

Fall 2023

**HIST 201: American History, 1492-1876**

Indiana Academy for Science, Mathematics, and Humanities

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| **BSU Credits** | 3 credit hours | **College of Science and Humanities** | Department of History |
| **Instructor** | Dr. Sean Scott | **Office Location** | Wagoner 149 |
| **Email** | seanscott@bsu.edu | **Office Hours** | M, W, F, 11:00-11:50  M, 1:00-4:30  W, 1:00-3:30  or by appointment |
| **Meeting Times** | 8:00, 9:00, 10:00 | **Meeting Location** | Burris 119 |
| **Prerequisite(s)** | None | | |
| **Course Description** | Survey of the political, diplomatic, economic, cultural, and sociological forces and adjustments that have affected the history of the United States to 1876. | | |
| **Core Transfer Library Course** | American History 1 | | |
| **Textbook and/or Course Materials** | 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. | | |
| **Course Learning Outcomes** | Students taking this course 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. | | |
| **Important Deadlines** | If you wish to drop your class(es), you must do so by August 26, 2022.  The withdrawal deadline is in October 2022 and will be announced once published by the University Registrar.  Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. Instructions for dropping/withdrawing can be found in the Dual Credit Student and Parent Handbook. | | |

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| **How BSU Grade will be Calculated** | 4 exams 15% each  Weekly quizzes 15%  Primary source analyses 15%  Oral presentation 10% | |
| **How High School Grade will be Calculated** | 4 exams 15% each  Weekly quizzes 15%  5 Primary source analyses 15%  Oral presentation 10% | |
| **BSU Grading Scale** | Ball State grading scale will be entered prior to the course starting |  |
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| **High School Grading Scale** | Your high school scale. EXAMPLE: | |
| A: 94-100% | C: 73-77% |
| A-: 90-93% | C-: 70-72% |
| B+: 88-89% | D\*: 0-69% |
| B: 83-87% | Click or tap here to enter text. |
| B-: 80-82% | Click or tap here to enter text. |
| C+: 78-79% | Click or tap here to enter text. |
| **Schedule of Assignments** | Week 1  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 17th-Century Chesapeake  Reading: Selections from John Smith  Week 2  M: Development of 17th-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  M: Primary source analysis—Puritans  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  M: Labor Day  W: Primary source analysis—First Great Awakening  F: The Colonies in a Global War for Empire  Week 5  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  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: Phyllis Wheatley poems  Week 7  M: Primary source analysis—Articles of Confederation  W: Forming a More Perfect Union: The Constitutional Convention  Reading: US Constitution  F: The Antifederalists  Reading: Selections from the Essays of Brutus  Week 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  M: Fall Break  W: No class: PSAT  F: Jefferson’s Republican Revolution  Readings: Jefferson, “Kentucky Resolution,” First Inaugural Address  Week 10  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  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  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  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  M: Slavery and the Territorial Crisis, 1850-54  Reading: Lincoln, “Speech at Peoria”  W: Slavery and the Territorial Crisis, 1855-60  Reading: excerpts from John Brown’s trial  F: Primary source analysis—secession and war  Week 15  Thanksgiving Break  Week 16  M: Civil War overview  W: Battle of Gettysburg  F: First group of **oral presentations**  Week 17  M: Second group of **oral presentations**  W: Third group of oral presentations  F: Civil War overview continued  Reading: Lincoln, Second Inaugural  Weeks 18-19  M: Reconstruction overview  Reading: Reconstruction amendments, MS black codes  W: Reconstruction overview continued  **Exam 4 TBA, Finals (Dec. 15, 18-20)** | |
| **Classroom Policies & Information** | **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.  Academic Integrity: Academic integrity is foundational to achievement at the Academy and throughout your college career. Cheating on tests, plagiarism on papers, and all forms of academic dishonesty will not be tolerated. Please understand that severe penalties will arise (zero on an assignment, for example) will arise for violating academic integrity and review relevant policies outlined in the Academy handbook. | |
