HIST 2111: United States History to 1865
Spring 2018
Section 02- CRN 10394

COURSE INFORMATION
Instructor: Dr. Keith Pacholl, Professor of History
Class Time: Tuesday 5:30-8:00pm
Classroom: PAFFORD 305
Office Phone Number: (678) 839-6044
E-mail address: kpacholl@westga.edu
**My preference is that you use your CourseDen email when contacting me about this course

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

Online Office Hours:
Monday: 12:00 – 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
*If you can’t make my posted office hours, email me and we will find another time to meet.

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. 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.

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. Interpret primary and/or secondary sources
3. Develop critical thinking 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)

Book:
Peter Wood, Strange New Land: Africans in Colonial America

Assigned Readings
Additional readings have been uploaded to CourseDen. You can find them in the Content section in the folder “Assigned Readings.”

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 these 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! See the course calendar at the end of the syllabus for specific deadlines. (satisfies course objective 1)

Textbook Quizzes
There will be a quiz on each OpenStax textbook chapter assigned for the course. All quizzes will be taken online in CourseDen and must be completed by 5:30 pm on the day it is due (before we meet for class). The quizzes aren’t very long – each quiz will have 10 objective questions (true/false, multiple choice) and you will have 20 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 of key points/themes for each. Again, if you complete the study guide with effort, you should do well on these quizzes. (satisfies course objective 1, 2)

In-Class participation
Class participation is an important part of your grade, so be sure that you read the weekly reading assignments (you are REQUIRED to read all assigned materials before coming to class). In-class participation is based on showing up for class and participating in interactive lectures and in-class discussions (which are based on the textbook and assigned documents). 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 (the less you participate, the more points are deducted). If there are unannounced quizzes (of which you can expect several), you can use any notes
you have written to help you with the quiz (but you can’t use copied pages of the textbook or
documents). We will also be working regularly in groups, so having everyone (not just a few) contribute is
important. Your in-class participation grade includes: showing up for class; preparing for, 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.
Please note that 4 points will be deducted from your participation score for each interactive lecture you
miss and 6 points will be deducted for each in-class discussion you miss. (satisfies course objectives 1 & 2)

**Online Assignments**
The online assignments are based on assigned readings (see the course schedule at the end of the
syllabus for the list of the assigned documents). Instructions will be given for each online assignment.
Once you upload your initial posting, you will then read ALL postings by your peers. It is important to
read what everyone else says (much like a classroom discussion) because you will learn from your peers.
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 by the deadline – don’t ignore them!). If you
have any comments or questions after completing each online assignment (about the document or
posting by another student), please bring them to class so we can discuss them. A rubric will be provided
so you can see how the online discussion assignments will be graded, so be sure to review the Online
Assignment Rubric for the criteria that you will be graded on for the assignment, along with reading the
section on “Guidelines for Writing Assignments” later in this syllabus. Please see the course calendar for
specific due dates for each discussion assignment. (satisfies course objectives 1 & 2)

**Book Essay**
You write an essay on the assigned book for this course: Strange New Land (by Peter Wood). Your essay
will be a minimum of 2 pages and will be uploaded as a Word document to the Assignment section of the
course. Specific instructions with questions will be provided for the assignment. In addition, be sure to
read the section on “Guidelines for Writing Assignments” in this syllabus. (satisfies course objectives 2 & 3)

**Final Exam**
The final exam will be completed online between May 1 through May 8. The final exam must be
completed no later than 11:59pm on May 8. The exam instructions will be passed out one week before
the final begins (no later than April 24). (satisfies course objectives 1 & 3)

**GRADING***

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Points Breakdown</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Participation</td>
<td>30%</td>
<td>(110 points: 11 class meetings worth 10 points each)</td>
</tr>
<tr>
<td>Textbook Quizzes</td>
<td>25%</td>
<td>(130 points: 13 quizzes worth 10 points each)</td>
</tr>
<tr>
<td>Online Assignment</td>
<td>20%</td>
<td>(75 points: 3 online assignments worth 25 points each)</td>
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<tr>
<td>Book Essay</td>
<td>15%</td>
<td>(100 points)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
<td>(50 points)</td>
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***The percentage for each grading category represents the total weight of each assignment category
toward the overall course grade. For example, all of your textbook quizzes added together will count 25%
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 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
**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.

