

## HIST 201: THE UNITED STATES TO 1877

for Indiana State University credit

instructor name & contact information

### **COURSE CATALOG DESCRIPTION**

HIST 201—The United States to 1877. 3 Credits. (This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to [www.transferin.net/ctl](http://www.transferin.net/ctl).) **Description:** The discovery, exploration, settlement, and growth of the United States through Reconstruction. **Note:** May be taken independently of 202 for Foundational Studies credit. **Foundational Studies Credit** [FS 2010: Historical Studies]

### **INDIANA STATE UNIVERSITY DEPARTMENT OF HISTORY STATEMENT ON TEACHING (2011)**

History offers a unique way to understand the world. It is a path to knowledge that engages in a creative and critical exploration of the past in order to illuminate the patterns, complexities, and contingencies that shape the human experience. As a result, History encompasses not only the individuals and groups whose interactions spark change over time but also the economic, political, social, cultural, scientific, religious, gender, and geographic forces, among others, that influence their behavior. Historians seek to understand the past by emphasizing the importance of context, establishing cause and effect, determining connections between individuals and events, applying cross-cultural analyses, and weighing different perspectives, all while carefully relying on documented source material to arrive at well-supported conclusions. Because of this distinct approach, the study of History provides students with the opportunity to build valuable critical thinking skills based on the analysis of evidence and construction of argument. At the same time, it encourages students to think beyond the constraints of contemporary viewpoints. The application of an historical perspective to any problem means taking account of its long-term causes and considering the long-term implications of any solution. A student whose knowledge of the world and its development is informed by an understanding of historical time, context, and perspective is someone who can connect the present with the past, who has acquired a sense of the richness and diversity of the human experience, and who, therefore, is prepared to be an informed and engaged citizen.

### **INDIANA STATE UNIVERSITY FOUNDATIONAL STUDIES LEARNING OBJECTIVES**

Because this course is part of the larger Foundational Studies Program, it is important to place its goals within the context of the program's goals. By the conclusion of your Foundational Studies Program at ISU, you will be able to...

1. Locate, critically read, and evaluate information to solve problems;
2. Critically evaluate the ideas of others;
3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history);
4. Demonstrate an appreciation of human expression through literature and fine and performing arts;
5. Demonstrate the skills for effective citizenship and stewardship;
6. Demonstrate an understanding of diverse cultures within and across societies;
7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context;
8. Demonstrate an understanding of the ethical implications of decisions and actions;
9. Apply principles of physical and emotional health to wellness; and
10. Express themselves effectively, professionally, and persuasively both orally and in writing.

### **X. HISTORICAL PERSPECTIVES**

#### **1. Policies**

- Completion of ENG 105, ENG 107, or ENG 108.
- Class size will be no larger than 30.

#### **2. Requirements**

- One course (see list of Approved Courses for Foundational Studies).

#### **3. Learning Objectives**

- Analyze the origins and consequences of historical events and developments.
- Understand ideas in their historical context and explore diverse interpretations of the past by critically assessing both primary and secondary historical sources.
- Evaluate historical arguments by analyzing major assertions, background assumptions, and explanatory evidence.
- Use an historical perspective to understand the world today and address contemporary issues.

#### **4. Skill Applied Learning Requirements**

- Explicitly demonstrate how the curriculum will develop critical thinking and systems thinking skills.

- Explicitly demonstrate how the curriculum will develop information literacy skills; Must include an informational literacy exercise.
- Must incorporate opportunities for students to read critically and to analyze contextually a wide variety of sources and to write extensively.
- Must include graded writing components.

#### **ACADEMIC INTEGRITY**

The penalty for academic dishonesty, including plagiarism, can include a failing grade on the assignment, a failing grade in the class, and/or referral to Student Judicial Programs. Academic dishonesty includes, but is not limited to:

1. plagiarism (copying information directly from a book, a website, or other source created by another person, including the work of another student, and claiming it as your own);
2. cheating;
3. fraud;
4. using another person's material as your own;
5. knowingly allowing another person to use your work as their own; and
6. signing another person's name to an attendance roster—or—asking another person to sign your name to an attendance roster.

For more information, see the Indiana State University Code of Student Conduct at <https://www.indstate.edu/code-of-student-conduct/academic-policies/defining-misconduct>

[ADD HIGH SCHOOL ACADEMIC INTEGRITY STATEMENT]

#### **ARTIFICIAL INTELLIGENCE (AI) SYNTHESIZED TEXT**

**The developments around Artificial Intelligence (AI) synthesized text are in flux and the rules that are expressed in this syllabus may need to change on short notice; this may affect the contents of assignments, as well as their evaluation. Artificial Intelligence resources are widely available to generate text, images, code, and other media. The student assumes full responsibility for AI-generated materials; ideas must be attributed, and facts must be true. AI tools may only be used when expressly permitted by the instructor, and use must be open and documented.**

**(Adapted from The Sentient Syllabus Project (2022), <http://sentientsyllabus.org>)**

[ADD HIGH SCHOOL ARTIFICIAL INTELLIGENCE (AI) STATEMENT]

#### **STUDENT SUPPORT SERVICES**

The Indiana State University Accessibility Resource Office collaborates with students and the university community to create accessible educational and social/living environments through support services and programs. Contact information: Hulman Memorial Student Union 816; telephone: 812.237.3829; website: <https://www.indstate.edu/aaro>

[ADD HIGH SCHOOL STUDENT SUPPORT SERVICE STATEMENT]

#### **STUDENT DISCLOSURE OF SEXUAL MISCONDUCT**

Indiana State University fosters a campus free of sexual misconduct including sexual harassment, sexual violence, intimate partner violence, and stalking and/or any form of sex or gender discrimination. If you disclose a potential violation of the sexual misconduct policy the professor will need to notify the Title IX Coordinator. Students who have experienced sexual misconduct are encouraged file a complaint. See the Office of Equal Opportunity and Title IX website: <https://www.indstate.edu/equalopportunity-titleix>

[ADD HIGH SCHOOL TITLE IX STATEMENT]

#### **GRADES**

[ADD STATEMENT ON HOW INDIANA STATE UNIVERSITY GRADE WILL BE DETERMINED: GRADING SCALE, GRADED COMPONENTS, ETC.]

