this time, several tribes of indigenous peoples are attacking farms and villages and making a very bloody war on the Massachusetts

Canvas by midnight on the 13th (the night before class)

Colony. This document contains the actions the legislature orders be taken to stop the war. What things does this document tell us about this colony in 1675?

		TOPICS	ASSIGNMENTS
Aug	17	Virginia Colony Mass. & Virginia compare/contrast <i>Don't forget to submit your answers on Canvas by midnight on the night before (18th)</i>	HANDOUT: <i>Virginia Colony</i> The pages you read depend on which topic you were assigned: Economics & Geography of the VA Colony: pages 105-110 & 116-123 Government/Politics of the VA Colony: pages 110-123 Religion in the VA Colony: pages 123-139 DISCUSSION QUESTIONS: Make a bullet list from the reading of all the significant points regarding your topic and post it on Canvas. It should be at least 10-15 items. In class, you will be combining your list with that of others who were assigned that same topic, and writing it on the board to share with the class. (This is an exception to the rule requiring Discussion Question answers be in paragraph form. For this one, a bullet list is the only requirement)
Aug	19	New Netherlands Pennsylvania Georgia <i>Remember, even though no discussion questions are required, you still need to read the assignments and be prepared to discuss them</i>	Map Quiz HANDOUT: Selections from <i>The Island at the Center of the World</i> – no discussion questions POSTED ON CANVAS: Watch 5 minute video: <i>Forgotten Founding Father Adriaan van der Donck</i> – no discussion questions HANDOUT: <i>A Description of Philadelphia</i> – no discussion questions
Aug	21	Social/Economic aspects of the colonies	HANDOUT: <i>Poor Richards Almanac Selections</i> – no discussion questions HANDOUT: <i>The Nature and Necessity of a Paper Currency</i> DISCUSSION QUESTIONS Remember, if I don't list the discussion questions here in the schedule, you'll find them at the start of the document
Aug	24	Colonial Wars Causes of the American Revolution	HANDOUT: <i>Geo Washington's letter on Braddock's defeat</i> – no discussion questions AMERICA: 119-122 – no discussion questions

		TOPICS	ASSIGNMENTS
Aug	26	Stamp Act Causes of the American Revolution	HANDOUT: Resolutions of the Stamp Act Congress DISCUSSION QUESTIONS
Aug	28	Causes of the American Revolution	HANDOUT: <i>Boston Massacre Trial</i> introduction and documents. We will discuss in class and meet in groups at the end of the period
Aug	31	EXAM 1	
Sept	2	Start of the American Revolution	HANDOUT: Common Sense DISCUSSION QUESTIONS
Sept	4	BOSTON MASSACRE TRIAL <i>SHADOW DAY</i>	Prep for the trial with the documents and your partners. Academy staff and parents/guests will be the jury
Sept	9	Debrief Trial Go over Exam 1	HANDOUT: Boston Massacre Images and Perspectives This assignment will only take you about 5 minutes. You don't have to read much or write anything. You just look at a few images and a quote and think about some questions I ask. We'll discuss the items in class.
Sept	11	Early American Revolution	HANDOUT: Declaration of Independence DISCUSSION QUESTIONS

As the course progresses, it may be necessary to modify some assignments. I will give you notice of a week or more on changes to exams or major assignments. I will generally give you notice of several days or more if I change a reading assignment. However, circumstances occasionally require minor last minute changes or additions. I will e-mail to you any such changes no later than 6:00pm on the day before class. **So, you are responsible for checking your e-mail after 6:00pm on the night before class.**

GRADING

Grading in the course will be based on the following:

Quizzes	20-30 points
Discussion Questions	80-100 points
Class participation Q1	50 points
Class participation Q2	50 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Exam 4	50 points
Final Comprehensive Exam	100 points

TENTATIVE EXAM DATES

Aug 31	Exam 1
Late Sept	Exam 2
Late Oct	Exam 3
Early Dec	Exam 4
Dec 15-18	Final Exam TBA

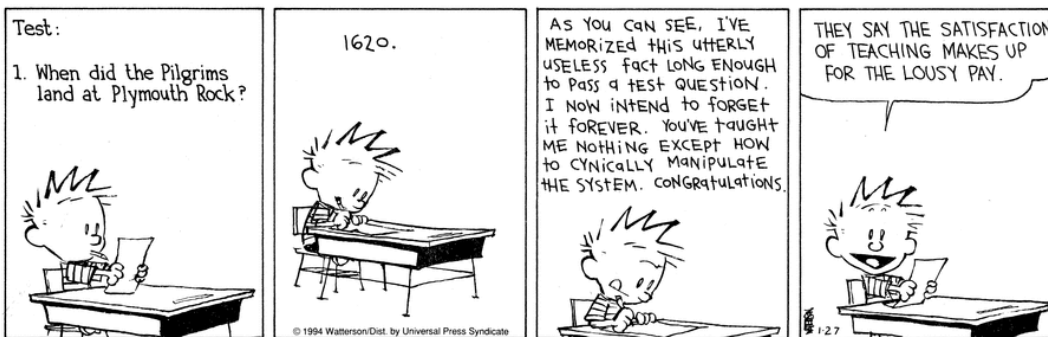
Final grades will be assigned according to the following scale:

A = 92-100%	B+ = 88-89%	B- = 80-81%	C = 72-77%	D* = <70%
A- = 90-91%	B = 82-87%	C+ = 78-79%	C- = 70-71%	

EXAMS & QUIZZES

The exams will be composed of both objective and essay questions. Exams 1-4 will be over the current material. The Final Exam will be drawn from the first 4 exams. So keep the exams to study for the Final Exam. I will provide some sample questions prior to the first exam.

