HIST 2111 U.S. History to 1865
Fall 2017

Course Information:
Instructor: Jennifer Egas (jegas@westga.edu)
Course: HIST 2111-E04
Phone: 678-779-7901

**My preference is that you use your CourseDen email when contacting me about this course.

Online Office Hours:
Tuesday: 7:30-9:30 p.m.
*Online office hours will take place in the “Online Office Hours” link located in the content section of CourseDen. Just click on the link
https://d2lhelp.view.usg.edu/

Course Introduction and Description
Welcome to HIST 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.

Assigned Readings
1. OpenStax U.S. History. (Free online textbook available in CourseDen)
   **and assigned readings and documents in CourseDen

   I will reference this textbook during the term. You should also use it if you have questions or need extra reinforcement.

NOTE about your textbook:
Good news! Your textbook for this class is available for free online! You’re welcome. If you prefer, you can also get a print version at a very low cost. Your book is available in web view and PDF for free. You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and are not as high-quality.)

Course Objectives

• Students will demonstrate the ability to understand the political, social, economic, or cultural dimensions of American history.
• Students will demonstrate the ability to think historically through their understanding of the political, social, economic, and cultural dimensions of United States history; comprehension of causal relationships and patterns of change and continuity over time; or awareness of the social significance of ethnicity, gender, race, and class in historical events and study.
• Students will also demonstrate an understanding of the social, cultural, or political development of the people and institutions of the United States.

Special Note:
Student Rights and Responsibilities:
Students, please carefully review the following information at this link: This link http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf 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 the information each semester.

Computer Access
It is highly recommended that you have regular (daily) computer access, preferably a home computer with broadband Internet access. This course can be completed using public computers at UWG or other public access areas. However, be aware that using public computers may create a hardship. All course requirements remain the same whether your computer access is public or private (home).

Technical Skill Requirements
You should be comfortable with the following:
• using a word processor (changing font, spell check)
• using email for communication and sending an email attachment if necessary
• navigating the Internet Online Help
• Have questions about our classroom navigation? Email me at jegas@westga.edu.
• Have questions about getting into CourseDen?
Contact the helpdesk: UWG|Online HelpDesk (M-F 8-5pm) Phone: 678-839-6248
Email: online@westga.edu 24/7 HelpDesk https://d2lhelp.view.usg.edu/

Course Assessment

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

Assessment Quizzes: (a/k/a “pre-test and post-test”) There are two assessments 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 completed. Failure to complete both assessments will result in a loss of points (5% for each assessment quiz) from your overall quiz average. There is no need to study for these quizzes—simply take them and see how much you have learned! (satisfies course objective 1)

**Reading Quizzes:** There will be a quiz on each OpenStax textbook chapter that is assigned (see the course calendar at the end of the syllabus.) All quizzes will be completed by 11:59 p.m. on the day it is assigned. There will only be 10 objective questions (true/false, multiple choice) on 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 cover. (satisfies course objective 1)

**Exams:** There will be two (2) exams given throughout the semester: one (1) midterm exam and one (1) non-cumulative final exam. Both exams will be objective and essay exams that you will complete and upload to CourseDen by the indicated deadlines on the course schedule. Guidelines for each exam will be posted two weeks prior to each exam. 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)

**Discussions:** Class participation is measured by your participation in online discussions. Each discussion forum includes the discussion prompt and all related readings. There is a discussion rubric that outlines my expectations for the quality and content of your posts as well as the minimum standards. You will be expected to write an original post in response to the prompt and readings and to post at least two (2) response posts to fellow students’ posts within the designated timeframe. (satisfies course objectives 1, 2 & 3) One of your discussions will be a Book Discussion. Read below for details.

**Assigned Book:** There is one monograph assigned for this course, Peter H. Wood’s *Strange New Land.* We will spend several days discussing this book, so it is important that you read and participate in this discussion. Additionally, you will write 1-2 pages answering 2 of 4 questions about this monograph. This part will be submitted in the Dropbox folder labeled “Writing Assignments.” (satisfies course objectives 2 & 3)

**Assignments:** There will be various brief assignments during the term and the assignment related to the monograph and other assignments. Those assignments will be worth 20% of your grade.

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**Missed Assignments**

Assignments are due on the dates indicated in the course schedule. Failure to turn in assignments on time will result in a 10-point deduction per day (for 2 days) and then a “0” will be entered for each missed assignment.

If you wait til the end of the semester to attempt to submit assignments, I will not accept them. **Technical issues are not an excuse.** You should make sure to email yourself copies of your work and to find an Internet connection if you find yourself without Internet connectivity.

**Grading**

Discussions: 25%
Exams: 30%
Reading Quizzes: 25%
Assignments: 20%
There is no extra credit accepted for this course. (The writing assignments and graphic organizer assignments in the course are completion assignments and will offer you opportunities to bolster your grade while helping you prepare for the quizzes and exams.)

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.

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 minimum 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: UWG 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. Here is a link to the Student Accessibility Office: Student Accessibility Information

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: Egas 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.

UWG has an excellent Writing Center in TLC 1201. Here is the link to the site: [University Writing Center](#). The phone number is 678-839-6513. Call them or email (writing@westga.edu) to set up an appointment to get help with writing. (This resource is funded by your tuition, so it’s a great idea to use it. The people there will help you with any assignment in any course.)

**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

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<tr>
<th>Date Range</th>
<th>Topic</th>
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| August 9-13 | **First Day of Class!**  
**Introduction Discussion**  
**Historical Thinking Discussion** |
| August 14-23 | **Unit 1: The Atlantic World Before and After 1492**  
Readings: [OpenStax](#): Chapters 1-2  
Discussion 1  
Reading Quizzes 1 & 2 |
| August 24-September 5 | **Unit 2: Colonial Societies in North America**  
Readings: [OpenStax](#): Chapter 3  
Reading Quiz 3  
Discussion 2  
Begin reading *Strange New Land*.  
**Book review due September 17.**  
*(September 4 Labor Day Holiday!)* |
| September 6-17 | **Unit 3: Imperial Reforms and Colonial Protest**  
Readings: [OpenStax](#): Chapter 4  
Reading Quiz 4  
Discussion 3  
Biographical Sketch of a Colonial Figure Assignment |
September 18-29  
**Unit 4: Revolutionary America**  
Readings: OpenStax: Chapter 5  
Reading Quiz 5  
Discussion 4

September 30-October 10  
**Unit 5: Creating a New Nation: The Early Republic**  
Readings: OpenStax: Chapter 6  
Reading Quiz 6  
Discussion 5  
*(Fall Break October 5-6)*

**Midterm Exam (October 9-10)**

October 11-18  
**Unit 6: Industrialization & the Market Revolution**  
Readings: OpenStax: Chapters 7 & 8  
Reading Quizzes 7 & 8  
Discussion 7

October 19-28  
**Unit 7: Jacksonian America and the March Westward**  
Readings: OpenStax: Chapter 9  
Reading Quiz 9  
Discussion 7

October 29-November 5  
**Unit 8: Antebellum America**  
Readings: OpenStax: Chapters 10 & 11  
Discussion 8

November 6-15  
**Unit 9: The Tumultuous 1850s**  
Readings: OpenStax: Chapters 12 & 13  
Discussion 9

November 16-30  
**Unit 10: Civil War and Reconstruction**  
Readings: OpenStax: Chapters 14 & 15  
Discussion 10

*(November 20-26  Thanksgiving Break!)*

December 1-3  
**Final Exam**

NOTE: There will be other readings embedded in the course content in CourseDen. The chapters are just the basic readings.