[ADD STATEMENT ON HOW HIGH SCHOOL GRADE WILL BE DETERMINED: GRADING SCALE, GRADED COMPONENTS, ETC.]

### **COURSE CALENDAR**

Brinkley = Alan Brinkley, John M. Giggie, and Andrew J. Huebner, *The Unfinished Nation: A Concise History of the American People*, 10th ed. (New York: McGraw-Hill, 2022).

## **HIST 201—THE UNITED STATES TO 1877**

### **Module 1**

READ:

- Brinkley, chapter 1 (The Collision of Cultures) (9000 BCE–1680 CE)
- documents:
  - Bartolomé de Las Casas, “Of the Island of Hispaniola” (1542)
  - Christopher Columbus, letter (De Insulis nuper in mari Indico repertis) (1493)
  - Juan López de Palacios Rubios, El Requerimiento (1513)

### **Module 2**

READ:

- Brinkley, chapter 2 (Transplantations and Borderlands) (1607–1732)
- documents:
  - Cotton Mather on the Recent History of New England (1692)
  - John Winthrop, What Right Have We to Take That Land? (1629)

### **Module 3**

READ:

- Brinkley, chapter 3 (Society and Culture in Provincial America) (1636–1740s)
- documents:
  - Richard Frethorne, letters to his parents (indentured servitude) (1623)
  - James Oglethorpe, The Stono Rebellion (1739)
  - Benjamin Franklin, Proposals Relating to the Education of Youth in Pensilvania (1749)

### **Module 4**

READ:

- Brinkley, chapter 4 (The Empire in Transition) (1754–1775)
- documents:
  - Declaration of Rights of the Stamp Act Congress (1765)
  - Preston, Account of the Boston Massacre (1770)

### **Module 5**

READ:

- Brinkley, chapter 5 (The American Revolution) (1775–1787)
- documents:
  - Paine, *Common Sense* (1776) (excerpt)
  - Abigail Adams on Women’s Rights (1776)
  - Declaration of Independence (1776)

### **Module 6**

READ:

- Brinkley, chapter 6 (The Constitution and the New Republic) (1786–1800)
- documents:
  - Constitution of the United States (1787)

- George Washington, Farewell Address (1796)
- Sedition Act (1798)

### **Module 7**

READ:

- Brinkley, chapter 7 (The Jeffersonian Era) (1793–1815)
- documents:
  - Thomas Jefferson to Meriwether Lewis (exploring the Louisiana Territory) (1803)
  - William Henry Harrison, Speech to Tecumseh and the Prophet [Tenskwatawa] (1811) & Report to the Secretary of War (1814)

### **Module 8**

READ:

- Brinkley, chapter 8 (Expansion and Division in the Early Republic) (1815–1828)
- document: Thomas Jefferson to John Holmes (concerning the Missouri Compromise) (1820)

### **Module 9**

READ:

- Brinkley, chapter 9 (Jacksonian America) (1830–1841)
- documents:
  - Andrew Jackson, State of the Union Address (1829) (excerpt)
  - letter from Chief John to the Senate and House of Representatives (1836)

### **Module 10**

READ:

- Brinkley, chapter 10 (America's Economic Revolution) (1817–1852)
- document: *Handbook to Lowell* (young women in textile mills) (1848)

### **Module 11**

READ:

- Brinkley, chapter 11 (Cotton, Slavery and the Old South) (1800–1849)
- documents:
  - Memories of a Slave Childhood
  - Polly Shine WPA interview
  - Senator James Henry Hammond, "Cotton Is King" speech (1858)

### **Module 12**

READ:

- Brinkley, chapter 12 (Antebellum Culture and Reform) (1821–1855)
- documents:
  - David Walker, *Appeal to the Coloured Citizens of the World* (1830)
  - William Lloyd Garrison, Commencement of *The Liberator* (1831)
  - Declaration of Sentiments and Resolutions, Seneca Falls, New York (1848)

### **Module 13**

READ:

- Brinkley, chapter 13 (The Impending Crisis) (1836–1860)
- documents:
  - James Knox Polk, Inaugural Address (1845)
  - Wilmot Proviso (1846)
  - John Brown, The Trial of John Brown (1859)
  - Abraham Lincoln, First Inaugural Address (1861)

### **Module 14**

READ:

- Brinkley, chapter 14 (The Civil War) (1861–1865)
- documents:
  - ordinances of secession (1860–1861)
  - Abraham Lincoln, Gettysburg Address (1863)
  - Abraham Lincoln, Second Inaugural Address (1865)

### **Module 15** *(this module is taught in both HIST 201 & HIST 202)*

READ:

- Brinkley, chapter 15 (Reconstruction and the New South) (1863–1896)
- documents:
  - Mississippi Black Codes (1865)
  - Southern Blacks demand federal aid (1865)
  - Booker T. Washington, Atlanta Exposition Address (1895)