HIST 2111: U.S. HISTORY TO 1865
Spring 2017

Course Information
Instructor: Keith Pacholl (kpacholl@westga.edu)
Teaching Assistant: Kathleen Talley (jtalley2@my.westga.edu)
Course: HIST 2111-07 (CRN 10432)
Time: T/TH 2:00-3:15
Classroom: Pafford 204
Office: TLC 3244
Phone: (678) 839-6044 – office
(678) 839-6508 – history department
**My preference is that you use your CourseDen email when contacting me about this course

Office Hours
-UWG Office Hours: 
  Monday: 12:30-1:30pm (Talley)
  Tuesday: 12:15pm – 1:45pm; 3:30-5:00pm (Pacholl)
  Thursday: 3:30pm - 5:30pm (Pacholl)
  *UWG office hours are held in my office: TLC 3244
-Online Office Hours:
  Monday: 11:30am – 2:30pm (Pacholl)
  *Online office hours online will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link and you will enter a room where we can engage in live chat or videoconferencing.
  -and by appointment (Pacholl & Talley)

Course Introduction and Description
Welcome to History 2111. This course explores the major themes and issues in American history from early settlement through the end of the American Civil War. Students will demonstrate the ability to think historically by identifying political, social, economic, and cultural dimensions of United States history; examining change and continuity over time; and recognizing the social significance of ethnicity, gender, race, and class in historical events and study.

Please note that this class is a hybrid course, meaning that some of our classes will be held online (and thus no in-class meetings on those particular days). The course schedule will note all classes that take place online.

Assigned Readings
OpenStax U.S. History, chapters 3-15 (free online textbook; chapters are available in CourseDen)
Peter Wood, Strange New Land
**and assigned readings and documents on CourseDen
Course Objectives
Specific learning outcomes for this course include:

1. Identifying and explaining the political, social, economic, or cultural dimensions of U.S. history. (Per the History Department HIST 2111 assessment plan)
2. Analyzing, synthesizing, and interpreting primary and secondary sources.
3. Developing skills in critical thinking, writing, and organization.

Course Assessment
Students’ mastery of course learning outcomes will be assessed using the following methods:

Assessment Quizzes: There are two assessment quizzes that must be taken at the beginning and end of the semester. These are designed to see what your knowledge of history is at the start of the class and how much you have learned throughout the semester. They are not graded, but they must be taken. Failure to complete both assessments will result in a loss of points (5 for each assessment quiz) from your overall quiz score. There is no need to study for these quizzes – simply take them and see how much you have learned! (satisfies course objective 1)

Textbook Quizzes: There will be a quiz on each OpenStax textbook chapter that is assigned (see the course calendar at the end of the syllabus). Since there are a total of 13 textbook chapters to read, that means you will need to complete 13 quizzes. All quizzes will be taken online in CourseDen and must be completed by 12:00pm on the day it is assigned (ex: your first quiz on Chapter 3 must be completed by 12:00pm on Thursday, January 19). Sounds intimidating, but it really isn’t. There will only be 10 objective questions (true/false, multiple choice) on each quiz and you will be provided with a study guide for each quiz. You can use the study guide when you take the quiz, so I strongly advise you to complete the study guide PRIOR to taking each quiz. The quizzes are not designed to trick you; rather, they are designed to reinforce your learning for the key points/themes of each chapter that we will discuss in class. Again, if you complete the study guide with effort, you should do well on these quizzes. (satisfies course objective 1)

Exams: There will be two exams given throughout the semester: one midterm exam and one final exam. Both exams will be essay exams that you complete at home and upload to CourseDen by the indicated deadlines on the course calendar (midterm exam: March 1; final exam: May 4). Guidelines for each exam will be handed out two weeks prior to each exam. Don’t panic: you will have more than enough time to prepare for each exam and there isn’t anything you need to memorize! (satisfies course objectives 1 & 3)

In-Class Discussions: Class participation is an important part of your grade, so be sure to show up having read the assignments (you are REQUIRED to read all materials assigned each day for the course). Discussions will occur on the designated dates outlined in the Course Schedule, and will be based upon the textbook and/or any assigned documents posted in CourseDen. Bringing notes on assigned readings (particularly the documents) will help with the quality of your discussion. Sitting and staring blankly at me won’t help with the quality of your discussion. Your in-class discussion grade includes: preparing for, and participating in, and the quality of your class discussions; unannounced quizzes on discussion material; student conduct; and any other material assigned throughout the course of the semester that is not listed in this syllabus. (satisfies course objectives 1, 2 & 3)

