United States History to 1865
HIST 2111
Section E01- CRN 81915
Fall 2017

COURSE INSTRUCTOR
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NOTICE: Please use the internal CourseDen email for general correspondence. I provide my external email address for emergencies only. I cannot answer questions, accept assignments, or discuss grades via external email so please use it for emergencies only.

OFFICE HOURS
UWG Office Hours:
Tuesday: 11:00am – 12:30pm, 2:00-3:30pm, 5:00-6:00pm
Thursday: 2:00-3:30pm, 5:00-6:00pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 11:30am – 3:00pm
*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.

**and by appointment

COURSE OVERVIEW
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. This course is an online course using CourseDen and your computer as the delivery medium. There are no required face-to-face meetings. The final exam will be taken online, so there are no proctored exams for this course.

COURSE OUTCOMES
Specific learning outcomes for this course include:

1. Identify and explain the political, social, economic, and cultural dimensions of U.S. history
2. Analyze primary and secondary sources for their historical content and interpretations
3. Develop writing skills
ASSIGNED READINGS & MATERIALS
This course utilizes a textbook and documents that are free (yes, free!). But there are two small books (hopefully affordable) that I have assigned. Yes, I do expect you to read everything!!

Textbook
OpenStax U.S. History, chapters 3-15 (free online textbook; chapters are available in CourseDen)
Peter Wood, Strange New Land: Africans in Colonial America
Theda Perdue & Michael Green, The Cherokee Removal: A Brief History with Documents

Online sources
Each module will include materials that supplement the textbook readings. These include PDF files and videos that focus on specific topics for each module, as well as links to external websites.

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 missed) 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 the OpenStax textbook chapters assigned for each module (see the course calendar at the end of the syllabus). This means there will be 6 quizzes on the OpenStax textbook chapters. Plus, there will also be a Syllabus quiz that you will take in the Introduction Module.

Most modules have two assigned chapters, but Module 5 has 3 chapters (so plan accordingly). All quizzes will be taken online in CourseDen and must be completed by 11:59pm on the day it is due. Each quiz will have 25 objective questions (true/false, multiple choice) and you will have 50 minutes to complete each quiz. Don’t panic, there will be a study guide provided for each quiz. You can use the study guide when you take the quiz, so I strongly advise that you to complete the study guide PRIOR to taking each quiz (otherwise, you will run out of time trying to complete the 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, 2)

Discussion Assignments
The online discussion assignments are based on assigned readings (see the course schedule at the end of the syllabus for the list of the assigned documents and articles). Instructions will be given for each online assignment. You will find that you have the opportunity to be creative in how you complete each online discussion assignment. A rubric will be provided so you can see how the online discussion assignments will be graded. Once you upload your initial posting, you will then read ALL postings by your peers. Yes, it is important to read what everyone else says (much like a classroom discussion) because you will learn from them. Your grade will suffer if you don’t read all the posts (this means if you are the first to post, you need to sign back and read other postings once they are uploaded – don’t ignore them!). Then, choose one posting from another student (it is your choice) and respond to that posting. In your response, write
one paragraph (6-7 sentences) about what you learned from that posting and why you think the posting was informative. Make specific connections to the textbook to support your position. Thus, I don’t want you simply saying “nice posting.” Yes, everyone has a nice posting. What I am looking for is a thoughtful response that makes specific connections to the posting and textbook (and not just how you feel). If you have any questions at all, please feel free to ask. Please review the Discussion Rubric for the criteria that you will be graded on for the discussion post. Please see the course calendar for specific due dates for each discussion assignment. (satisfies course objectives 1 & 2)

