

**The Indiana Academy**  
**SOC 203 (HIST 201)**  
**American History, 1492-1877 (Fall 2021)**

Instructor: Dr. Mark Myers

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*Course Description:*

This course surveys the American historical experience through 1876. Students will examine key events, ideas, personalities and movements from before European exploration to the end of Reconstruction.

Students who are enrolled in this course may receive dual credit through Ball State University for 3 credit hours in HIST 201. For more information, please consult the Academy course catalog.

*Required Texts:*

*The American Yawp* (Y) **Note: This is an open source, collaborative textbook that is available both online and as a pdf. I will post both the link and the pdf on Canvas.**

Hoffman, et. al. (H), *Major Problems in American History*, Vol. I: To 1877

Kolchin (K), *American Slavery: 1619-1877*

*Goals for and Obligations of Students:*

1. The first goal of the class is for students to gain an interpretive awareness of the major themes in US history to 1876. All students are obligated to complete all assigned readings before class. This is imperative because this course relies heavily on class discussion. Class sessions will only succeed if you put in the time to read the assignments.
2. The second goal of the class is for students to become comfortable participating in class. Students are obligated to participate in all class sessions.
3. The third goal of the class is for students to learn how to make a historical argument and to support that argument using evidence. All written assignments are designed with this goal in mind.
4. The fourth, and most important, goal of the class is to improve students' critical thinking skills.

*Course Requirements:*

1. Exams: You are required to complete three take-home exams that will test your ability to construct an argument and to defend that argument with evidence from class readings. More information will be forthcoming. Each exam is worth 50 points, for a total of 150 points.
2. Final Essay: You are required to write a comprehensive final research essay that will be due at the end of the semester. As with the exam essays, you are expected to construct an argument and defend it with evidence (both primary and secondary sources). More information will be forthcoming. The final essay is worth 60 points.

3. **Participation/Labs:** Most of our class sessions will consist of seminar discussions. These seminars may either be open conversations or led by a student discussion leader. I hope to convey to you the importance of collegial discussion. I consider a seminar to be a “team activity,” therefore there will be a class “baseline grade” for the seminar. However, if you do not participate, your score will be adjusted accordingly. I will be providing documents on Canvas to help you prepare for the seminars. Excused absences will not harm your seminar grade. The second part of your participation grade will be the history lab sessions. You will be provided a number of documents to work with and will produce a 1-2 page report on the primary sources. Specific instructions will be given. I will score you daily on these activities and will average the scores at the time of each exam. Each grading period will be worth 20 points, for a total of 60 points.
4. **Reading Journals:** Each student will submit a daily journal on the assigned readings. The journals will be posted to Canvas. These journals are designed to give you an opportunity to prepare for the discussion and should be two full paragraphs long. The only requirement is that you provide enough detail from the reading to show that you read the assignment. As with the participation score, I will average the daily journal scores and enter them at the time of each exam. Each grading period will be worth 10 points, for a total of 30 points.

*Grade Distribution:*

Exam Essays:	50% (150 points)
Final Essay:	20% (60 points)
Participation/Labs:	20% (60 points)
Reading Journals:	10% (30 points)

Percentage of total points earned:

A:	90-100%
B:	80-89%
C:	70-79%
D:	Below 70%

(Note: plus/minus may be used at my discretion)

*Late Policy:*

All major written assignments are due by 11:59 p.m. on the due date. Reading Journals are due by class time on the due date. Late assignments will be accepted with a penalty of 5% for every 48 hours the assignment is late. Extensions will only be granted in extraordinary circumstances.

*Attendance and Tardies:*

Attendance is required, per Academy policy. Unexcused absences will result in a grade deduction in participation. Late arrivals may be counted tardy, with late arrivals of more than ten minutes subject to being counted absent for the day.

*Academic Dishonesty:*

Academic dishonesty will not be tolerated and will be subject to the Academy’s policies on academic dishonesty. For a full discussion of this process and possible sanctions, please refer to the student handbook.