Book Discussion: There is one monograph (book) assigned for this course, Peter Wood’s Strange New Land. We will spend an entire class period discussing this book, so it is important that you not only come prepared to discuss, but actually participate in the conversation (in other words, you can’t hide!!). On the
day of the book discussion, you will write 1-2 pages answering 2 of 4 quiz questions. The quiz will be handed out at the beginning of class. If you want to do well on the book discussion, you should take notes on the book (focusing on key points of each chapter). You will be allowed to use these notes during the quiz (however, you may NOT open the book during the quiz). If you are absent on this critical day, you will receive a “0” for the book discussion. (satisfies course objectives 2 & 3)

Online Assignments: The online assignments are based on assigned primary source readings (see the course calendar at the end of the syllabus for the list of primary source documents). Additional details will be provided for each assignment. If you have any comments or questions after completing each online assignment (either about your own posting or that of another student), please bring them to class so we can discuss them. A rubric will be provided so you can see how the online assignments will be graded. (satisfies course objectives 2 & 3)

Missed Assignments
Assignment are due on the dates indicated in the course schedule. Failure to turn in assignments on time will result in a “0” for each missed assignment. Make-up assignments for missed work will only be possible in the case of emergencies, and you should contact me within 24 hours if such an emergency arises. In general, you can only make up one missed assignment (unless there is a documented emergency that I accept). If you miss a discussion, you will receive a “0” for each discussion missed. The only way to make up partial credit for missing an in-class or book discussion is to meet with me during my office hours to discuss the assigned material. This must be done within a week of the deadline for the scheduled reading. You will only be allowed one opportunity to make up a discussion (excepting extreme emergencies, which must be documented with Student Services). Finally, if you wait until the end of the semester to make up any missed assignments, I will not accept them. Please be prompt in making up missed work (as mentioned before, it should be completed within a week of the assignment’s deadline).

Attendance
Students are responsible for attending all face-to-face classes. This is extremely important, particularly since the class is interactive and we will be having discussions and group activities on a regular basis. I have found that regular class attendance generally improves the grades of students. Roll will be taken at the beginning of each class. You will be considered absent if you show up after roll has been taken, so please be sure to arrive on time (habitual lateness will thus be penalized). In addition, leaving early without permission will also count as an absence. Two percentage points will be deducted from your overall final grade for each absence. I will give you 2 “free spins” (meaning two absences won’t count against you) before I start deducting points (meaning I will start deducting beginning the 3rd absence). For example, if your final grade percentage was 91%, and you were absent for a total of 4 classes, your final grade would be adjusted to an 87%. There are no exceptions to this rule. If there is a medical or personal emergency that requires you to miss more than 2 classes, then you will need to provide documentation from UWG’s Student Services (no other documentation will be accepted).

Grading*
In-class discussions: 20%  
(150 points: 6 in-class discussions worth 25 points each)
Book discussion: 10%  
(50 points: 25 points for the quiz, 25 points for the discussion)
Online Assignments: 15%  
(75 points: 3 assignments worth 25 points each)
Textbook Quizzes: 25%  
(130 points: 13 quizzes on each chapter worth 10 points each)
Midterm Exam: 15%  
(100 points)
Final Exam: 15%  
(100 points)

*The percentage represents the total weight of each assignment category toward the overall grade. For example, all 6 of your in-class discussions added together will count 20% towards your overall grade.
***There is NO EXTRA CREDIT accepted for this course***

**Grading Scale**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90% - 100%</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
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</tbody>
</table>

***Grades are based on student performance and capability. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. As a rule, meeting the minimum requirements for an assignment is the basis for a “C” grade. To receive an A or a B grade, you must plan to go beyond the minimums stated for each assignment. The standards for the respective grades are as follows:***

**A = Exceptional**
- precise and comprehensive understanding of the material
- thoroughly identifies, defines, and describes all key themes/concepts/issues/idea of the course
- work contains no factual inaccuracies
- excellent writing, with little to no errors in spelling, punctuation, grammar, syntax, etc.
- very focused and organized
- correctly identifies all key themes of the readings