Journal Entries:
For Modules 1-6, you will post a journal entry to the Dropbox section of the course. The journal entry will reflect on what you have learned from the assigned documents and videos assigned for each journal entry (do NOT use the OpenStax textbook chapters or the articles/documents assigned for the discussion assignment – they are assessed elsewhere). For example, your journal entry for Module 1 would focus on a theme from the documents King Philip’s War, The First Great Awakening, and Jonathan Edwards. You will write one paragraph (no more, no less) that chooses 1 theme or issue that you learned about from those assigned journal entry materials. You must reference at least two different documents in your entry. You have the freedom to choose the issues and themes you think are most meaningful to discuss, but whatever you choose, be sure to include examples from the assigned videos and PDFs to illustrate your main points. Your journal entry paragraph should reflect on one specific theme/issue and must be at least 7 sentences (minimum) in length. Be sure to clearly identify your theme/issue at the beginning of the paragraph, then explain your topic and use examples from the assigned materials to illustrate your key points, and finally conclude your paragraph with a sentence or two on why you think the topic is significant. I still expect you to read each of the assigned documents and videos even if you don’t write on them (I have ways of checking and it will be a part of your grade!). Please upload your journal entry as a Word document in the Assignments section of the course. Be sure to review the Journal Entry Rubric so that you can see how the assignment is graded. Please see the course calendar for specific due dates for each journal entry. (satisfies course objectives 1, 2, 3)

Book Essays:
You write two essays on the monographs assigned for this course: Strange New Land (Wood) and Cherokee Removal (Perdue/Green). Your essays will be a maximum of 2 pages and will be uploaded as a Word document in the Dropbox section of the course. Specific instructions with questions will be provided for each book. (satisfies course objectives 2 & 3)

Final Exam:
The final exam will be completed online between November 30 through December 6. The final exam must be completed no later than 11:59pm on December 6. The exam instructions will be passed out one week before the final begins (no later than November 23). This is the only exam for the class. (satisfies course objectives 1 & 3)

**GRADING**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>25%</td>
<td>175</td>
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<tr>
<td>Textbook Quizzes</td>
<td>25%</td>
<td>175</td>
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<tr>
<td>Journal Entries</td>
<td>20%</td>
<td>150</td>
</tr>
<tr>
<td>Book Essays</td>
<td>15%</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
<td>100</td>
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**Notes**

- The percentage represents the total weight of each assignment category toward the overall grade. For example, all of your book discussions added together will count 20% towards your overall 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 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 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](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](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 an online 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](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.

**ATTENDANCE, PARTICIPATION, AND LATE POLICY**
Attendance and participation are required. Attendance will be evaluated by how often you sign into the course. You should plan on checking the course at least every 48 hours to keep up with assignments and see if there are any announcements. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the procedures described the “Guidelines for Good Electronic Communication (Netiquette).”
In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays; however, you should still be prepared to deliver your work by the stated deadlines. If you have a problem, you must let me know within 24 hours of the deadline. Late submissions will NOT be accepted without a valid reason (that I determine) and proper documentation. A pattern of late submissions will result in a “0” for assignments not turned in by the deadline.

TIME COMMITMENT
Taking a course online is not easier or faster. It will take as much or more time than taking a face-to-face class. If you normally go to class 3 hours per week per course you will need to devote that same amount of time to your online course. In addition to online time, you should be prepared to spend time studying and working with course materials several hours per week offline. It will be helpful to set aside regular study time when you can work uninterrupted. Offline time could be spent in composing messages to post online, writing papers, reading, studying, reflecting, and planning.

COMMUNICATING ONLINE
In an online environment, communication patterns are different from what you are used to in a face to face classroom. You cannot see the other students you are sharing ideas with and responding to. Instructors cannot see your facial expressions or body language to determine whether or not you understand. Because of this, it becomes more important for you to become an active contributor to the learning process. In order to be successful in an online course you must become self-disciplined and actively involved. You will not be able to sit back and wait if you do not understand something. If you do not speak up, no one knows you are there. Ask questions as soon as they occur to you. Ask for clarification when you need it.

Netiquette Guide:
1. Focus on one subject per message and use pertinent subject titles.
2. Capitalize words only to highlight a point or for titles -- Capitalizing otherwise is the equivalent to SHOUTING!
3. Cite all quotes, references, and sources.
4. When posting a long message, warn your readers at the beginning of your post.
5. It is inappropriate to forward someone else's messages without his or her permission.
6. It’s fine to use humor, but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as :-) or ;-) to let others know that you're being humorous, but use them sparingly and not in every sentence/posting.

