HIST 2111: United States History to 1865 (Honors)
Section 25H- CRN 83094
Fall 2020
T/Th 11:00am-12:15pm (Miller Hall 2213)

COURSE INSTRUCTOR
Dr. Keith Pacholl, Professor of History
University of West Georgia
1601 Maple St., Carrollton, GA 30118
Office Number: (678) 839-6044
E-mail address: kpacholl@westga.edu

NOTICE: Please use the internal CourseDen email for general correspondence about the class (I cannot accept assignments or discuss grades via the UWG email). I provide my external email primarily for general correspondence.

OFFICE HOURS
Online Office Hours:
Monday: 1:00 – 5:00pm
*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.

UWG Office Hours:
Tuesday: 2:00pm-4:00pm
Thursday: 12:30-2:00pm
*UWG office hours are held in my office: TLC 3244

**and by appointment
*If you can’t make my posted office hours, email me and we will find another time to meet. I am pretty flexible when it comes to accommodating your schedule!

COURSE OVERVIEW
Welcome to HIST 2111! This course will explore key themes and issues in American history from early settlement through the end of the American Civil War. This much is guaranteed: it will not be a course that has you memorize dates, persons, and events; rather, this is a seminar-style class that will be an ongoing conversation about the various topics we explore (meaning lectures are kept to a minimum). In addition to the content covered in class, you will be given the opportunity to research any topic of interest to you that relates to the history of this era. If you don’t know what it is yet, that’s fine, we will figure it out. You will find that the class will be interactive, meaning you won’t be a passive recipient during the semester. That’s a good thing because you will learn by “doing” rather than me just lecturing at you! This class is also a hybrid course, meaning that roughly half of your learning will take place outside of the classroom using CourseDen, which is the online version of our classroom. This gives you a chance to engage with the material on your own time and prepare in advance for classroom discussions.
COURSE OUTCOMES
Specific learning outcomes for this course include:
1. Identify and explain the political, social, economic, or cultural dimensions of U.S. history
2. Identify and explain important developments related to Georgia’s history.
3. Interpret primary and/or secondary sources
4. Develop critical thinking skills

ASSIGNED READINGS & MATERIALS
There are two types of material that will be used for this course: books (which you must purchase and online articles/documents (which are free).

Books (must be purchased)
Peter Wood, *Strange New Land*
John Ferling, *Adams vs. Jefferson*
Theda Perdue & Michael Green, *The Cherokee Nation and the Trail of Tears*

Online sources (free)
Articles and documents used for assignments and discussions will be uploaded to CourseDen. These are free, so no purchase needed.

COURSE ASSESSMENT
Students’ mastery of course learning outcomes will be assessed using the following methods:

History Reflection Paper: Part 1
You will write a history reflection paper to start off the class. Ok, let’s be honest. The moment you read “You will write a history reflection paper,” most of you probably groaned and said “I hate history, why do I want to reflect on it?!” That is precisely why I want you to write this paper. Most of you have probably been trained to think that history is the memorization of facts and that your job is to memorize those facts in order to pass objective tests. My hope is that by the time this class is over, you will see that history goes beyond memorizing facts; instead, history is about how those facts are interpreted and given meaning. Specific instructions will found in the History Reflection Paper folder located in the Assignments section of CourseDen. (satisfies course outcome 4)

Class Discussions
As I mentioned in the Course Overview, this class is a seminar class that relies heavily on class discussions. Each class discussion is based on material assigned for the week. You will read the weekly material and be prepared to discuss it during our weekly discussions. For the moment, discussions will take place in the classroom. Should things change, discussions will be moved to online. I will keep you posted on how the discussions will take place. The important thing is to be prepared for each discussion: read the assigned material, take notes, and be ready to discuss your notes. Our honors section is small, so you can’t hide! (satisfies course outcome 1 & 3)
**Journal Entries:**
For each weekly assignment that is not a book, you will read assigned materials (articles, documents) and discuss what you learned. I will ask you specific questions for each set of readings that you will answer. You will upload your answers to the Journal Entries folder located in the Assignments section of CourseDen. Specific instructions will be given for each assignment, so be sure to read them carefully and let me know if you have any questions. *(satisfies course outcomes 1, 2, 3, & 4)*

**Book Assignments**
There are three monographs (books) assigned for this course: *Strange New Land* (Peter Wood), *Adams vs. Jefferson* (John Ferling), and *Cherokee Nation and the Trail of Tears* (Theda Perdue and Michael Green). The book assignments will be a combination of reading books, answering questions (which will be uploaded to the appropriate folder in the Assignments section of CourseDen), and engaging in discussions on the books. *(satisfies course outcomes 2, 3 & 4)*