| **Attendance Policy** | The Indiana Academy regards any absence from class as unexcused, except for illness, death in the family, college or school-related activities, or extenuating circumstances. When a student is absent from class, the instructor reports the absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The instructor does not have discretion in this matter. Four or more unexcused absences will lead to academic and residential consequences beyond the scope of this class determined by the Office of Academic Affairs (i.e., residential groundings, parent-principal conferences, or detentions).  Any homework assignment missed because of an unexcused absence will not be made up for credit and will be given a zero. Any unexcused absence on the day of an exam or project will result in a 30% deduction for that assignment.  Come to class engaged and prepared to learn. I record attendance in powerschool a few minutes before class. If you are late, please see me afterwards to remind me to change your absence to tardy. Any student arriving fifteen minutes after the start of class will be counted absent for that period. There’s no reason to have your phone out during class, and inappropriate use of a phone during class will result in an unexcused absence. | |
| **Late Work Policy** | Missed exams or projects with an excused absence should be made within 2 days of returning to class if possible in order to avoid falling too far behind. Missed quizzes for an excused absence will not be made up, and you will receive your average quiz score for that assignment. Missed quizzes for an unexcused absence will receive a zero. | |
| **Make-up/Re-take Exam Policy** | There are no exam re-takes, and the make-up policy for an excused missed test is explained in the preceding section. | |
| **Dual Credit-High School Credit Policy Statement** | Students may choose to enroll in Ball State’s Dual Credit Program to earn college credit forHIST 201, American History, 1492-1876, from Ball State at a reduced rate of tuition ($25 per credit or $75 total).Students who are eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school.  To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process before the given deadline. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are not permitted.  Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. *Refunds will not be issued if Ball State credits are not able to be transferred.* In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.  The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email [dualcredit@bsu.edu](mailto:dualcredit@bsu.edu). | |
| **BSU Student Rights and Responsibilities** | While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the***Dual Credit Student and Parent Handbook***, located at [bsu.edu/dualcredit](https://ballstate-my.sharepoint.com/personal/alhurt_bsu_edu/_layouts/15/onedrive.aspx?id=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook%2FDual%20Credit%20Program%20Student%2DParent%20Handbook%2Epdf&parent=%2Fpersonal%2Falhurt%5Fbsu%5Fedu%2FDocuments%2FDual%20Credit%2FHandbook%2FStudent%2DParent%20Handbook). In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.  The ***Dual Credit Student and Parent Handbook*** includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it. | |
| **Student Academic Ethics Policy** | Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student's work, or attempting to commit an act of academic dishonesty that violates the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).  The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence. | |
| **Policy on the Americans with Disabilities Act (ADA)** | If you need course adaptations or accommodations because of a disability, please contact the ***Office of Disability Services***. The ***Office of Disability Services*** coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or [dsd@bsu.edu](mailto:dsd@bsu.edu). | |
| **Title IX – Sexual Misconduct** | Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.  Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program andactivities.  Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov. | |
| **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**](https://www.bsu.edu/about/administrativeoffices/student-conduct/policiesandprocedures/beneficence) and through university resources found at [**http://cms.bsu.edu/campuslife/multiculturalcenter**](http://cms.bsu.edu/campuslife/multiculturalcenter). | |
| **The Learning Center** | The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State.  Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center.  To make an appointment, visit my.bsu.edu and click on “TutorTrac” in the Additional Tools section, or just go directly to [**https://ballstate.go-redrock.com**](https://ballstate.go-redrock.com/).  Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services.  Tests may be administered in the Learning Center.  Supplemental Instruction is available in select courses.  If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.  For more information about all of our programming, visit [**bsu.edu/learningcenter**](https://www.bsu.edu/academics/collegesanddepartments/universitycollege/learningcenter) or call 765-285-1006. | |
| **The Writing Center** | All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to [**www.bsu.edu/writingcenter**](http://www.bsu.edu/writingcenter). Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly! | |
| **Syllabus Change Policy** | This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise. | |