Exams 1-4 are worth 50 points each. I will drop your lowest of those 4 exams, as long as that helps your final course grade. This way, if you had particular trouble on one exam, it won't negatively impact your final grade. Occasionally, a student performs extremely well on all the exams in comparison to other grades in the course, and dropping the lowest exam would actually lower their



grade. In that case, the exam is not dropped. The Final Exam is not dropped, except in the rare case of substantial extenuating circumstances, such as an extended illness.

Although I don't plan to use them, I reserve the right to give pop quizzes at any time, for any reason. There will be no make ups for pop quizzes. If you have an excused absence, that quiz will not be used in calculating your grade. If you have an unexcused absence, you will receive a zero for the quiz.

CLASS PARTICIPATION

Learning is an active process, and the more you are engaged, the more you will get out of this course. I reserve 100 points during the semester for a participation grade. The participation grade is based on my assessment of your performance in the following areas:

- Attentiveness during lectures
- Studying assignments prior to class, taking notes on readings and answering discussion questions
- Bringing the necessary readings to class
- Participation in class discussions, simulations, and activities
- Participation and effort in group projects
- Adherence to the standards of classroom conduct
- Positive attitude

During the course of our class discussions it will become obvious who has prepared and who has not. I usually do not call on students who do not have their hands up and ask them to answer a new question in class. However, **if it is a discussion question I provided before the class, I will assume everybody is ready to go with an answer. I often will call on students at random for those.** Students who do not read the assignments and do not prepare responses to discussion questions will lose points on their class participation scores, and will have more trouble on exams.

I know that for some of you, speaking in class is not your favorite thing, and that's okay. However, as a professional, you are going to need to speak in meetings, small groups and even large groups. So you need to continue to enhance those skills and be ready, and this is a good safe place to do that. It is not a contest, and I am not scoring who talks the most in each class period. So I don't want you to feel it is a disaster to your participation grade if you didn't raise your hand in class on a particular day. However, you do have to get your hand up and voluntarily join the conversation at least some of the times. If you never raise your hand in class to get in the discussions, the best you will be able to get on class participation is a C.

I will post 50 points of your participation grade at the end of the first quarter, and the other 50 points at the end of the semester. If you have any questions regarding your standing in that category at any point during the semester, please talk to me.

DISCUSSION QUESTIONS

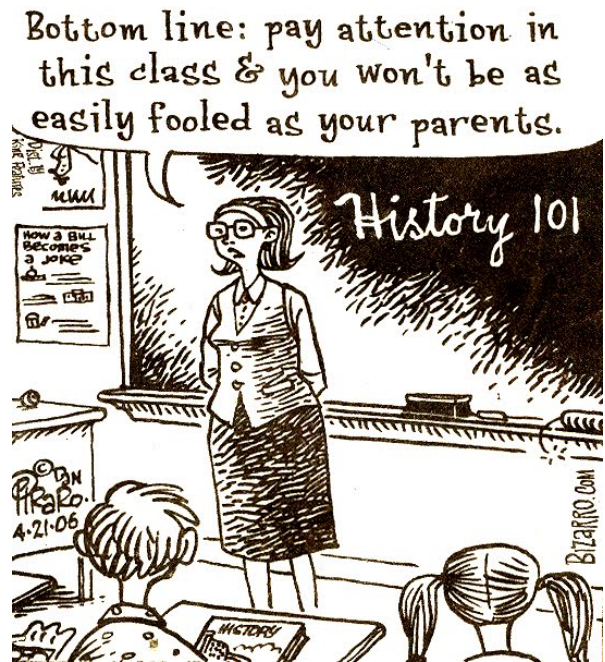
In this class, you will be doing much of the work of the historian. That is, instead of only reading textbooks that have all the material boiled down for you, you will often be working with the same kinds of primary source documents that historians study. **Primary sources** are created during, or near, the time period being studied and include things such as letters, bills, legal acts, diaries, speeches, interviews, business transactions, and proclamations, as well as artifacts other than documents. They are the "original," first-hand sources of history that are studied and used to create secondary sources, such as textbooks. One of the readings for the second day of class will explain primary sources further.

A central feature of this class will be our study, analysis, and discussion of these primary sources as we seek to understand the key historical issues.

Therefore, it is absolutely essential that you prepare for every class by reading and studying the assignments for that day. If students have not read the material, then we cannot have productive discussions.

To that end, we will have **DISCUSSION QUESTIONS** assigned for most primary source readings, as well as a few secondary source readings. Details and requirements of discussion questions are as follows:

- They will normally be worth a total of **4 points** for each class for which they are assigned. Overall, they will total around 80-100 points for the semester. That is as much as 2 exams.