**Research Paper**
You will write a 5-page (minimum) research paper on a subject of your choosing that is approved by me. You must turn in a topic statement (due August 27) and bibliography (September 17) in advance, and the paper is due on November 21 by 11:59pm. A handout will be provided detailing my expectations for the research paper. *(satisfies course outcomes 1, 3 & 4)*

**Final Exam (Part 1): History Assessment Essay**
As part of the general education of every UWG student, this course aims to teach students to understand the political, social, economic, or cultural dimensions of American history. The purpose of this assignment, in part, is to measure the extent to which students in all sections of this course have learned what we have been trying to teach. Specific instructions for this assessment essay will be provided later in the semester. *(satisfies course outcome 1)*

**Final Exam (Part 2): History Reflection Essay**
At the end of the semester you will once again reflect on what history means to you. Now that you have completed an entire semester of history, let’s see if your views have changed regarding the significance and application of history in 2020. This, combined with the History Assessment Essay, will take the place of a tradition final exam. *(satisfies course outcome 4)*

**GRADING**
- **Journal Entries:** 20%  
  *(200 points: 8 journal entries/25 points each)*
- **Book Assignments:** 20%  
  *(150 points: 3 books worth 50 points each)*
- **Research Paper:** 20%  
  *(100 points)*
- **Discussions:** 10%  
  *(80 points: 8 discussions/10 points each)*
- **History Reflection Paper 1:** 10%  
  *(50 points)*
- **Final Exam Part 1 - History Assessment Essay:** 10%  
  *(50 points)*
- **Final Exam Part 2 - History Reflection Paper 2:** 10%  
  *(50 points)*
The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your journal entries added together will count 20% toward your overall course grade.

***There is NO EXTRA CREDIT accepted for this course

**Grading Scale**
90% - 100% A  
80 - 89 B  
70 - 79 C  
60 - 69 D  
0 - 59 F

***Grades are based on student performance. 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 OF A “C” GRADE. To receive an A or 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, if not earlier. 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 no credit for the assignment and the possibility of a failing course grade. 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: Student 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 (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: UWG Common Language for Course Syllabi
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.

TECHNICAL REQUIREMENTS AND ASSISTANCE
Having a correctly configured computer will help ensure your success in a hybrid course. Be sure that your computer meets all the necessary technical requirements for hardware and software. For technical assistance and basic online information, check out the UWG Online Learning website at UWG Online Student Help. This link will provide you with tutorials on how to navigate through the CourseDen (D2L) learning management system, which is the platform used for our course. In addition to CourseDen, students should have familiarity with a word processor program (Word is the preferred program) that will be used for written assignments. Some assignments will allow you the option to use other formats like PowerPoint and YouTube videos. If you use Apple software, you will need to convert all of your documents to a PDF or Word document.
During class, electronic devices (phones, iPads, laptops, etc.) should only be used for class purposes like taking notes and pulling up articles and documents. Please do not use electronic devices for non-class purposes—it is distracting and not professional. Also, no recording any portion of the class without my permission. If you have any documentation needs, please let me know.

**ATTENDANCE, PARTICIPATION, AND LATE POLICY**

Attendance and participation are required for all in-class meetings in Miller Hall 2213. This is extremely important, particularly since the class is interactive and we will be having discussions and group activities on a regular basis. Plus, it is a significant part of your class participation grade. I have found that regular class attendance generally improves the grades of students. Role will be taken at the beginning of each class. You will be considered absent if you show up after role 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. If you miss an in-class discussion, you will receive no credit for that discussion. In addition to my policy on missed assignments (see below), if **you miss more than 4 in-class meetings (which is 50% of our discussions), you will fail the course.** There are no exceptions to this rule. If there is a medical or personal emergency that requires you to miss multiple classes, then you will need to contact UWG’s Health Services for documentation (no other documentation will be accepted).

