

ACS 3000 / HIST 3910 / ACS 3000H

Fall 2014

Reacting to the American Past

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Introduction

“Reacting to the Past” (RTP) seeks to introduce students to major ideas and texts. It uses a role-playing format to replicate the historical contexts in which these ideas acquired significance. Because RTP is a very different type of learning experience than you may be used to, you should read the essay, “Reacting to the Past: Pedagogical Introduction.” It is on our Canvas site.

Our Reacting class will play three games, as follows: *Patriots, Loyalists & Revolution in New York City, 1775-76* (August 28-Sept. 25); *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty* (Sept. 30-Oct. 30); and *Greenwich Village, 1913: Suffrage, Labor and the New Woman* (November 4-December 9).

Reacting to the Past demands a lot from students, and I am a demanding professor. However, if you do the work, you will find this course to be among the most rewarding courses you take in college. It will also be among the most fun.

Instructor Responsibilities

- Select and present course content
- Identify themes to be emphasized
- Evaluate student historical understanding and skills
- Communicate these evaluations to students in a timely manner
- Assist students in improving their skills

Student Responsibilities

- Complete required readings
- Participate in class activities and discussions
- Communicate with instructor
- Complete of assignments on time
- Notify instructor of any disabilities in a timely manner

Required Texts

These texts are available at the BGSU bookstore and elsewhere.

- Offutt, *Patriots, Loyalists & Revolution in New York City, 1775-76*.
- Perdue & Green, *The Cherokee Nation and the Trail of Tears*.

These texts are available on the class Canvas site:

- Weaver & Weaver, *Red Clay, 1835: Cherokee Removal and the Meaning of Sovereignty*.
- Treacy, *Greenwich Village, 1913: Suffrage, Labor, and the New Woman*.

Attendance

Meetings: Unless you are instructed otherwise in class (see the Special Notes section of the class schedule), we will meet in Business Administration Annex 1000, Tuesday-Thursday, 1:00-2:15 PM.

Goal: Discussion not only requires the articulation of ideas, but also taking into account others' viewpoints. Participation in class is essential to RTP games, both for your own grade and for the games to work for the other students.

Requirements: You will be required to attend all class sessions. Class participation is one-third of your grade. You will receive a 0 when you are not present. If you know in advance you can't be at class, please let me **and the other members of your faction** know. In RTP, your classmates are depending upon for the game to work. **Attendance at the games is crucial for them to work. The games, and thus the experience for your classmates, can be deeply adversely affected by the absence of even one student.**

Written Assignments

For **each** game, students are to complete 10-12 pages of writing. Usually, there will be two separate assignments, although the nature of the writing assignment depends on your particular role. Writing will constitute 2/3 of the grade for each game. The essay, "Introduction to Reacting," includes an appendix on "Writing for Reacting, including four "writing advisories." It is on our Canvas site. **You must master these advisories; you should read them all before you write every paper for Reacting.** In all, you will have a total of six writing assignments (although some roles vary). Each of them will count for 10% of your overall grade.

Requirements: You will be required to write two assignments for each game (some roles may vary slightly). Each assignment is due no later than the midnight before you are scheduled to speak in the game (that will vary by role and game). Each assignment should be 1,500-2,000 words, and must include no fewer than **ten specific references** to relevant primary and/or secondary resources. You may cite with parenthetical references (GB, p. 134) [GB: Game book]. Each assignment will be evaluated on the following criteria: the quality of argument, the use of specific and appropriate evidence, the analysis of that evidence, how well the assignment expresses the historical and game context, syntax and punctuation, organization, and proof-reading.

Participation

You (or, rather, your game persona) will be speaking in class—a lot. Your class participation will constitute 1/3 of your grade for each game. All told, your participation will count for 30% of your overall grade. You will be expected to give two speeches during each game, although some roles vary. **You may not simply read a paper aloud: this is speaking, which is an important life skill.** If you speak clearly, maintain eye contact, make coherent points, and are persuasive, you'll do fine. Please note that participation is not limited to your assigned speeches; RTP also encourages, indeed, often demands, that you participate vocally in game proceedings. If you are generally reluctant to speak in class, don't be daunted by the participation. One of the fun things about RTP is that you are participating in a role, rather than as yourself.

