

United States History to 1865

HIST 2111/08

Spring Semester 2009

Tuesday and Thursday 5:30 PM—6:45 PM

TLC Lecture Hall #1303

University of West Georgia

Professor Keith S. Hébert

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Contact Information

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Office Location and Hours: TLC Room # 3103; T, TH 4:30 PM – 5:30 PM and by appointment

Course Description

This course explores topics and themes related to the history of the United States from its prehistoric period through the end of the Civil War. Class periods will be arranged around student discussion and brief lectures.

CourseDen

This course uses CourseDen. CourseDen can be accessed at the following URL:

<https://westga8.view.usg.edu/webct/logon/5984942131>

On the course's CourseDen site students will: download reading assignments, complete on-line quizzes, check on their course grades, and download course lecture powerpoints. Most reading assignments are in a PDF format. You must have a version of Adobe Acrobat Reader in order to view these files. A free reader can be downloaded at the following URL:

<http://get.adobe.com/reader/>

Required Textbooks

George Brown Tindall and David Emory Shi, *America: A Narrative History*, Brief 7th Edition, ISBN 13: 978-0-393-92735-1 (paperback).

David E. Shi and Holly A. Mayer, *For the Record: A Documentary History of America: Volume One From First Contact through Reconstruction*, 3rd Edition.

Students with Disabilities

Any student who has a documented disability that may affect their course performance must see the course professor prior to the completion of any affected assignment.

What do I expect from students?

1. Students will attend every class.
 - a. *Students who have more than 5 unexcused absences will receive a failing grade for the semester.*

- b. *Students must arrive to class on time (by 5:30). Students who are repeatedly tardy (five or more times per semester) will have ten points deducted from their final course grade.*
 - c. *Students who leave before the class is dismissed will be counted absent for the entire class. If you need to leave please talk to me prior to the start of class.*
2. Students will read all assignments prior to the start of class.
 - a. *Take notes while completing your assigned readings paying special attention to unfamiliar vocabulary and terms found in the assignment.*
 - b. *When it is apparent that students have not completed the assigned readings prior to class the course professor will administer an unannounced “pop” quiz covering that assignment.*
3. Students will participate during class discussions.
 - a. *Students who act inappropriately during class discussion will be asked to leave and will be counted absent.*
 - b. *Students should expect to be called upon during class discussions.*
 - c. *Students should speak loud enough to be heard during course discussions.*
4. Students will turn in all assignments on time.
5. Students will act in a respectful manner to other students and toward the course professor.
 - a. *All cell phones must be turned off prior to class. Students should not text message using their phones while in class.*
 - b. *No I-pods or other MP3 devices are allowed in class. Students should not be seen wearing headphones of any type during class.*
 - c. *No recordings of my lectures are allowed.*
 - d. *Laptops are allowed as long as students use these devices to take notes and not to surf the internet or play games during class.*
 - e. *Students who violate any of the above policies will be counted absent from class and will be asked to leave if their poor behavior continues.*
6. Students are responsible for downloading, reading, understanding, and following the guidelines established in the course syllabus.

What should you expect from the course professor?

1. The professor will act in a respectful and professional manner.
2. The professor will lead class discussions.
3. The professor will cut-off students during discussions when the information they are providing does not benefit the class.
4. The professor will call upon students when necessary to stimulate class discussion.
5. The professor will establish a course schedule to help students to manage their course workload.
6. The professor will provide students with discussion questions to help prepare for in-class discussions.
7. The professor will grade all assignments in a timely manner.
8. The professor will hold regular office hours.
9. The professor will be available for questions after each class and via e-mail at: khebert@westga.edu
10. The professor will expect college students to act in a manner that evidences their commitment to their education and overall professionalism.

Grade Scale

- A—89.5-100
- B—79.5-89.4
- C—69.5-79.4
- D—59.5-69.4

(Note: I do not round up final grades.)

Course Assessments

Class Participation	10 percent
Quizzes	30 percent
Written Assignment	10 percent
Written Examinations	50 percent

(three exams total including final exam)

How do I get a good class participation grade?

1. Come to class prepared for every class having read and taken notes for all reading assignments.
2. Come to class prepared to respond to questions posed by the professor.
3. Come to class prepared to respond to comments made by other students.
4. Come to class prepared to pay attention to what others in the class are saying.
 - a. *During a normal class it will be impossible for every student to speak.*
 - b. *It is important that when you are not speaking that you are nonetheless engaged in the discussion by taking notes and looking as if you are devoting your full attention to the subject matter.*
 - c. *Students who engaged in behavior that is unproductive or disrespectful during class discussion will be counted absent from that day's class.*
5. Do not talk while others are speaking.
6. Indicate that you wish to speak by first raising your hand.
7. Draw attention to yourself in a positive manner by paying attention (nonverbal participation) and speaking intelligently about the subject matter (verbal participation).
8. Do not draw negative attention to yourself by speaking out of turn, acting rudely toward others, and engaging in distracting activities such as sleeping, text messaging, talking without permission, reading or working on material unrelated to the subject matter.

Your final class participation grade will be based on your overall participation in the class throughout the semester. This grade will consider your class attendance, verbal participation, nonverbal participation, and any instance(s) where your in-class behavior was deemed inappropriate by the course professor.

When will we have quizzes and what will these quizzes cover?

1. Quizzes in this course will be administered on-line (CourseDen) and in-class (pop quiz).
2. Students will complete a series of on-line quizzes throughout the semester.
 - a. Quizzes can be access on the CourseDen site for this course:
 - i. Click Assessments (located on the left hand side of the screen)
 - ii. Locate the current quiz
 - iii. You will have 15 minutes to complete each quiz
 - iv. You may use your notes and texts during the on-line quiz
3. Students should always expect to take a quiz during each class period.
 - a. *We will not take a quiz every class but you should prepare for such an event because none of the in-class quizzes in this course are prescheduled. Thus, every quiz in the class is a pop quiz.*
4. Students should expect to take an in-class “pop” quiz when the class discussion proves to be unproductive due to lack of preparation.
5. Quizzes will cover only the most recent assigned readings completed for that class period.