GUIDELINES FOR WRITING ASSIGNMENTS
All writing assignments (discussions, journal entries, exams) 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.

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 reflect effort. 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 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 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.

**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 Modules

Introduction (“Start Here”) Module (August 9-16)

Objectives
Upon completion of this module, you will be able to:
- Recognize what is expected for successful completion of this course
- Recognize the course design and structure
- Identify important information in the course syllabus
- Introduce yourself to the instructor and other students in the course
- Explain how historians understand primary and secondary sources
- Choose a historical image and explain its significance

Readings
- Scroll through the CourseDen website for the class (familiarize yourself with the layout of the course)
- Course Syllabus (yes, you must read the syllabus from beginning to end)
- Reading Primary Sources document

Assignments
- Pre-Assessment Quiz (not graded, but must be completed or you will lose points from your overall Quiz grade – due no later than August 14)
- Introductions (not graded, but required for attendance. YOU WILL BE DROPPED FROM THE COURSE if you do not complete your personal introduction – (due August 14)
- Syllabus Quiz (graded – due August 16)
- Discussion: Interpreting the Past (graded – due August 16)

Module 1 (August 17-30)

Objectives
Upon completion of this module, you will be able to:
- identify the characteristics of the Chesapeake and New England colonies
- analyze the relationship between Europeans and Native Americans
- discuss the rise of slavery in colonial America
- explain the impact of colonization in North America
- recognize the cultural and social developments of 18th-century America

Readings
OpenStax Textbook
- Chapter 3: Creating New Social Orders (begin reading section 3.3)
- Chapter 4: Rule Britannia!

Documents (for the Discussion assignment)
- History of the Salem Witch Trials (PDF)
Documents (for the Journal Entry assignment)
- King Philip’s War (PDF)
- The First Great Awakening (PDF)
- Jonathan Edwards (PDF)

Assignments
- Quiz 1 (graded – due August 23)
- Discussion 1 (graded – due August 28)
- Journal Entry 1 (graded – due August 30)

Strange New Land Module (August 31 – September 6)
Objectives:
Upon completion of this module, you will be able to:
- evaluate the experience of Africans in Colonial America
- write an essay that discusses the main themes of Strange New Land

Readings
- Strange New Land (Peter Wood)

Assignments
- Strange New Land book essay (graded – due September 6)

Module 2 (September 7-20)
Objectives:
Upon completion of this module, you will be able to:
- recognize the cultural and social developments of 18th-century America
- identify the factors that contributed to the coming of the American Revolution
- evaluate the pros and cons of American independence
- identify the significant military campaigns of the American Revolution
- describe the impact of the Revolution on American society

Readings
OpenStax Textbook
- Chapter 5: Imperial Reforms and Colonial Protests
- Chapter 6: America’s War for Independence

Documents (for the Discussion assignment)
- Who were the Sons of Liberty? (PDF)
- Boston Massacre (PDF)

Documents (for the Journal Entry assignment)
- Women’s Service with the Revolutionary Army (video)
- Slavery and the American Revolution (video)
- American Indians and the American Revolution (PDF)
Assignments
- Quiz 2 (graded – due September 13)
- Discussion 2 (graded – due September 18)
- Journal Entry 2 (graded – due September 20)

Module 3 (September 21 – October 4)
Objectives:
Upon completion of this module, you will be able to:
- explain the background, main features, and ratification of the United States Constitution
- identify the significant developments of American politics and foreign affairs in the 1790s
- explain the rise of political parties and its consequences
- discuss the War of 1812
- explore the economic and social changes occurring in the years of the New Republic

Readings
OpenStax Textbook
- Chapter 7: Creating Republican Governments
- Chapter 8: Growing Pains: The New Republic

Documents (for the Discussion assignment)
- United States Constitution (PDF)