**PLEASE NOTE: YOU MUST COMPLETE THE HISTORY REFLECTION ESSAY FOR ATTENDANCE VERIFICATION. YOU WILL BE DROPPED FROM THE COURSE IF YOU DO NOT COMPLETE THE HISTORY REFLECTION ESSAY BY WEDNESDAY, AUGUST 19.**

I expect all assignments to be turned in by the stated deadlines for each week. If an emergency occurs, you must let me know within 24 hours of the deadline. **Late assignments will NOT be accepted without a valid reason (that I determine) and if needed, submitted with proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.**

**GUIDELINES FOR WRITING ASSIGNMENTS**

All writing assignments (journal entries, research paper, history reflection paper, final exam) should adhere to the following guidelines:

1. Writing assignments should **meet the minimum writing length** as stated in each assignment. Writing submissions that are less than the minimum length will lose significant points. **VERY IMPORTANT:** **Meeting the minimum requirements normally results in a C or low B grade,** so expect to go beyond the minimum requirements if you want to score an A or higher B for each writing assignment. **If you use Apple software, please convert to a PDF or Word document.** All uploaded documents must be in Word or PDF format. If you have issues with converting your documents, contact me and we will figure out a solution.

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 each assignment. Be sure to proofread your writing as grammar and spell checks typically do not catch words used in incorrect contexts. Don’t forget to capitalize all proper nouns (particularly if you are using a phone).

3. **Writing assignments must be original AND analytical and should reflect effort.** An assignment should not be a string of quotes or exact wording from a source with limited analysis; rather, most of the written assignment should be in your own words with a few quotes and exact wording to illustrate your points. Too many quotes and exact wording limits the effectiveness of your own analysis, so your assignments should be 15% or less of quotes and exact wording from sources in your submissions (papers are run
through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis; I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.

4. **You must provide specific examples from the assigned readings 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 the world.”)

5. **When using quotes from the readings, you must cite your sources** following the MLA style, the *Chicago Manual of Style*, or Kate L. Turabian’s *A Manual for Writers of Term Papers, Theses, and Dissertations*. Refer to *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 simple citation will suffice for these assignments: (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 assignments: 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. I want to read your interpretation of the assigned sources and not what someone else has to say. **When I grade your assignments, it is important that I assess you on what I assigned and not additional sources from the library or internet.**

**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. Just so you know, revising the syllabus doesn’t mean giving you more work. Instead, it gives me flexibility make changes if I see something during the semester that needs to be addressed. Basically, any revisions will only help you (and not create more work).

**COURSE SCHEDULE**

Classes that are online take place at home. All other classes will take place in Miller Hall 2213.