6. On-line Quizzes will range from one to ten multiple-choice, fill-in-the-blank, and true/false questions.
7. In-class quizzes may include some short essay questions in addition to or in lieu of multiple choice questions.
8. Students should use the discussion guidelines to anticipate quiz questions.

What is the written assignment and when is it due?

Every student will write a five-page research paper that examines one of the following topics listed below:

1. Write a history of your family using available primary and secondary source materials (including oral interviews).
2. Write a history of your local community using available primary and secondary source materials. You might define your local community as your place of residence (i.e. a house, neighborhood, town, university, or city); or as places or events that evidence the existence of a community (i.e. churches, fraternities and sororities, lodges, or festivals).

Regardless of which topic you choose your paper must follow these guidelines:

1. All papers must address the question of what forms of shared identity or common heritage is expressed by your family or community? What are the components that form families and communities that extend beyond mere biological and geographic connections? What are the major historical periods of development in the history of your family or community? How does the history of your family or community relate to American history? Why is your family or community significant? (*Note: Do not write that your family or community is not significant. All families and communities are significant to some degree. Make a case for its significance in relation to other people, places, and events in American history.*)
2. All papers must be written in the following format:
 - a. Five full-length page minimum.
 - b. All pages must be double spaced
 - c. 12 pt. New Times Roman Font
 - d. One inch margins
 - e. You must cite your sources using any method of citation you choose as long as you are consistent throughout your paper
 - f. All papers must include a bibliography/ works cited page
 - g. Wikipedia and other encyclopedias are not considered acceptable sources for academic research papers
 - h. All pages must be numbered in the bottom right hand corner.
 - i. All papers should include a title page that includes the following information:
 - i. Paper title
 - ii. Student Name
3. The written assignment is due at the start of class on **March 12**.

How do I prepare for the written exams?

1. There will be three written exams (this total includes the final exam).
2. The final exam is not cumulative.
3. I will announce the date of each exam two weeks prior to the exam.
4. For each exam you will write at least one essay and five identification responses. Some exams may also contain a reading comprehension/ critical thinking exercise.
5. Essay questions will be broad, open-ended questions designed to test a student's overall comprehension of the subject matter and retention of the assigned readings.

6. Identifications need to be at least one paragraph in length and should identify the person, place, or event selected in detail and relate the term to related assigned readings. All identification responses should include a statement of significance such as: “The failed Jesuit mission at Ajacan (Virginia) was significant because it helped pave the way for subsequent English colonization in the region and because the massacre influenced Euro-Indian relations in this sector of the New World.”

Course Schedule Through Examination One

*All reading assignments should be completed prior to the beginning of class on the date of each assignment.

*All written assignments are due at the beginning of class on the date assigned.

*All on-line quizzes must be completed by 5:30 PM on the assigned date. Quizzes will be available for a 48 hour period starting at 5:30 PM two days prior to the due date and ending at 5:30 PM on the assignment due date.

***No late work will be accepted. No exceptions!**

January 8—Course Introductions; **CourseDen**: Practice Quiz (due before start of class on January 13).

January 13—**CourseDen**: On-Line Quiz One (due before start of class); Download and read Jared Diamond article from Reading Assignments Folder; Download Discussion Guide for January 13 Class. Read: *For the Record*, Christopher Columbus’ *Letter to Luis de Santangel*; Hernando Cortes’ *Letter Describing the Natives*; and Aztec Accounts of *The Siege of Tenochtitlan*. Skim: Tindall and Shi, *America*, Chapter One (material from this reading will not be included in the on-line quiz).

January 15—**CourseDen**: On-Line Quiz Two (due before start of class); Download and read Denevan, Mann, and Blanton articles (three individual articles); Download Discussion Guide for January 15 Class. Read: *For the Record*, Richard Frethorne, *An Indentured Servant’s Letter Home* and Tindall and Shi, *America*, pp. 27-31.

January 20-- **CourseDen**: On-Line Quiz Three (due before start of class); Download and read Kolchin Article; Download Discussion guide for January 20 Class. Read: *For the Record*, Nathaniel Bacon, *Bacon’s Manifesto*. Skim: Tindall and Shi, *America*, pp. 31-52 (material from this reading will not be included in the on-line quiz).

January 22-- **CourseDen**: On-Line Quiz Four (due before start of class); Download and read Salem Witch Trial article; Download Discussion Guide for January 22 Class. Read: *For the Record*, Anne Bradstreet, *A Woman’s Reflections* and Cotton Mather, *Accounts of the Salem Witchcraft Trials*.

January 27-- **CourseDen**: On-Line Quiz Five (due before start of class); Download and read Colonial Deerskin Trade Article; Download Discussion Guide for January 27 Class.

January 29-- **CourseDen**: On-Line Quiz Six (due before start of class); Download and read Seven Years War article; Download Discussion Guide for January 29 Class. Read: *For the Record*, Henry Bouquet, *A Report on the Expedition to Fort Duquesne* and Tescumme, *Speeches at Fort Pitt*. Skim: Tindal and Shi, *America*, Chapter Four, (material from this reading will not be included in the on-line quiz).

February 3—Examination One; CourseDen: Download Examination One Study Guide (available one week prior to exam one); Bring a black ink pen (exams written in ink other than black will receive a ten point deduction) and at least ten sheets of notebook paper to class.