Discussion Question Requirements

Summary:

- Must be submitted on Canvas by midnight on the night before class
- Must be good academic writing in sentence and paragraph form
- Focused on your own personal analysis of the issues, and based on the facts
- You cannot use AI in their creation
- Paste in the box, do NOT attach files
- Paste in the Affirmation you did not use AI. Don't forget to submit.
- Print out and bring to class for your own use

- When you open the assignment **on Canvas**, you will find a **submission box**. That is where you post your answers. I strongly suggest you write your answers in a word processing program first, then paste them in the box. That is because sometimes computers can freeze or crash, and programs can time out. If those things happen, you will lose what you have written.
- **Do NOT attach files.** Paste your answers directly in the submission box. If you attach a file, I won't read it.
- **You must post your answers by midnight the night before class.** That gives me a chance to look at your answers before class.
- If they are not posted by midnight the night before class, you have one week to submit them for half credit. After that, they will **not** be accepted and a zero will go in the gradebook, unless I make exceptions for extenuating circumstances.
- **Your answers must be in sentence and paragraph form.** No sentence fragments or entirely bullet listed entries. (You may occasionally include a bullet list within the writing if it seems to be a good way to convey particular information.) Be sure to use proper grammar and spelling. In other words, I want you to practice **good, clear academic writing**. That will be part of the criteria I use in grading the discussion questions.
- Since you are writing about your thoughts and analysis of the readings, **you can use "I," as in, "I think such and such."** In fact, you will probably use that perspective often.
- **Back up your points with specific examples from the readings.** That is a key part of your grade. Giving your opinions is good, but you need to support them.



- Put your **name, the date assigned and the title of the reading(s)** at the top of your assignment.
- **The total length of all your answers for a given day should be around 2-4 paragraphs**, depending on how long and how detailed the reading(s) are, and how many discussion questions there are. Some questions can be answered in a sentence or two. Others will require longer answers. Also, you cannot just use quotes from the text for most of your answer. Quotes are very good to use, but they can't take the place of your thoughts and analysis.

- **I will designate all readings that require discussion questions with "DISCUSSION QUESTIONS"** in the assignment schedule. Sometimes I will list the questions right there in the schedule. Other times the questions will be listed at the start of the reading. Any readings that do not have the **DISCUSSION QUESTIONS** designation do not require discussion questions. Usually only about two thirds of the readings will have discussion questions. That does not mean that the other readings are not important. They are important to your overall understanding of the topics, and I will expect you to have read them before class as well.
- **You cannot use AI in the creation of your answers. Using wording from AI, or even paraphrasing wording from AI is considered Academic Dishonesty** in this course, and will be dealt with according to Academy policy.
- **You must include this affirmation at the end of EVERY discussion question assignment:** "I affirm that I read the assigned texts and created the answers myself. I did not use AI in any way on this assignment."

There are multiple purposes for the discussion questions. One is to help you focus your thoughts on what you have read so that you are ready to discuss the material. The idea is that you are not just scanning the material, but thinking about it and analyzing it. The readings are usually fairly short, so you should have ample time to digest them. Obviously, along with that, the discussion questions let me know that you have done the reading for each class.

Be sure to print out your answers and bring them to class with the readings. That way you can have your answers in front of you during our discussion. Having answers in front of you will hopefully reduce any anxiety you might have about participating in class discussions.

A second purpose is to provide you with notes on the readings which you can use for studying for the exam. Reviewing the discussion questions and your class notes on the associated discussion should prepare you well for questions on the exam regarding the readings.

A third purpose is to help boost your grade. The discussion questions are a matter of effort. Anyone can earn all the points possible by simply putting in the time and thought. So if you don't perform as high as you'd like on the exams, the discussion questions can bring your grade up.

Keep in mind, this is not busy-work regurgitation. I do not want just some generalized summary of what was said in the reading. I know what is in the reading. **I am looking for evidence that you have thought about and analyzed the concepts in the reading(s).**

Also, this is not math class where there is only one set of "right" answers. Students may end up focusing on different aspects of a reading, so their comments may be very different from one another. As long as their underlying facts are correct, and they demonstrate sound thinking and analysis, those different sounding answers can all earn full credit.

On some days, or on some readings, I will not ask specific questions. The onus will be on you to determine the main ideas of the reading(s). I will list those readings in the schedule as **"Your Own Analysis."** On those occasions, here are some basic questions you can keep in mind which you may want to answer:

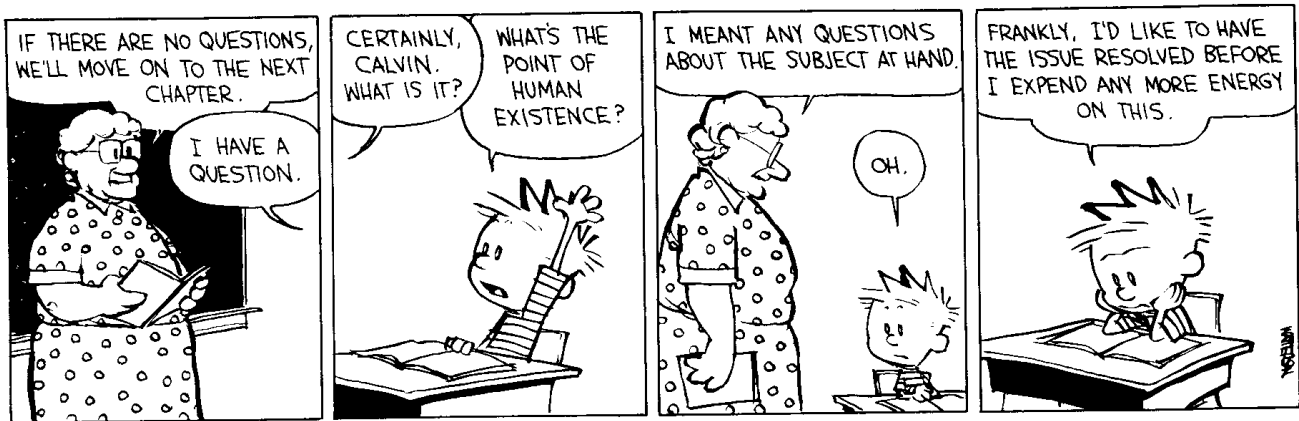
- Who wrote this and what was their purpose?
- What are their biases?
- **What is/are the central idea(s) or main point(s)?**
- What else can you learn from it?
- What connections can you make to what we have studied so far?
- What is your reaction or opinion about it?
- What questions do you have about it?



