

PURDUE
UNIVERSITY
FORT WAYNE

Course Title: American History to 1877

Instructor Email:

Course Number: History 10501

Office Hours: M, TH, F 2:25-3:10

Instructor Name:

Office Location:

Course Description:

This course is designed to cover the history of the United States, starting roughly around 1500 and continuing to 1877. The goal of this course is twofold: 1. Students will understand the conceptual framework of the material being studied, 2. Students will learn how to analyze and critically think about the information presented. In reaching these goals, I, as your teacher, will place less emphasis on individual dates and people and instead focus on concepts, hopefully allowing students to make larger connections between the material discussed.

Course Goal:

It is my goal for every student who wants to pass the class to pass. I am more than willing to help any student who is actively striving for this goal. Students will show that by completing their assigned readings and discussion posts and participating in class. Falling behind on assignments affects your ability to pass the class. If you are actively striving to pass the class and would like/need more assistance, I am available to help after school or during work time in class.

Student Learning Objectives:

Purdue University Fort Wayne:

This course fulfills the Humanistic and Artistic Ways of Knowing (B.6) General Education requirement. This course will help students: Read, write, and speak with comprehension, clarity, and precision in appropriate media; Identify substantive knowledge and disciplinary methods and critically evaluate ideas; Demonstrate an ability to use information literacy skills; Demonstrate an ability to think critically and solve problems; Understand the traditions that form one's own and other cultures; and Be familiar with modes of human thought that are the foundations of social behavior.

Student Outcomes/Goals of Humanistic and Artistic Ways of Knowing General Education Competency:

Humanistic thought is the attempt to resolve such abiding issues as the meaning of life, the role of the arts in our understanding of what it is to be human, and the limits of knowledge.

Humanistic inquiry assesses—across temporal, cultural, disciplinary, and theoretical divisions—how humans view themselves in relation to other humans, to nature, and to the divine. Studies in the humanities offer students the intellectual resources to develop mature self-concepts and heightened social consciousness.

Upon completion of this course, students will be able to:

6.1 Recognize and describe humanistic, historical, or artistic works or problems and patterns of the human experience.

6.2 Apply disciplinary methodologies, epistemologies, and traditions of the humanities and the arts, including the ability to distinguish primary and secondary sources.

6.3 Analyze and evaluate texts, objects, events, or ideas in their cultural, intellectual or historical contexts.

6.4 Analyze the concepts and principles of various types of humanistic or artistic expression.

6.5 Create, interpret, or reinterpret artistic and/or humanistic works through performance or criticism.

6.6 Develop arguments about forms of human agency or expression grounded in rational analysis and in an understanding of and respect for spatial, temporal, and cultural contexts.

6.7 Analyze diverse narratives and evidence in order to explore the complexity of human experience across space and time.

Assessment of these outcomes will be evaluated on the basis of the quality of completed course requirements.

Additional General Education Outcomes Met:

1.3 Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims.

5.4 Evaluate evidence supporting conclusions about the behavior of individuals, groups, institutions, or organizations.

5.5 Recognize the extent and impact of diversity among individuals, cultures, or societies in contemporary or historical contexts.

Indiana State Standards:

USH.1.1 Read key documents from the Founding Era and analyze major ideas about government, individual rights, and the general welfare embedded in these documents.

USH.1.2 Identify and tell the significance of controversies pertaining to slavery, abolitionism, and social reform movements.

USH.10.1 Cultivate historical thinking, including the ability to evaluate competing explanations for historical change.

USH.10.2 Locate and analyze primary sources and secondary sources related to an event or issue of the past; discover possible limitations in various kinds of historical evidence and differing secondary opinions.

USH.10.3 Analyze multiple, unexpected, and complex causes and effects of events in the past.

USH.10.4 Assess competing historical interpretations of a particular historical moment, event, or change.

USH.10.5 Develop arguments, defended with historical evidence, which explain historical change.

Learning Resources & Texts

All required texts will be provided either on Schoology, or in print.

Assignments:

Formative Assignments:

In-Class Participation-

Participation in class is essential for gaining a real understanding of the material being discussed. The study of history is based on fact but more so on perspective. The ability to see and understand different perspectives helps develop a better understanding of the topic.

Primary Source Analysis- Working with and understanding primary sources is a key focal point of the class and the study of history. You will be required to read, analyze and discuss given sources throughout the semester.

Other formative checks- other assignment types will be incorporated throughout the class/semester to check for understanding.