**B = Commendable**
- clear understanding of the material
- identifies, defines, and describes most key themes/concepts/issues/idea of the course
- work contains few factual inaccuracies
- strong writing, with few errors in spelling, punctuation, grammar, syntax, etc.
- well focused and organized
- correctly identifies most key themes of the readings

**C = Competent**
- adequate understanding of the material
- identifies, defines, and describes some of the key themes/concepts/issues/idea of the course
- work contains factual inaccuracies
- average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- somewhat focused and organized
- adequately identifies major key themes of the readings

**D = Limited evidence of achievement**
- poor understanding of the material
- identifies, defines, and describes few key themes/concepts/issues/idea of the course
- work contains many factual inaccuracies
- below average writing, with some errors in spelling, punctuation, grammar, syntax, etc.
- poorly focused and organized
- barely identifies major key themes of the readings
F = Minimal evidence of achievement
Work that fails to meet any of the standards set forth above, or which is exceptionally inadequate

**Grading Turnaround:**
All assignments and assessments will normally be graded within a week after the deadline. I will let you know if grading takes longer than a week.

**Academic Honesty**
***Any form of academic dishonesty (including but not limited to cheating and plagiarism) will result in a failing course grade as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: [http://www.westga.edu/handbook/](http://www.westga.edu/handbook/)

**Disabilities Act / Accessibility for the Course**
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs: [UWG Accessibility Services](tel:phone: 678-839-6428). It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

**Student Rights and Responsibilities**
Students, please carefully review the following information at this link: [http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf](http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf)
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.

**Guidelines for Writing Assignments**
All writing assignments (discussions & exams) should adhere to the following guidelines:

1. Writing assignments should **meet the minimum writing length** as stated in each assignment. If the assignment is an essay, your answer should be double-spaced using a maximum of 12-point type. Please use a simple, clean font such as Times New Roman. Use normal margins on all sides. Writing submissions that are less than the minimum length will lose significant points.
2. Writing assignments (AND emails) are to be written following the **rules of correct grammar and spelling**, both of which will be taken into consideration in the evaluation of the assignment. **Be sure to proofread your writing** as grammar and spell checks typically do not catch words used in incorrect contexts.
3. Writing assignments must be **original AND analytical** and should include well-thought-out responses to the questions posed in the assignment. An assignment should not be a string of quotes with limited analysis; rather, most of the written assignment should be in your own words with a few quotes to illustrate your points.
4. You must provide specific examples from the secondary and/or primary sources to support your **main points**. If you do use direct quotations, you must **use quotation marks** to indicate the exact
wording from the source you are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with others.”)

5. When using quotes from the readings, you must cite your sources following the MLA style, the University of Chicago Press's *Chicago Manual of Style*, or Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to the online resources *Guide to the MLA Style* or *Turabian and Chicago Styles Citations* for assistance. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A sample citation: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work.

6. You may ONLY use the assigned readings for your assignment: **DO NOT USE ANY OUTSIDE MATERIALS** in your assignment. If you use outside materials (including but not limited to websites, journal reviews, and other online materials), you will receive a ZERO for the assignment. The goal for each assignment is to use the sources I have assigned and not the material from another source.

**Student Conduct**

Students are obligated to abide by the guidelines detailed in the university catalog. **Respect and courtesy are required of all students while in the classroom.** The following items are also mandatory:

1. No arriving late or leaving early for in-class meetings (unless you have checked in with me in advance). Arriving late or leaving early will count as **one** absence. Arriving late is defined as arriving after roll has been taken. Leaving early is defined as leaving class once the class has started. If you habitually arrive late or leave early, you will be asked to leave.

2. Any disruptive behavior will result in your expulsion from the room. **If disruptive behavior persists, you will receive a 0 (that is zero) for your entire in-class discussion grade, as well as possible additional action.**

3. Cell phones, iPads, and all other electronic devices must be turned off during class unless permission is given to use them. Use of electronic devices without permission will result in your dismissal from the room. Use of laptops or tablets are permissible to take notes, but if you are caught using these devices for non-class purposes, you will not be allowed to use them for the remainder of the semester.

4. No recording any portion of the class or taking photos without my permission. If you have any documentation needs, please let me know.