The above questions are just a general framework, but you often do not need to say something on every one of them. Some will be too obvious or basic for a particular reading. For example, you don't need to say, "Lincoln's Second Inaugural Address was written by Lincoln to give at his second inauguration." Also, some of the questions may not be relevant to a particular reading. So although you will likely address at least some of the above questions (particularly the one in bold), I do not

want simply a brief listing of answers to all those questions. I am more interested in your answers to a couple of them into which you have clearly put some thought.

That brings us back to the central idea, which is that **the main thing I will be looking for in your answers is evidence that you read and thought about the assignments.** I can clearly tell the difference between someone who has read and analyzed the material, and someone who just scanned it for the answers, or perused the headings.



I suggest you read the discussion questions first to have them in mind. Then read the assignments and take a few notes on them. Then write up your answers/analysis.

Remember, Discussion Questions are due by midnight on the night before they are listed in the schedule. If you fail to post them by that time, you will have one week to turn them in for half credit. After that, no credit will be given unless I determine there are some extenuating circumstances.

I will give you one free pass. That is, I will drop one discussion question assignment that you miss, or the lowest one on which you get a score less than your course average. In the vast majority of cases that means a score less than a 4.

My grading on Discussion Questions will be as follows:

- 4 points – on time, accurate, evidence of thought and analysis, specific examples, good academic writing quality
- 3 points – on time, generally acceptable but some weaknesses in accuracy, presentation, and/or analysis
- 2 points – on time, but poorly done; OR late but otherwise well done
- 1 point – late, generally acceptable but some weaknesses in accuracy, presentation and/or analysis

If I take off points when grading, I will post some brief comments as to why.

Remember, any use of AI in the creation of your answers will be considered Academic Dishonesty (cheating) and will be handled in accordance with Academy policy. As part of my policing of this policy, students may be asked to explain the readings and their answers to me in oral or written form without the use of their submitted answers.

Again, like all the grades in this class, if you have any questions regarding your performance, please talk to me.

SAMPLE DISCUSSION QUESTION ANSWERS

Here are some sample student answers from a reading I have used in this class in the past. It is a primary source document which includes instructions from the directors of the Virginia Company to the leaders of the party they have sent to start Jamestown colony in the New World.

Sample 1

This document was written in 1606 and gives instructions from the Virginia Company to its settlers in Jamestown, which was the first successful English colony in America. It gives a lot of detail on a wide range of issues. For example, it gives extensive instructions on how to select a site for the colony such as how to choose a river, how far up it to sail, and where to locate the fort. It sounded like they thought the fort was most needed for protecting against the Spanish and the French.

The instructions get oddly specific in some places. When talking about how the colonists should look for minerals, they say, "When they do espie any high lands or hills, Captain Gosnold may take twenty of the company to cross over the lands, and carrying half a dozen pickaxes to try if they can find any minerals." How company officials sitting in offices across the Atlantic Ocean should know exactly how many men and pickaxes should be used in a hypothetical situation seems very strange to me.

I was also surprised about how the instructions mentioned more than once that the settlers should "have great care not to offend the naturals," and to treat them with kindness. We were generally taught that the English colonists didn't care about the Native Americans. It also said the settlers should choose land which was not already inhabited by the natives. I can see a potential problem with those instructions though, because there may be a reason why land is uninhabited by the natives. Perhaps it is swampy or has bad water.

Sample 2

These were a bunch of instructions on how to start a clonoy. They told the men to look for gold, and also to sail up the rivers to look for India. This was when America was just getting started. Captain newport is in charge so he is mentioned several times. Other things they said was to not plant in certain kinds of places. they also said they should not let the natives know if there people got sick and died. I thought the reading was very interesting. It just goes to show how hard it is to start a colony.

Analysis

Which student do you think put some time into studying the reading and thinking about it? Which student do you think will be better prepared to participate in the class discussion, or to answer questions about the reading on an exam? It's not too tough to tell, is it?

Look at sample 2. The writing is vague and, in some places, lacks specific examples from the text. It is also rambling, disorganized, too brief and all in one paragraph. There are misspellings, problems with verb tense, capitalization and word choice. It is also just listing things from the text, but not really analyzing them. It scored a 2 out of 4.

Contrast that with sample 1. It is well written and the points the student makes are backed by examples, and sometimes quotations from the text. Remember the main thing I said I wanted to see

was evidence that the student had thought about what they read. This student had observations on the Spanish and French being the biggest danger, how specific the instructions were, the points made about indigenous peoples, and a potential problem they saw in the instruction about choosing land. This scored a 4 out of 4.

POLICIES

Below are the policies for this course. Some of them are my policies, while others are set by the Academy, Ball State University, or even the State of Indiana. Policies which are set by others are in *italics*.

INDIANA ACADEMY ATTENDANCE POLICY

Attendance is mandatory. Students may receive excused absences at the professional discretion of the school nurse, the associate director of mental health services, the associate director of college counseling and student engagement, the director of academic affairs, and the executive director of the Indiana Academy. Unexcused absences occur when students miss class without prior approval from the aforementioned designated school officials. Continued absences (both excused and unexcused) from Academy classes increase the likelihood of unsuccessful completion.