Documents (for the Journal Entry assignment)
- Shays’s Rebellion (video)
- The Whiskey Rebellion (video)
- Jefferson v. Hamilton (video)
- Republican Motherhood (video)

Assignments
- Quiz 3 (graded – due September 27)
- Discussion 3 (graded – due October 2)
- Journal Entry 3 (graded – due October 4)

Module 4 (October 5-18)
Objectives:
- Upon completion of this module, you will be able to:
  - identify the origins of the market revolution in America and its impact on society
  - discuss the political changes taking place during the “Age of Jackson”
  - analyze the factors surrounding Indian Removal

Readings
OpenStax Textbook
- Chapter 9: Industrial Transformation in the North
- Chapter 10: Jacksonian Democracy
Documents (for the Discussion assignment)

- *Violence in Philadelphia* (PDF)
- *Immigrants in New York, 1825-1865* (video)

Documents (for the Journal Entry assignment)

- *Working Men’s Parties* (PDF)
- *The Bank War* (video)
- *Andrew Jackson and the Nullification Crisis* (video)

Assignments

- Quiz 4 (graded – due October 12)
- Discussion 4 (graded – due October 16)
- Journal Entry 4 (graded – due October 18)

### Cherokee Removal Module (October 19-25)

**Objectives**:
Upon completion of this module, you will be able to:

- evaluate the topic of Indian Removal and how it impacted the Cherokee in Georgia
- write an essay that discusses the main themes of *Cherokee Removal*

**Readings**

- *Cherokee Removal* (Theda Perdue & Michael Green)

**Assignments**

- *Cherokee Removal* book essay (graded – due October 25)

### Module 5 (October 26 – November 8)

**Objectives**:
Upon completion of this module, you will be able to:

- explore the religious and reform movements taking place during the first half of the 19th century
- analyze the rise of the abolitionist movement
- analyze the rise of the Women’s Rights movement
- identify the economic and social changes taking place in Southern society
- analyze the impact of slavery in the South
- describe America’s expansion west and the concept of “Manifest Destiny”
- discuss the Mexican-American War and its significance

**Readings**

OpenStax Textbook

- Chapter 12: *Cotton is King: The Antebellum South*
- Chapter 13: *Antebellum Idealism and Reform Impulses*
- Chapter 11: *A Nation on the Move: Westward Expansion*
Documents (for the Discussion assignment)
- David Walker’s Appeal (PDF)
- The American Anti-Slavery Society Declaration of Sentiments (PDF)

Documents (for the Journal Entry assignment)
- Charles Finney (PDF)
- Slave Rebellions (video)
- The Women’s Rights Movement (video)

Assignments
- Quiz 5 (graded – due November 1)
- Discussion 5 (graded – due November 6)
- Journal Entry 5 (graded – due November 8)

Module 6 (November 9-29)
Objectives:
Upon completion of this module, you will be able to:
- identify the factors contributing to the growing national crisis during the 1850s
- explain why the American Civil War took place
- describe the military developments during the Civil War
- analyze the impact of the Civil War on Northern and Southern societies

Readings
OpenStax Textbook
- Chapter 14: Troubled Times: The Tumultuous 1850s
- Chapter 15: The Civil War

Documents (for the Discussion assignment)
- How Slavery Really Ended in America (PDF)

Documents (for the Journal Entry assignment)
- Gettysburg (2 videos)
- Sherman’s March (video)
- Black Soldiers in the Civil War (PDF)
- Assassination of Abraham Lincoln (PDF)

Assignments
- Quiz 6 (graded – due November 16)
- Discussion 6 (graded – due November 22)
- Journal Entry 6 (graded – due November 29)
- Post-Assessment Quiz (not graded, but must be completed or you will lose points – opens November 30 and must be completed by 11:59pm on December 5)
Final Exam (November 30 – December 6)
You will complete the online final exam between the dates November 30 through December 6. It must be completed by 11:59pm on December 6. The format of the final exam will be uploaded by November 22 to give you time to prepare for the exam.