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<thead>
<tr>
<th>Date</th>
<th>Class Meeting</th>
<th>Topic</th>
<th>Readings/Videos</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>August 13</td>
<td>Miller Hall 2213</td>
<td>Introduction</td>
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<tr>
<td>August 18</td>
<td>Online</td>
<td>History: What it is and what it isn’t</td>
<td><em>Why Study History?</em> (article)</td>
<td>Read the article <em>Why Study History?</em> Complete the online assignment “History Reflection Paper” located in the Assignment section of CourseDen. It must be submitted no later than Wednesday, August 19, by 11:59pm.</td>
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<tr>
<td>August 20</td>
<td>Miller Hall 2213</td>
<td>History: What it is and what it isn’t</td>
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<td>Class discussion on the nature of history and your views on the subject.</td>
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<td>August 25</td>
<td>Online</td>
<td>Religion and the Salem Witch Trials</td>
<td>The Salem Witch Mania (article)</td>
<td>Read the assigned Salem Witch article and complete Journal Entry 1 no later than Wednesday, August 26, by 11:59pm. Class discussion on the Salem article. *Topic Statement for research paper due by 11:59pm today (August 27)</td>
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<tr>
<td>August 27</td>
<td>Miller Hall 2213</td>
<td>Religion and the Salem Witch Trials</td>
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<td>September 1</td>
<td>Online</td>
<td>Disease in the 18th Century</td>
<td>Biological Warfare in Eighteenth-Century North America (article)</td>
<td>Read the Biological Warfare article and complete Journal Entry 2 no later than Wednesday, September 2, by 11:59pm.</td>
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<td>September 3</td>
<td>Miller Hall 2213</td>
<td>Disease in the 18th Century</td>
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<td>Class discussion on the Biological Warfare article.</td>
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<td>September 8</td>
<td>Online</td>
<td>Slavery in Colonial America</td>
<td>Strange New Land (book)</td>
<td>Read Strange New Land.</td>
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<td>September 10</td>
<td>Online</td>
<td>Popular Uprisings in Early America</td>
<td>Popular Uprisings and Civil Authority in Eighteenth-Century America (article)</td>
<td>Read the Popular Uprisings article and complete Journal Entry 3 no later than Wednesday, September 16, by 11:59pm.</td>
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<td>September 17</td>
<td>Miller Hall 2213</td>
<td>Popular Uprisings in Early America</td>
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<td>Class discussion on both the Strange New Land book and Popular Uprisings article. *Bibliography for research paper due by 11:59pm today (September 17)</td>
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<tr>
<td>September 22</td>
<td>Online</td>
<td>The American Revolution</td>
<td>1. Why Men Fought in the American Revolution (article)</td>
<td>Read the three assigned articles (Why Men Fought, Women and the Revolution, Georgia Loyalists) and complete Journal Entry 4 no later than Wednesday, September 23, by 11:59pm.</td>
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<td>2. Women and the American Revolution (article)</td>
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<td>3. The Flight of Georgia Loyalists (article)</td>
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<td>September 24</td>
<td>Miller Hall 2213</td>
<td>The American Revolution</td>
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<td>Class discussion on the three articles (Why Men Fought, Women and the Revolution, Georgia Loyalists).</td>
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<td>October 13</td>
<td>Online</td>
<td>Women in Early America</td>
<td>1. The Rights of Man and Woman in Post-Revolutionary America (article) 2. The Story of Seneca Falls (article) 3. Declaration of Sentiments and Resolutions (document)</td>
<td>Read the three assigned articles and documents (Rights of Man and Woman, Seneca Falls, Declaration of Sentiments) and complete Journal Entry 5 no later than Wednesday, October 14, by 11:59pm.</td>
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<td>October 15</td>
<td>Miller Hall 2213</td>
<td>Women in Early America</td>
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<td>Class discussion on Adams vs. Jefferson and the three assigned articles/documents (Rights of Man and Woman, Seneca Falls, Declaration of Sentiments).</td>
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<td>October 20</td>
<td>Online</td>
<td>Indian Removal and Westward Expansion (book assignment)</td>
<td>The Cherokee Nation and the Trail of Tears (book)</td>
<td>Read The Cherokee Nation and the Trail of Tears.</td>
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<td>October 27</td>
<td>Online</td>
<td>The 1850s and the Coming of the Civil War</td>
<td>1. <em>The Political Origins of the Civil War</em> (article)</td>
<td>Read the three assigned articles (<em>Political Origins</em>, <em>Slavery and the Constitution</em>, <em>Slavery and National Expansion</em>) and Journal Entry 6 no later than Wednesday, October 28, by 11:59pm.</td>
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<tr>
<td>October 29</td>
<td>Miller Hall 2213</td>
<td>The 1850s and the Coming of the Civil War</td>
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<td>Class discussion on the three articles (<em>Political Origins</em>, <em>Slavery and the Constitution</em>, <em>Slavery and National Expansion</em>).</td>
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<td>November 3</td>
<td>Online</td>
<td>The Civil War</td>
<td>1. <em>Was the American Civil War the First Modern War?</em> (article)</td>
<td>Read the three assigned articles (<em>First Modern War</em>, <em>Civil War Mobilizations</em>, <em>Disease and Infection</em>) and complete Journal Entry 7 no later than Wednesday, November 4, by 11:59pm.</td>
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<tr>
<td>November 5</td>
<td>Miller Hall 2213</td>
<td>The Civil War</td>
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<td>Class discussion on the three articles (<em>First Modern War</em>, <em>Civil War Mobilizations</em>, <em>Disease and Infection</em>).</td>
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<td>Class Meeting</td>
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<td>November 12</td>
<td>Miller Hall 2213</td>
<td>History in 2020</td>
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<td>Class discussion on the three articles (What’s Not in a Name?, Reconsideration of Memorials, Finding Meaning).</td>
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<td>November 17</td>
<td>Online</td>
<td>Research Paper</td>
<td></td>
<td>Work on research paper</td>
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<tr>
<td>November 19</td>
<td>Online</td>
<td>Research paper due</td>
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<td>Research paper due no later than Saturday, November 21, by 11:59pm. Upload to the CourseDen Assignments folder.</td>
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<td>November 24</td>
<td>Online</td>
<td>Final Exam Assignments</td>
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<td>Work on final exam assignments</td>
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<tr>
<td>November 26</td>
<td>NO CLASS: THANKSGIVING</td>
<td>Final Exam Assignments (2 essays)</td>
<td></td>
<td>Complete the final exam assignments (Assessment Essay and Reflection Essay). Both essays must be completed as separate documents and uploaded to CourseDen no later than Tuesday, December 1, by 11:59pm. Upload both essays to the CourseDen Assignments folder.</td>
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