Because knowing the basic historical facts and basic ideas of the documents we read are essential to be able to play the games well, there will also be at least one online reading quiz during the

preparation segment for each game. Your grades on these quizzes will contribute to your participation grade.

Final Exam

Your final exam will be due on Canvas no later than Wednesday, Dec. 17, at 3:15PM, and will constitute 10% of your overall grade. It is a written exam, and will consist of two questions. You may address them in one 1,500-2,000 word essay or two 750-1,000 word essays, submitted in .doc, .docx, or .rtf. Use as many specific examples as possible from the games to bolster your points. The questions are as follows:

1. In what ways do you think of American history or culture differently or the same at the end of this course as you did before the course? Why? Give specific examples from at least two games.
2. In what ways do you think of yourself and contemporary American society differently or the same as a result of taking and participating in this course? Why? Again, provide specific examples from at least two games.

Game Points

If you win a game—i.e., fulfill the victory objectives outlined in your role—you will receive game points. A total of up to 15 points may be applied to your grade total of 300 points (100 for each of the writing assignments and participation) for that game. *Note: for no game may your percentage exceed 100%.*

Overall Grade

Writing assignments	60%
Participation	30%
Final exam	10%
<i>Total</i>	<i>100%</i>

Grading scale

A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Special note for Honors Students

Some of the class is enrolled through the Honors College. Your experience will be significantly the same as other students, with two significant exceptions. First, in at least one of our RTP games you will have a leading role which will demand quite a bit more of you in terms of thinking, writing, and organization; in other games, your roles will be enhanced for you to do additional research and thinking. In other words, rather than being separated out, or having additional assignments, Honors students will have more intense roles.

Passing

You must earn a passing grade in every portion of this course to earn a passing grade for the course. Fail any of those categories, and you will not receive a passing grade for the course.

Miscellany

Plagiarism: Cheating or plagiarism of any form is a serious offense, will not be tolerated, and may result in a failing grade for the entire course and/or disciplinary action. Only my lawyer's vehement objections have prevented me from inflicting 17th- or 18th-century-style corporal punishment (think pressing or keelhauling) on academic honesty offenders – of whom,

unfortunately, I have encountered more than one at BGSU. See the BGSU undergraduate catalog for further information about academic honesty policies.

Emergencies: John Milton praised the ability “to temper Justice with Mercy.” Should there be some *dire and urgent* reason that you are unable to attend class or complete an assignment on time (family or medical emergency, for example, not “But there’s a *Magilla Gorilla* marathon on cable this week!”), contact me as soon as possible so that we may make alternate arrangements for the satisfactory and timely completion of the requirements of the assignment(s). *Note that you will still be held responsible for any material read, due, or discussed in class.*

Special Needs: If you need special course adaptations or accommodations because of a disability or have emergency medical information to share with me, please discuss it with me as soon as possible. I will make strong efforts to ensure that all students have an equal opportunity to learn, to participate, and to be evaluated fairly.

Office Hours: Should you have any questions, comments, difficulties, or desire to discuss matters historical or otherwise, please do not hesitate to come to my office hours, make an appointment to see me, or email me. Although I have set office hours specifically for this class, I am also in my office most of the time between 8 and 5, except when I have meetings or class, so please make an appointment with me if my office hours don’t work.

Course Schedule

*These assignments and the dates they are due may vary according to your role in each game.