Alongside steady attendance, students are expected to maintain consistent healthy habits of decorum, respect, and kindness towards their classmates, instructors, and teaching assistants. When students fail to meet these classroom behavioral standards and academic habits, it is the expectation faculty engage appropriately to bring quick and immediate resolution. When students consistently fail to meet these behavioral standards and academic habits in the classroom, administrative action will be taken involving, but not limited to, parent/guardian communication, removal of privileges, administrative withdrawal from the classroom, suspension, and expulsion.

ATTENDANCE AND TARDIES: The policies in the Student Handbook regarding attendance and tardiness will be followed in this class. Students are expected to attend, and be on time, for every class. If you are not in the classroom by the official starting time, you will be marked tardy. If you arrive more than 15 minutes late, you will be marked absent, however you will still be able to turn in assignments, per late policy listed below, and participate in the educational activities of the day, so it is definitely in your best interest to attend. You must notify me in advance, using Academy procedures, in the case of pre-arranged absences.

MAKEUP WORK FOR EXCUSED ABSENCES: Exams, quizzes, online discussions and other assignments missed must be **made up within 1 week from the date of your return**, unless other arrangements are made with me in advance. Additional time can be granted for extenuating circumstances such as extended illnesses, but you must communicate with me in a timely fashion. Do not wait for me to contact you regarding a makeup. **It is your responsibility to contact me to schedule a makeup exam.** Likewise, for homework and class material, it is your responsibility to find out what you missed and how to make it up.

CONSEQUENCES IN THIS CLASS FOR UNEXCUSED ABSENCES: There is no right to make up quizzes, discussion questions and other similar assignments as a result of an unexcused absence. However, you should still talk with me about how to not fall behind with the course material as a result

of the unexcused absence. You will be given an opportunity to take an exam you missed due to an unexcused absence, but there will be a 1-letter-grade penalty on that exam score. That exam must be made up before I hand them back in class (usually about a week). After that, a zero will be entered for the exam score.



“Now! *That* should clear up a few things around here!”

Unexcused absences will also negatively impact your Class Participation grade. You are allowed 2 unexcused absences without penalty to your Class Participation grade. 3 points will be deducted from your Class Participation grade for every unexcused absence after that.

Please be aware that Academy policy allows a faculty member to report a student as having an unexcused absence for sleeping in class or for unapproved use of electronic devices.

ACADEMIC DISHONESTY: Academic dishonesty (cheating) will not be tolerated. Some examples of academic dishonesty include, but are not limited to copying or facilitating copying during exams, turning in written assignments with the same language as others, and copying from internet or print sources without proper citation. **Cases of academic dishonesty will be dealt with according to**

the policies in the Student Handbook. If you have any questions on what constitutes academic dishonesty, I strongly encourage you to consult the Student Handbook, or discuss it with me.

Academic Integrity policies are found here in the online student handbook:

<https://academy.bsu.edu/handbook/academic-integrity/>

HUMANITIES DIVISION STATEMENT ON AI

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.

USE OF AI IN THIS COURSE

AI will be a very useful tool to you throughout your life, but don't let it do your thinking for you. That's a recipe for personal and societal decline. Use of AI when you are reading the assignments and prepping your answers to the discussion questions will significantly reduce the educational benefit to you, because the main goal is to continue to build your critical thinking skills. Furthermore, you'll have to explain these topics on the exams, so you'll need to be able to think through them before then anyway. Best to spread out your study of these topics and not try to cram them all in the night before the exam.

So now that you know the rationale, **here are the policies regarding AI in this course. You can NOT use AI for Discussion Question assignments.** Using any wording or even paraphrased wording you got from an AI program in your answers is considered **academic dishonesty** (cheating)

in this course, and it **will be tracked and enforced using the Academy's policies on academic dishonesty**. Using AI to create your answers is passing off some computer's ideas as your own.

You must include this affirmation at the **end of EVERY discussion question** assignment: **"I affirm that I read the assigned texts and created the answers myself. I did not use AI in any way on this assignment."**

When can I use AI in this class? You can use AI for studying for exams and research NOT related to the discussion questions. There may be some assignments on which I specifically encourage you to use AI, and I will of course inform you of those when the time comes.

LAPTOPS/CELL

PHONES: Based on state law and Academy policy, you may not use your laptop, phones or other electronic devices in this class. It would be best not to bring them at all. You will need to take

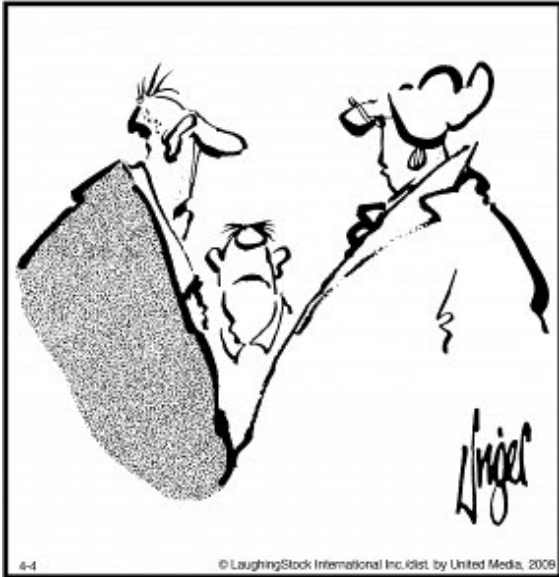
notes in this class, so always have a notebook with you. If it were me, I would have pockets in the notebook where I could place the readings and handouts to keep everything all together.



