

**SOC 201: U.S. History I, 1492-1876**  
**The Indiana Academy for Science, Mathematics, and Humanities**

**Ball State University History 201\***  
**Fall 2021, MWF 8:00**

Dr. Sean A. Scott

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Wagoner 149, office hours M: 12:00-5:00; W, F 12:00-1:30, or by appt.

\*Students enrolled in this course may receive three hours dual credit through Ball State University for History 201.

**Course Description:** This course surveys the history of the United States from European contact to the end of Reconstruction. It focuses on the colonial settlement of North America, the colonies' struggle for independence, and the ideologies and compromises that led to the creation of the United States. It also outlines the nation's growth and westward expansion during the 19<sup>th</sup> century, the central role of slavery in dividing the nation, the bloody civil war to preserve the Union and end slavery, and the short-lived attempt to reconstruct the nation with greater political and social equality. Throughout the course students will encounter the voices of Native Americans, women, and African Americans. They will explore historical debates on issues of race, liberty, citizenship, and equality. In particular, the issues of power, race, salvation, and money, four themes that resonate with most everyone, will be addressed. At semester's end students will have gained an understanding of the noteworthy people, decisive events, and significant political, constitutional, social, religious and cultural changes that shaped American history from the late 15<sup>th</sup> to 19<sup>th</sup> centuries.

**Course Format:** The course will consist of lectures, discussions, and analysis of primary sources. I will explain broad interpretive issues and provide context for the major themes and developments of this historical period. For most class periods students will have read assigned primary sources that will serve as a basis for discussion and allow them to analyze significant texts in greater detail.

**Course Content Note:** 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.

**Attendance Policy and Classroom Etiquette:** Attendance is required. Come to class alert, engaged, and prepared to learn. Attendance will be recorded in Powerschool a few minutes prior to class. If you are late to class, please see me afterwards to explain your tardiness and ensure that you are marked late rather than absent. Talking on cell phones, sending or receiving text

messages, and tweeting will not be allowed. If you are found using Facebook or surfing the web inappropriately during class, which is generally quite noticeable to me, I can enter this into Powerschool and it will go on your record as an unexcused absence. Be responsible so I don't have to be the bad internet cop!

**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.

**Academic Integrity:** Academic integrity is foundational to achievement at the Academy and throughout your college life. Cheating on tests, plagiarism on papers, and all forms of academic dishonesty will not be tolerated. Please understand that severe penalties will arise for violating academic integrity and review the relevant policies outlined in the Academy Handbook.

**Disability:** Students with documented disabilities should notify me by the end of the first week of class, and I will make reasonable accommodation for you.

**Excused Absences:** In the event of a serious illness or family tragedy, please notify me as soon as possible. Appropriate documentation will be necessary to make up an exam.

**Make-up Policy:** Missed tests with an excused absence should be made up as quickly as possible after returning to class in order to keep from falling too far behind. Ideally, this will be done within 2 days of returning to class. Missed tests for an unexcused absence will be penalized two letter grades, which is an automatic 20% deduction. Document reflections will be accepted if a student has been sick and is excused from class, but no late submissions will be accepted under normal circumstances.

**Student Success:** I want you to succeed in this course. Please see me during office hours to discuss any concerns or questions you have about the course or assignments. I am always happy to talk about specific readings, the study of history, or life in general. If I become concerned about your performance in this course, engagement in class, or overall well-being, I will speak with you first and then may refer you to the appropriate counselor within the Academy.

**BSU Statement on Diversity:** “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>.”

**Texts:** Assigned readings will be posted on Canvas.

In addition, students desiring overviews of specific time periods in a readable narrative are encouraged to read relevant chapters in American Yawp, [www.americanyawp.com](http://www.americanyawp.com), a free, online, textbook-like resource.

### Assignments

I. Exams: There will be four exams during the course of the semester. Exams will consist of essay, short answer, and chronology components that check for understanding of lectures and assigned readings. Exams are not cumulative.

II. Document Reflections: For each class period students will write a 150-200 word response to a question over the assigned text. This will serve as a prompt to facilitate class discussion and assess the depth of the student’s mastery of the assigned text. The reflection must be turned in **electronically** (emailed to me) **before** the beginning of class to receive any credit. Late submissions will **NOT** be accepted. You are allowed **three** skips without penalty for the semester.

III. Oral presentation: Each student will read an approved historical monograph and present the subject to the class. This is not a full-blown research project but merely an overview of one book covering a historical topic between 1492-1877 that we have not examined in detail this semester. Students will make a visual aid (poster, powerpoint, artwork, or model) and give a 9-12 minute oral presentation in class that explains the topic and its historical significance. More detailed instructions will be given later.

### Grading

4 exams	10% each
Reading reflections	50%
Oral presentation	10%

Students must take all exams and complete the creative project to pass the class. Grades will be figured according to the plus-minus scale copied below:

94-100% = A	“A” grades reflect the “wow” factor. This shows exceptional, extraordinary effort and rewards work of the highest excellence.
90-93% = A-	
88-89% = B+	
83-87% = B	“B” grades reflect the “very good” factor. This shows effort exceeding average and work that is high quality, but short of excellence.
80-82% = B-	
78-79% = C+	
73-77% = C	“C” grades reflect average work and satisfactory results.
70-72% = C-	
0-69% = D*	“D*” reflects unsatisfactory work.