Date	Session	Reading preparation	Writing Assignment	Special Notes
26-Aug	Intro			
28-Aug	Amer. Rev. (prep 1)	Revolution Game Book, Part I		
2-Sep	Amer. Rev. (prep 2)	Revolution Game Book, Part II, Appedices A & B		
4-Sep	Amer. Rev. Session 1	Revolution Game Book, Part II, Appendix C	Patriot & Loyalists (paper 1)*	
9-Sep	Amer. Rev. Session 2	Read submissions from previous class	Patriots & Loyalists (paper 1)*	
11-Sep	Amer. Rev. Session 3	Read submissions from previous class	Moderates, out of doors (paper 1)*	
16-Sep	Amer. Rev. Session 4	Read submissions from previous class	Patriot & Loyalists (paper 2)*	
18-Sep	Amer. Rev. Session 5	Read submissions from previous class	Patriots & Loyalists (paper 2)*	
23-Sep	Amer. Rev. Session 6	Read submissions from previous class	Moderates, out of doors (paper 2)*	
25-Sep	Amer. Rev. Debrief	Begin reading: Perdue & Green, Cherokee Nation and the Trail of Tears (1-106)		
30-Sep	Red Clay (prep 1)	Finish reading Perdue & Green, Cherokee Nation and the Trail of Tears (1-106)		
2-Oct	Red Clay (prep 2)	Other Red Clay Primary Documents		

7-Oct	Red Clay (discussion and roles)	Alexis de Tocqueville, Democracy in America (ch. 18, section “The Present and Probable Future Condition of the Indian Tribes that Inhabit the Territory Possessed by the Union”); Joseph Story, Commentaries on the Constitution of the United States (excerpt); James Kent, Commentaries on American Law (excerpt); Game packet		
9-Oct	FALL BREAK			
14-Oct	Red Clay (Hermitage Summit 1)	Read submissions from previous class	Hermitage debate assignment*	
16-Oct	Red Clay (Hermitage Summit 2)	Read submissions from previous class		
21-Oct	Red Clay (Red Clay Conference 1)	Read submissions from previous class	1st Constituency report*	
23-Oct	Red Clay (Red Clay Conference 2)	Read submissions from previous class		
28-Oct	Red Clay (Red Clay Conference 3)	Read submissions from previous class	Ross faction publishes <i>Phoenix</i> ; Ridge faction publishes pamphlet	
30-Oct	Red Clay (post-mortem)			
4-Nov	Greenwich Village (prep 1)	Historical Background: Woman’s Rights and Suffrage; Mary Wollstonecraft, “Introduction.” Vindication of the Rights of Woman; Elizabeth Cady Stanton, “Declaration of Sentiments”; Sojourner Truth, “Ain’t I a Woman?”		
6-Nov	Greenwich Village (prep 2)	Historical Background: American Labor and Labor Movements; Karl Marx. “Bourgeois and Proletarians.” The Manifesto of the Communist Party		Online
11-Nov	VETERANS DAY			
13-Nov	Greenwich Village (prep 3)	Historical Background: The Spirit of the New; Randolph Bourne, “Youth”; Hutchins Hapgood, “The Bohemian, the American, and the Foreigner”; Walter Lippmann, “Introduction.” Drift and Mastery		
18-Nov	Greenwich Village (game session 1)	Elizabeth Cady Stanton. “Solitude of Self.” (1892); Rheta Childe Dorr. “American Women and Common Law.” (1910); Ida M. Tarbell. “On the Ennobling of the Woman’s Business.” (1912); Crystal Eastman. “Now We Can Begin.” (1920)	Suffragists*	

20-Nov	Greenwich Village (game session 2)	Jane Addams. "Industrial Amelioration" 1902; Big Bill Haywood, "The General Strike" 1911; Socialist Party Platform of 1912; Elizabeth Gurley Flynn, "The IWW Call to Women" 1915	Labor activists*	
25-Nov	Greenwich Village (game session 3)	Charlotte Perkins Gilman, "Women and Economics"; Elsie Clews Parsons, "Ethical Considerations"; Floyd Dell, "Charlotte Perkins Gilman: The First Paper"; Walter Lippmann, "A Note on the Woman's Movement"	Villagers*	
27-Nov	THANKSGIVING			
2-Dec	Greenwich Village (game session 4)	Mabel's choice	Submission to The Masses*	
4-Dec	Greenwich Village (game session 5)		Role writing*	
9-Dec	Greenwich Village (1917)			
11-Dec		RTTP review		
Final	Mon. Dec. 16, 1:15-3:15			