CLASS ATMOSPHERE: Feel free to ask questions during the lectures, but always raise your hand and be recognized. Sometimes, if I am in the middle of making a point, I may signal that I have seen you, and will go ahead and complete my point before getting to your question. During class discussions as well, please raise your hand before speaking. Just as in the professional world, an atmosphere of mutual respect and appropriate behavior will be expected at all times. That includes listening to your fellow students as respectfully as you would to me. In addition, **it is important to remember that topics we explore during class discussions will be on the exams as well**. So don't relax your concentration on the material just because I'm not lecturing.

Democracy is by definition, conversation. Ideas, perspectives and information are exchanged in the political decision-making process. Consequently, the right to freedom of speech, and the ability to have civil discourse in the public sphere are essential to a functioning democratic system. Anyone paying attention in recent years has noticed that our body politic has become increasingly polarized, and reasoned debate has often been supplanted by bitter personal attacks. Impugning the character and motives of someone is a way to marginalize and silence them. Many attempt to delegitimize their opponents with labels, so that they do not have to debate the substance of their ideas or policy suggestions.

This class is not a current events debate club. Our focus is not on arguing personal political views, and no one will ever be put on the spot for their personal opinions. However, we will be analyzing and discussing historical issues, events, ideas and policies, and connecting them, where applicable, to current issues. Historical information and analysis are vital to the educated citizen in making informed decisions in our system of self-government.



**"I taught him everything I know
and he's still stupid."**

So despite what is going on in the broader political sphere, in this classroom we will be practicing respectful and productive civil discourse. Politely disagreeing with the substance of ideas, and offering reasoned alternatives is always permissible, and is in fact healthy in a democratic system. But attacking another's character or motivations for their views, or referencing their personal characteristics or appearance, will not be allowed. This policy includes any online discussions we may have as part of this class. It also extends outside the classroom as well. Making derogatory comments about another student based on their expressed or assumed views as a result of a class discussion will not be tolerated. Should any such behavior also be in violation of Academy policies, such as those regarding bullying, Academy disciplinary procedures will be followed.

So our class will be a model of civil discourse, and who knows, maybe our civility will rub off on others in our society.

INDIANA ACADEMY WIRELESS DEVICE POLICY

Per Indiana Code 20-26-5-40.7, each school corporation must adopt and implement a wireless communication device policy that:

- *Prohibits a student from using a wireless communication device unless directed by the classroom teacher for educational purposes only.*

If required for participation in classroom instruction, a teacher may direct students to use only laptops or tablets. Cellphones, gaming devices, and smartwatches may not be used and must always be stored in a residential room, locker, backpack, or cellphone holders in the classroom. Students are prohibited from using any wireless communication device in the hallways, bathrooms, and all other locations inside the instructional building unless directly instructed to by a teacher. Students violating this policy may have their phone taken by a Burris or Indiana Academy school official for the remainder of the day. Phones can be picked up from the school office at the end of the instructional day. Repeated violations of this policy will result in further consequences as outlined in the Student Handbook. This policy does not apply to the residential hall (Wagoner/Elliott) except when a teacher temporarily holds a class session in a location other than the Burris Laboratory building. This policy does not apply to Ball State University courses or other Ball State University buildings.

HISTORY DEPARTMENT CONTENT WARNING STATEMENT

As with many history classes, the lectures, readings, and discussions will include a range of topics that may be triggering, emotionally distressing, and difficult for some students. Engaging with topics such as slavery and human suffering is essential to this discipline. History seeks to understand the experiences and thought processes of former generations, whether for good or ill. Sometimes the language and word choices used by people in the past may be insensitive or politically incorrect today. Nevertheless, the goal of history is to understand the past within its own context and time. If a reading, image shown in class, or discussion is truly troubling to anyone, please do not hesitate to talk to your instructor. In some circumstances, an alternative reading can be assigned.

BALL STATE UNIVERSITY BENIFICENCE PLEDGE

Ball State University aspires to be a university that attracts and retains outstanding faculty, staff, and students. Ball State is committed to ensuring that all members of the campus community are welcome through our practice of valuing the varied experiences and worldviews of the people whom we serve. We promote a culture of respect and civil discourse as evident in our Beneficence Pledge. As a reflection of Ball State's commitment to respect, civil discourse, and the Beneficence Pledge, inclusiveness at the Indiana Academy emerges as one of the priorities of our living and learning community. We strive to exist together respectfully and compassionately, creating an environment where every member can thrive.

MY ADDITIONAL COMMENTS: I am personally committed to doing everything I can to see that every student has the best possible experience in my course. So if I make a mistake on a name or a pronoun, please correct me. If there is something that is said in class, by me or another student, which bothers you or gives you concern, please talk to me. In our course, as in society at large, we can best address our problems and concerns with open communication.

TIPS ON DOING WELL IN THE COURSE

TAKING NOTES

- Read the assigned sections in the text before class. Even if you don't fully grasp it all the first time through, it will provide helpful context for the lecture.
- During lecture, focus on the main points. You can't possibly write down every word I say, but you can write down phrases, names, examples, concepts, and basic elements of a story.
- Be sure to write down any lists, summations, and conclusions I make, as well as anything I repeat.
- If you didn't hear or understand something, you may raise your hand and ask me. Otherwise, skip it and talk to me or a fellow student after class. Do NOT ask your neighbor during lecture as you will miss the current comments and fall farther behind. In addition, it will distract those around you.
- **Read your notes as soon as you can after class**, and make additions, corrections, or organizational changes while the lecture is still fresh in your mind. Also, if you are unclear on any material, you can ask me about it. This way you will have thorough notes, which you have already reviewed once, when it's time to study for an exam. On the other hand, if you wait until the night before the exam to read your notes, some points will seem unclear, and any gaps will be harder to fill in.
- Review the printed copies of the PowerPoints and compare them with your notes. However, please note that the PowerPoints are mostly images. They are not a substitute for your notes! Also, please return the PowerPoints as soon as you are finished with them so others can use them.
- If you feel you need to record the lectures for some reason, or you have other accommodation needs, please talk to me.
- Make sure your note-taking system is organized. If you have to hunt all over to match up notes from 2 successive days of class, then you need a better system.
- Remember, paying close attention and taking good notes during lecture is the first big step in studying for the exams.