## Course Schedule: Topics and Readings

### Week 1, Aug. 16-20

M: Course Introduction: Why study history

W: The Plight of Native Americans/American Odysseus

Readings: Las Casas, *The Tears of the Indians*; Cabeza de Vaca, *Adventures in the Unknown Interior of America*

F: Settlement of 17<sup>th</sup>-Century Chesapeake

Reading: Selections from John Smith

### Week 2, Aug. 23-27

M: Development of 17<sup>th</sup>-Century Chesapeake

Reading: Selections on the development of indentured servitude and slavery

W: The Puritan Experiment

Reading: John Winthrop, "A Model of Christian Charity"

F: Challenges to the Puritan Experiment

Reading: "Testimony from the Trial of Anne Hutchinson"

### Week 3, Aug. 30-Sept. 3

M: Metacom's War

Reading: Mary Rowlandson, *The Sovereignty and Goodness of God*

W: Carolina, Slavery, and Slave Resistance

Reading: Accounts of the Stono Rebellion

F: From Rags to Riches in America

Reading: Franklin's *Autobiography*

### Week 4, Sept. 6-10

M: Labor Day

W: The First Great Awakening

Reading: Jonathan Edwards, "Sinners in the Hands of an Angry God"

F: The Colonies in a Global War for Empire

### Week 5, Sept. 13-17

M: **Exam 1**

W: The Disintegration of Colonial Ties

Reading: James Otis, "The Rights of the British Colonies Asserted and Proved"

F: Ideologies of Revolution

Reading: Thomas Paine, *Common Sense*

### Week 6, Sept. 20-24

M: Declaring Independence

Reading: Jefferson, Declaration of Independence

W: The Common Soldier in the American Revolution

Reading: excerpts from Joseph Plumb Martin, *Ordinary Courage*

F: The Revolution that Wasn't

Readings: Lemuel Haynes, *Liberty Further Extended*; Phyllis Wheatley poems

Week 7, Sept. 27-Oct. 1

M: The Articles of Confederation and its Discontents

Reading: TBA

W: Forming a More Perfect Union: The Constitutional Convention

Reading: US Constitution

F: The Antifederalists

Reading: Selections from the Essays of Brutus

Week 8, Oct. 4-8

M: Ratification

Reading: Selections from *The Federalist Papers*

W: Hamilton's Economic Vision

Reading: Hamilton, "Opinion on the Constitutionality of the Bank"

F: Washington's Federalist Foundation

Reading: Washington, "Farewell Address"

Week 9, Oct. 11-15

M: Fall Break

W: No class: PSAT

F: Jefferson's Republican Revolution

Readings: Jefferson, "Kentucky Resolution," First Inaugural Address

Week 10, Oct. 18-22

M: **Exam 2**

W: Slavery and Race in the Early Republic

Readings: Jefferson, selections from *Notes on the State of Virginia* and personal letters

F: The Search for National Security

Reading: Jefferson, select letters

Week 11, Oct. 25-29

M: The Rise of Democratic Religion

Readings: Jefferson, Virginia Statute for Establishing Religious Liberty; James Finley, "The Great Revival of 1800"

W: The Market Revolution

Reading: Harriet Hanson Robinson, "The Lowell Textile Workers"

F: Andrew Jackson's America

Reading: Jackson, "Bank Veto Message"

Week 12, Nov. 1-5

M: Native American Experiences in the Early Republic

Reading: documents on removal

W: The Southern Defense of Slavery

Readings: Calhoun, "Speeches on Slavery"; J. H. Hammond, "The Mudsill Theory"

F: African American Critiques of Slavery

Readings: Walker, *Appeal to the Colored Citizens of the World*; Douglass, "What to the Slave is the Fourth of July?"

Week 13, Nov. 8-12

M: Antebellum Reform: Changing Individuals or Transforming Society?

Reading: Lincoln, Lyceum Address

W: **Exam 3**

F: Western Expansion

Readings: "Message of President Polk"; Lincoln, "Spot" Speech

Week 14, Nov. 15-19

M: Slavery and the Territorial Crisis, 1850-54

Reading: Lincoln, "Speech at Peoria"

W: Slavery and the Territorial Crisis, 1855-59

Reading: excerpts from John Brown's trial

F: The Election of 1860 and Secession

Readings: Lincoln, Fragment on the Constitution and Union; Stephens, "Cornerstone Speech"

Week 15, Nov. 22-26

Thanksgiving Break

Week 16, Nov. 29-Dec. 3

M: The Civil War

Reading: Lincoln, Second Inaugural

W: First group of **oral presentations**

F: Second group of **oral presentations**

Week 17, Dec. 7-11

M: Third group of **oral presentations**

W: Reconstruction: Johnson vs. the Radicals

Reading: select speeches

F: Reconstruction: Rise of the Freedmen and the Southern Counterrevolution

Reading: select speeches

Week 18, Dec. 13-17

TBA: **Exam 4**