Summative Assignments:

Quizzes-

Quizzes will be the main form of summative assessment for this course. These quizzes will test your ability to make connections between the topics and information discussed in class and your readings. You will be told when these quizzes will take place in advance.

Papers/Presentations/Projects-

You will be expected to complete 2 larger summative assignments throughout the semester. Those assignments could range from a research paper to a presentation to a podcast. More instructions and due dates will be provided as the semester progresses.

Grading Scale:

Grades will be based on the FWCS Grading Scale-
80% Summative Grades, 20% Formative Grades

A- 100-90

B- 89-80

C- 79-70

D- 69-60

F- 59-0

Late/Missing Assignments:

All work must be completed by the end of the Unit of Study; any late assignment completed and submitted before the end of the Unit of Study will be graded at no penalty. Summative projects(papers, presentations, etc) will receive a 10% deduction in its final grade for each day after the due date.

Course Evaluation:

Collegiate Connection students will be provided a link through Schoology. This link will be to a form created and managed by the Collegiate Connection office; all data collected is anonymous and will be shared with instructors and their departments at the end of the school year.

Course Policy on the Use of AI Tools to Complete Coursework:

This classroom policy aims to establish guidelines for the responsible and ethical use of AI programs, including ChatGPT, in our learning environment. The use of AI programs can enhance our educational experience when used appropriately and with prior teacher approval. However, if used incorrectly, the use of ChatGPT and other tools can severely limit the potential learning goals for students.

Guidelines:

Prior Teacher Approval:

- All usage of AI programs in this class requires prior approval from the teacher. Before incorporating any AI tool into an assignment or activity, you must discuss your intent with the teacher.

Responsible Use:

- AI programs should complement learning, not replace it. Use AI as a tool to assist your understanding and creativity, but do not rely on it exclusively for assignments.

Originality and Attribution:

- All work generated with the assistance of AI programs must be original. Plagiarism, even if AI-generated, is not acceptable. Properly attribute AI-generated content if it is used in your assignments.

Academic Integrity:

- Maintain academic integrity in all AI-assisted work. Any violation of academic honesty will be subject to appropriate consequences.

Assistance, Not Substitution:

- AI programs are tools for assistance. They are not a substitute for your own critical thinking and understanding of the subject matter.

Verbal Review:

- Any assessment and/or assignment is subject to a verbal review with the teacher. Be prepared to explain and discuss the content of your work, without the contributions or

assistance of AI. If you can not adequately represent your work, it will be assumed AI was utilized as a replacement for your learning, and the consequences will be subject to the teacher's discretion.

- The instructor reserves the right to assign a grade of 0 for the work in question. Furthermore, the instructor will schedule a meeting with the student to discuss the matter and determine if it constitutes a case of academic misconduct. Maintaining academic integrity is crucial for your growth and preparation for a competitive future in the professional realm.

Class Schedule¹:

Students will be provided with a detailed outline of the next week's class Schedule each week. Information includes but is not limited to topics to be discussed, readings (From textbooks or outside sources), and assignments (with due dates).

¹ Will be subject to changed based on teacher discretion.

Course Outline²:

Week 1(8/4-8): (1st week, school

Thursday/Friday)

Topic- Introduction to Class

Week 2(8/11-15):

Topic- Indigenous America

Week 3(8/18-22):

Topic- Colonial Development

Week 4(8/25-29):

Topic- Colonial Society

Week 5(9/1-5):(Labor Day)

Topic- Causes of the Revolutionary War

Week 6(9/8-12):

Topic- Revolutionary War

Week 7(9/15-19):

Topic- Impact of the Revolutionary War

Week 8(9/22-26):

Topic- Forming a New Nation

Week 9(9/29-10/3):

Topic- Forming a New Nation

Week 10(10/6-10):(Fall Break)

Topic- The Early Republic/Jeffersonian Era

Week 11(10/13-17):(Fall Break)

Topic- Rise of American Nationalism

Week 12(10/20-24):

Topic- Jacksonian Era

Week 13(10/27-10/31):

Topic- Religion and Reform

Week 14(11/3-7):(Parent Teacher Conferences)

Topic- the Cotton Revolution

Week 15(1/10-14):

Topic- Manifest Density/Sectionalism

Week 16(11/17-21):

Topic- Civil War

Week 17(11/24-28):(Thanksgiving)

Topic- Civil War

Week 18(12/1-5):

Topic- Reconstruction

Week 19(12/8-12):

Topic- Reconstruction

Week 20(12/15-19):

Topic- Wrap Up/ Finals Week

² Subject to change based on teacher's discretion.