EXAM PREPARATION

NOTES: Your notes are your best source of information for the exams. I am most likely to ask questions in a way that matches the description I gave in class. Study them thoroughly. I would suggest starting your studying with your notes in conjunction with the PowerPoints.

POWERPOINTS: The PowerPoints I use in class will be available as printed handouts in a pocket outside my door. They are for your use in studying for the exams. I suggest you use them to follow along with, and reinforce your notes. Please note that the PowerPoints are mostly images. They are not a substitute for your notes!

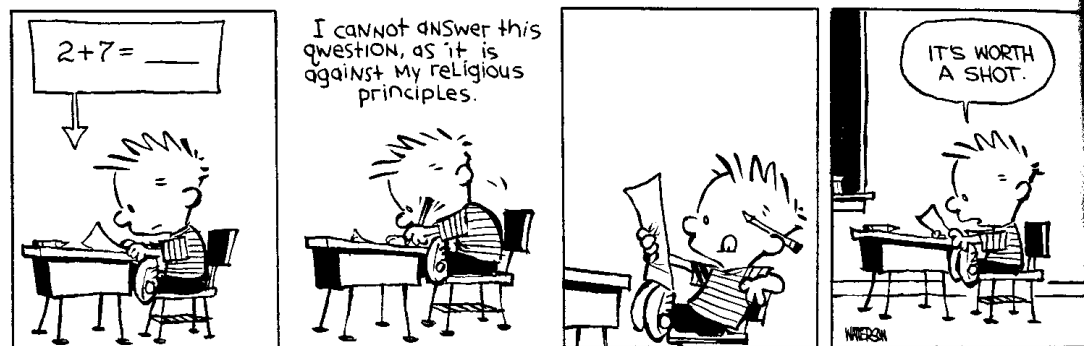
READINGS: The readings contain many of the essential concepts we will be studying in class. As mentioned above, you will be able to follow the lectures more easily if you have read the assignments ahead of time.

Be careful not to let the amount of information in the text overwhelm you. In the first place, when studying the text, continually try to focus in on the key ideas. Ask yourself what are the main points, trends, events, ideas, etc. that the authors are trying to get across to you in each section. Second, use your study guides as described below.

STUDY GUIDES: The study guides list the specific names and terms which you will need to know for each exam. Most of the study terms will be covered in lecture. There may be a few that are not covered in lecture, and it is your responsibility to get their definitions from the textbook. Use the index if necessary.

Regarding the textbook, any names or terms that are neither covered in lecture nor listed on the study terms will not be on the exams. For example, if the textbook talks about a King Buford the

Unhinged, but he's not on the study terms, and I don't mention him in lecture, then he will not be on an exam.

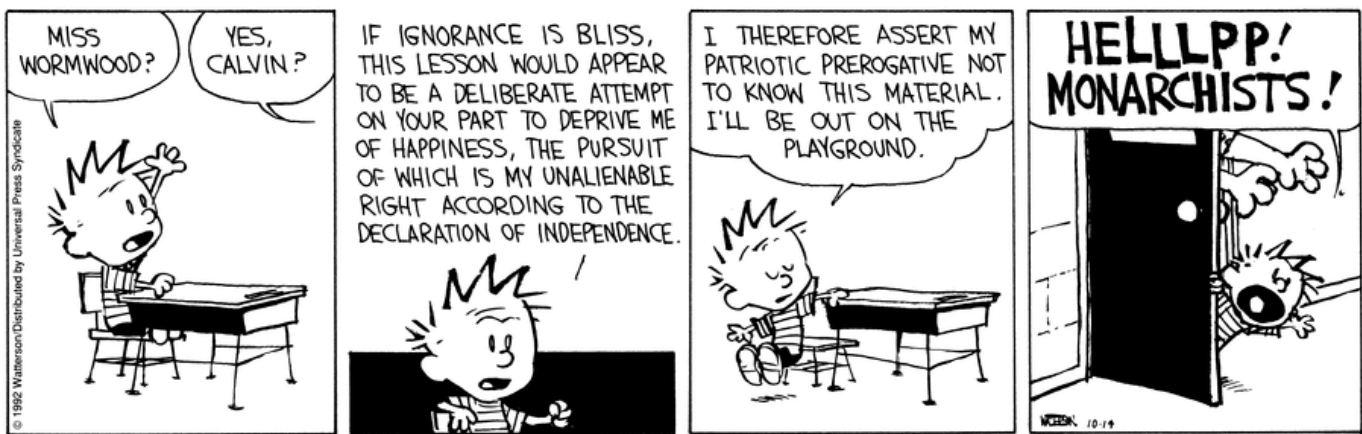


The terms on the study guides will sometimes coincide with the order they are discussed in lecture. However, the guides are not lecture outlines, and I strongly recommend that you take notes on separate paper, and do not try to follow along on the study guides during class. After class, you should use information from your notes to define the names and terms on the study guides.