*Behavior and Computer/Electronic Device Policy:*

This class is expected to be a positive learning experience based on open communication and respect. You are expected to be collegial and to respect the rights of the other seminar participants. On that note, I expect you to be engaged with the class conversation, with no side conversations, sleeping, or playing on your cell phones or computers. Doing so will lead to a significant reduction of your seminar grade, as well as a potential unexcused absence. Furthermore, although you may use computers and electronic devices to access documents and your journal, using computers for non-academic purposes could lead to a banning of computers for all students. Continued disruptive activity can lead to removal from class (which would be an unexcused absence) and the sending of an APR.

*Canvas:*

Reading assignments and handouts will be posted on the class Canvas site. It is imperative that you check this regularly. You will also submit all written work via Canvas.

*Indiana Academy Mask Policy:*

The Indiana Academy will follow [Ball State University's mask policy](#) (see Section IV). Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is high or substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. This requirement is effective on August 9, 2021. Fully vaccinated people are not required to wear masks outdoors.

Individuals who are not fully vaccinated for COVID-19 are required to wear face masks while inside campus buildings and outside when physical distancing cannot be maintained.

If a student declines to wear a face mask as required, the student will be referred to the Director of Academic Affairs or the Director of Residential Affairs. If the situation occurs in a classroom or other academic setting, it is considered a classroom management issue, and the teacher will remind the student of the requirement and give the student a chance to comply with it prior to referring the matter to the Director of Academic Affairs or the Director of Residential Affairs. Wearing masks is crucial to preventing the spread of COVID-19 to others.

*Diversity Statement:*

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at <http://cms.bsu.edu/campuslife/multiculturalcenter>.

*Content Statement:*

As with many history classes, the lectures, readings, and discussions [in this course] 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

*Disclaimer:*

I reserve the right to make changes to the course calendar at my discretion. I will give notice to the class as soon as possible after making any change.

*Course Calendar:*

- Week 1: Indigenous America
- 8/18 Read: American Yawp, Chapter 1, Sections I-III  
Hoffman, Chapter 1, Documents 1-3, 5  
Linked Primary Sources on Canvas
  - 8/20 Read: American Yawp, Chapter 1, Sections IV-V  
Hoffman, Chapter 1, Documents 4, 6-8, and Essays  
Linked Primary Sources on Canvas
- Week 2: Colliding Cultures
- 8/23 Read: American Yawp, Chapter 2, Sections I-IV  
Linked Secondary Source on Canvas
  - 8/25 Read: American Yawp, Chapter 2, Sections V-VII  
Hoffman, Chapter 2, Document 1; Chapter 3, Document 1  
Linked Primary Sources on Canvas
  - 8/27 History Lab, "Jamestown" **Report Due 8/30**
- Week 3: British North America
- 8/30 Read: American Yawp, Chapter 3, Sections I-III  
Hoffman, Chapter 2, Documents 2-3, 8  
Kolchin, Chapter 1
  - 9/1 Read: American Yawp, Chapter 3, Sections IV-VI  
Hoffman, Chapter 2, Document 4; Chapter 3, Documents 2-4  
Linked Primary Sources on Canvas
  - 9/3 History Lab, "King Philip's War" **Report Due 9/10**

- Week 4: Colonial Society  
 9/6 No Class: Extended Weekend  
 9/8 History Lab, "Runaway Slave Advertisements" **Report Due 9/13**  
 9/10 Read: American Yawp, Chapter 4  
 Hoffman, Chapter 2, Documents 5-7; Chapter 3, Documents 6-8  
 Kolchin, Chapter 2
- Week 5: The American Revolution  
 9/13 Read: American Yawp, Chapter 5, Sections I-IV  
 Hoffman, Chapter 4, Documents 1-3  
 Linked Primary Sources on Canvas  
 9/15 Read: American Yawp, Chapter 5, Sections V-VII  
 Hoffman, Chapter 4, Documents 4-8  
 Kolchin, Chapter 3  
 9/17 **Exam Essay #1 Due Today**
- Week 6: A New Nation  
 9/20 Read: American Yawp, Chapter 6, Sections I-V  
 Hoffman, Chapter 5, All Documents  
 Linked Primary Sources on Canvas  
 9/22 Read: American Yawp, Chapter 6, Sections VI-XI  
 Hoffman, Chapter 6, All Documents  
 Linked Primary Sources on Canvas  
 9/24 History Lab, "Opposition to the Constitution" **Report Due 9/27**
- Week 7: The Early Republic  
 9/27 Read: American Yawp, Chapter 7, Sections I-IV  
 Hoffman, Chapter 7, Documents 1, 4  
 Linked Primary Sources on Canvas  
 9/29 Read: American Yawp, Chapter 7, Sections V-VII  
 Hoffman, Chapter 7, Documents 2-3, 5-7 & Dowd Essay  
 Linked Primary Sources on Canvas  
 10/1 History Lab, "Lewis and Clark Expedition"
- Week 8: The Market Revolution  
 10/4 Read: American Yawp, Chapter 8, Sections I-IV  
 Hoffman, Chapter 8, Documents 1, 3-5, 7, 9  
 Linked Primary Sources on Canvas  
 10/6 Read: American Yawp, Chapter 8, Sections V-VI  
 Hoffman, Chapter 8, Documents 6, 8, and both essays  
 Linked Primary Sources on Canvas  
 10/8 History Lab, "Early American Elections" **Report Due 10/15**