If you have any questions regarding the above, feel free to contact me at any time, or read the university catalogue. Adherence to the “common sense” law should prevent any of the above problems. Failure to adhere to these guidelines could result in dismissal from class, an “F” for your in-class discussion grade, as well as additional disciplinary action.

**Important Note**

I reserve the right to modify this syllabus at any time during the course of the term, particularly regarding the course schedule. If such a modification is substantial, I will reissue a revised syllabus and discuss it with you.
COURSE SCHEDULE

***All classes in black are in-class meetings that will take place in PAF 204 ***

***All classes in blue (also identified as “Online assignment”) will take place online. Please DO NOT show up to PAF 204 on these days***

January
10 Introduction to the course
12 Workshop: expectations & primary sources
   In-class discussion: Survival Skills for College
   Reading Primary Sources
14 ** “Pre-Assessment” quiz must be completed by 11:59pm on Saturday, January 14**
17 Background: Europe and North America
19 The Chesapeake Experience (OpenStax, Chapter 3 – complete quiz by 12:00pm)
   In-class discussion: Letter from Richard Frethorne
24 The New England Experience
26 Book Discussion: Strange New Land (in-class quiz and discussion)
31 Colonial Society (OpenStax Chapter 4 – complete quiz by 12:00pm)

February
02 The Growing Crisis with Great Britain (OpenStax; Chapter 5 – complete quiz by 12:00pm)
   In-class discussion: Address to the Ladies
07 The Coming of the American Revolution
09 The debate over independence
   In-class discussion: Common Sense
   Pamphlet by Charles Inglis
14 The American Revolution, part 1 (OpenStax, Chapter 6 – complete quiz by 12:00pm)
16 The American Revolution, part 2
21 Creating the Constitution (OpenStax, Chapter 7 – complete quiz by 12:00pm)
23 The New Republic, part 1 (OpenStax, Chapter 8 – complete quiz by 12:00pm)
28 The New Republic, part 2
   In-class discussion: Washington’s Farewell Address
March
02 Midterm Exam (uploaded to CourseDen by 5:00pm on Tuesday, February 28)
   ***No class meeting*** [online assignment]
07 The War of 1812
09 Jacksonian Democracy (OpenStax, Chapter 10 – complete quiz by 12:00pm)
14 Indian Removal [online assignment]
   -Andrew Jackson’s Second Annual Address
   -Address by the Cherokee Nation
   **No class meeting ***
16 The North and economic changes in the 19th century (OpenStax, Chapter 9 – complete quiz by 12:00pm)
<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>21</td>
<td><strong>SPRING BREAK:</strong></td>
</tr>
<tr>
<td></td>
<td>23</td>
<td><strong>NO CLASS</strong></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>The South and slavery in the 19th century (<em>OpenStax</em>, Chapter 12 – complete <strong>quiz</strong> by 12:00pm)</td>
</tr>
<tr>
<td></td>
<td>30</td>
<td>Religion and reform movements of the 19th century (<em>OpenStax</em>, Chapter 13 – complete <strong>quiz</strong> by 12:00pm)</td>
</tr>
</tbody>
</table>
| April | 4  | **Abolitionism** [online assignment]  
- Declaration of the Antislavery Society 1833  
- What to the Slave is the Fourth of July?  
**No class meeting *** |
|      | 6  | Women and society  
**In-class discussion:** Declaration of Sentiments and Resolutions |
|      | 11 | Westward expansion and growing sectionalism (*OpenStax*, Chapter 11 – complete **quiz** by 12:00pm) |
|      | 13 | The 1850s (*OpenStax*, Chapter 14 – complete **quiz** by 12:00pm) |
|      | 18 | Crises of the late 1850s |
|      | 20 | **Coming of the Civil War** [online assignment]  
- John Smith Preston on Secession  
- Abraham Lincoln’s First Inaugural Address  
**No class meeting *** |
|      | 25 | The Civil War, part 1 (*OpenStax*, Chapter 15 – complete **quiz** by 12:00pm) |
|      | 27 | The Civil War, part 2  
**Open forum discussion:** (details forthcoming . . .) |
| May  | 1  | **“Post-Assessment” quiz must be completed by 11:59pm on Monday, May 1** |
|      | 4  | **Final Exam** (uploaded to CourseDen by 5:00pm on Thursday, May 4)  
***No class meeting*** [online assignment] |