It is very important to keep in mind that the study guides address specific names and terms. They do NOT contain all the concepts and information covered in lecture. In other words, the study guides are to supplement your notes; they are not a substitute for them.

This paragraph has nothing to do with study guides. I just wanted to bury a little note in here. Congratulations for showing the motivation and good sense to have read through the syllabus. You already possess the key ingredients to doing just fine in this course. You would be surprised at how many of your classmates did not read this far. So, as a little token of recognition of your starting effort, send me an email, before the start of our second class (Aug 12) with your name on it and these exact words, "I can't wait to learn some history!" That will earn you 1 point of extra credit. It's our little secret, so don't mention it to any of your fellow students before class, or I won't give you your point.

CHRONOLOGY & DATES: You will be required to know the basic chronological order of the major topics. For example, you'll need to know that the French and Indian War came prior to the Revolution, and that fighting during the Revolution started more than a year before the Declaration of Independence was signed. As for specific dates, before each exam, I will give you a list of 5 or so significant dates which you must memorize. Those are the only dates which you will have to list on the exam.



PUT YOURSELF IN A TEST SITUATION: Some students just read over the notes, terms, and dates a few times, and after they think they've put in enough time, they quit. Then when faced with having to recall information on the exam, they "draw a blank." To perform your best, you really need to spend at least some of your study time making yourself recall the material. For example, cover up the definitions of the study terms, make flash cards, or have a friend quiz you. If you have practiced putting yourself in a test situation, then during the exam, you will find yourself more able to recall the required information.

A word of caution about Quizlets is needed here. The concept is good. It is putting yourself in a test situation, which as I said, should be most helpful to you. The problem is that the Quizlet is only as good as the information put into it. I have no problem with you using a Quizlet which another student made up and shared with you. But if it is missing a number of key points and terms, and/or has a number of items on it which you do not need, then you could be seriously wasting your time.

SEEK HELP IF YOU NEED IT: It will be most productive if you study the material first, and then if you generate any questions, please contact me or see me. I'm happy to help you. You may also find it helpful to review material with other students. I have 3 sections of this class, so there will be 40-50 students preparing for the same exam.

BSU COURSE OVERVIEW

You can skip this last section. The following information is from the general description the Ball State History Department uses for this dual credit course. It is included here for your information, but is not as critical to your understanding of this course as my preceding information.

COURSE METHODOLOGY

This course will use a variety of active-learning strategies that include modified lectures, in-class exercises revolving around the use of primary and secondary source materials, and writing assignments. These pedagogies will help students explain:

- *the difference between a primary and secondary source*
- *historical methodology—how historians use primary and secondary sources to establish historical facts and interpretations of historical events*
- *historical thinking—how theories and context influence the ways historians think about historical episodes and construct their interpretations*
- *the existence and interaction of the different fields of history—political, diplomatic, economic, social, and cultural history*
- *the different approaches taken by historians as they reflect upon the experiences of the past*

Students will develop the following cognitive skills:

- *accurately observe (read) and reconstruct (write, speak) elements in the historical, philosophical, or literary realms to develop new ideas.*
- *describe or explain diverse ways to experience historical, philosophical, literary, and linguistic works (e.g. primary and secondary sources).*
- *use historical methods to read primary and secondary sources*
- *critically evaluate a wide array of primary source documents relevant to a particular historical event or development*
- *analyze particular historical events and developments from multiple perspectives and identify factors that shaped those perspectives*
- *identify trends in history*
- *analyze data, events, styles, themes, and developments to reveal patterns of information or create new ones.*
- *integrate information from multiple sources to develop new knowledge and insights.*
- *communicate knowledge in written form and, where appropriate, orally, geographically, numerically, and symbolically.*

COURSE OBJECTIVES

Students will be able to:

- *identify and recognize the basic events, issues, ideas, and patterns necessary to the study of American history to 1876.*
- *recognize some of the key interpretations connected with early American history.*
- *identify methods historians use to gather historical evidence.*
- *apply these methods to evaluate historical evidence and use them to support persuasive arguments.*
- *explain specific historical issues from a variety of perspectives.*
- *apply historical understanding to contemporary issues and events*
- *explain their own ideas and interpretations of early American history in organized, logical, persuasive fashion, both orally and in written form*

COURSE CONTENT OUTLINE AND FORMAT

Major Topics

- *The Fabrication of a “New World” Society by Three Ancient Civilizations: European, Native American, and African, 1492-1600*
- *European Colonization of North America, 1600-1650*
- *North American Society and Political Economy in a Transatlantic Context, 1650-1720*
- *The Emergence of a Distinctively American Society within the British Empire, 1720-1770*
- *The Transformation of British Colonies into the United States of America, 1754-1776*
- *The American War for Independence, 1775-1783*
- *Winning the Peace: Forging a National Democratic Republic, 1776-1789*
- *The Early Republic: Conflicts at Home and Abroad (Whiskey Rebellion, French Revolution, Quasi War, Emergence of Partisan Politics), 1789-1800*
- *The Second War for Independence and Its Aftermath: The War of 1812 and Westward National Expansion*
- *The Rise of Sectionalism*
 - *Plantations and Racial Slavery in the South, 1815-1860*
 - *Industrialization, Immigration, and Urbanization in the North, 1815-1860*
 - *Manifest Destiny in the Contested West, 1815-1860*
- *The Antebellum Era: Disuniting the Nation, 1845-1861*
- *The Civil War as the Second American Revolution, 1861-1865*
- *Reconstructing the Nation, 1865-1876*