- Week 9: Writing Workshops (As Needed)  
10/11 No Class: Extended Weekend  
10/13 Writing Workshop  
10/15 Writing Workshop
- Week 10: Democracy in America  
10/18 Read: American Yawp, Chapter 9, Sections I-VI  
Hoffman, Chapter 9, Documents 1-4  
Linked Primary Sources on Canvas  
10/20 Read: American Yawp, Chapter 9, Sections VII-XI  
Hoffman, Chapter 9, Document 5; Chapter 11, All Documents  
Linked Primary Sources on Canvas  
10/22 History Lab, "Native American Removal" **Report Due 10/25**
- Week 11: Religion and Reform  
10/25 Read: American Yawp, Chapter 10, Sections I-IV  
Hoffman, Chapter 10, Documents 1, 6-7, Johnson's Essay  
Linked Primary Sources on Canvas  
10/27 Read: American Yawp, Chapter 10, Sections V-VII  
Hoffman, Chapter 10, Documents 2-5, 8-9  
Linked Primary Sources on Canvas  
10/29 **Exam Essay #2 Due Today**
- Week 12: The Cotton Revolution  
11/1 Read: American Yawp, Chapter 11, Sections I-IV  
Kolchin, Chapters 4-5  
11/3 Read: American Yawp, Chapter 11, Sections V-VII  
Kolchin, Chapter 6  
11/5 History Lab, "Slave Narratives" **Report Due 11/8**
- Week 13: Manifest Destiny  
11/8 Read: American Yawp, Chapter 12, Sections I-III  
Hoffman, Chapter 7, Documents 8-9; Chapter 9, Document 8  
Linked Primary Sources on Canvas  
11/10 Read: American Yawp, Chapter 12, Sections IV-VII  
Hoffman, Chapter 7, Document 7; Chapter 9, Documents 6, 9  
Linked Primary Sources on Canvas  
11/12 History Lab, "Texas Revolution" **Report Due 11/15**

- Week 14: The Sectional Crisis  
11/15 Read: American Yawp, Chapter 13, Sections I-IV  
Hoffman, Chapter 13, Documents 1-5  
Linked Primary Sources on Canvas  
11/17 Read: American Yawp, Chapter 13, Sections V-VI  
Hoffman, Chapter 13, Documents 6-10, Both Essays  
Linked Primary Sources on Canvas  
11/19 History Lab, "Brown's Raid" **Report Due 12/1**
- 11/22-11/26 No Class: Extended
- Week 15: The Civil War  
11/29 Writing Workshop  
12/1 Read: American Yawp, Chapter 14  
Hoffman, Chapter 14  
Linked Primary Sources on Canvas  
12/3 **Exam Essay #3 Due Today**
- Week 16: Reconstruction  
12/6 Read: American Yawp, Chapter 15, Sections I-IV  
Hoffman, Chapter 15, Documents 1-7  
Linked Primary Sources on Canvas  
12/8 Read: American Yawp, Chapter 15, Sections V-VIII  
Hoffman, Chapter 15, Documents 8-10  
Kolchin, Chapter 7 & Afterward  
12/10 History Lab, "Teenagers in the Civil War" **Report Due 12/13**
- Week 17: 12/15 **Final Essay Due**