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**MISSED ASSIGNMENTS**
Assignment are due on the dates indicated in the course schedule. Failure to complete assignments by the deadlines indicated in the syllabus and CourseDen 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 make up only one missed class discussion (unless there is a documented emergency that I accept). If you miss an in-class discussion, 6 points will be deducted from your in-class participation score for each discussion missed. The only way to make up partial credit for missing an in-class discussion is to meet with me during office hours to discuss the document(s). This must be done within a week of the deadline for the scheduled discussion. You will only be allowed one opportunity to make up missed in-class discussion (excepting extreme emergencies, which must be documented with Student Services). Finally, if you wait until the end of the semester to complete any missed assignment, I will not accept it. Please be prompt in making up missed work (reminder: it should be completed within the week after the deadline).

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**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. 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 more than 4 class meetings, 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 provide documentation from UWG’s Student Services (no other documentation will be accepted).

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**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: [Student Handbook]***

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**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**

Since this is a hybrid course where some of your assignments will be completed online, 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.

**TIME COMMITMENT**

According to university’s “Credit Hour Policy,” it is expected that you will work at least 2 additional hours for each credit hour that you take. To put that in perspective, since you are taking 3 credit hours for this course, it is expected that you will work an additional 6 hours at home. I’m sure all of you are looking forward to having 6 hours of history homework!

**GUIDELINES FOR WRITING ASSIGNMENTS**

All writing assignments (online assignments, essays, 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. Meeting the minimum requirements normally results in a C grade, so expect to go beyond the minimum requirements if you want to score an A or B for each writing assignment.
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. Too many quotes limits your own analysis, so you should aim for less than 20% of quoted material in your paper (all 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 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. I want to read your interpretation of the assigned sources and not what someone else has to say.

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**STUDENT CONDUCT**

Students are obligated to abide by the guidelines detailed in the university catalog (*Student Handbook*). 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 Pafford 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 role 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 and will be counted as absent for that day.

2. **Any disruptive behavior will result in your expulsion from the room.** If asked to leave, you will be counted as absent for that day. 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. **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. If you take notes on your electronic device, please let me know in advance so I can give you permission to use it. However, if you are caught using devices for non-class purposes, you will not be allowed to use the device 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 PAFFORD 305 ***

***All classes in blue (also identified as “Online assignment”) will take place online. Please DO NOT show up to PAF 305 on these days***

January 9
Topics
Introduction to course
Workshop: student expectations and primary sources

Readings
Syllabus (yes, read the entire syllabus – how thrilling!)
Understanding Primary and Secondary Sources

Assignments
Pre-Assessment Quiz (must be completed between January 8-13)
In-class discussion on syllabus and document Understanding Primary and Secondary Sources

January 16
Topics
Background to colonization
The Chesapeake and New England experiences

Readings
OpenStax Chapter 3 Creating New Social Orders (start with section 3.3)
Letter from Richard Frethorne

Assignments
OpenStax Quiz on Chapter 3 (due by 5:30pm on January 16)
In-class discussion on Letter from Richard Frethorne
January 23
ONLINE ASSIGNMENT: NO PAFFORD 305 CLASS MEETING

Reading
Strange New Land (by Peter Wood)

Assignments
Essay for Strange New Land (due January 25)

January 30

Topics
The colonies in transition
The growing crisis with Great Britain

Readings
OpenStax Chapter 4 Rule Britannia!
OpenStax Chapter 5 Imperial Reforms and Colonial Protests

Assignments
OpenStax Quiz on Chapter 4 (due by 5:30pm on January 30)
OpenStax Quiz on Chapter 5 (due by 5:30pm on January 30)

February 6

Topics
The American Revolution

Readings
OpenStax Chapter 6: America’s War for Independence
Charles Inglis Against Independence
Thomas Paine Common Sense

Assignments
OpenStax Quiz on Chapter 6 (due by 5:30pm on February 6)
In-class discussion on Charles Inglis Against Independence & Thomas Paine Common Sense

February 13
ONLINE ASSIGNMENT: NO PAFFORD 305 CLASS MEETING

Reading
United States Constitution

Assignments
Online Assignment on the United States Constitution (due February 13)
February 20

Topics
Creating the Constitution
The 1790s

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

Assignments
OpenStax Quiz on Chapter 7 (due by 5:30pm on February 20)
OpenStax Quiz on Chapter 8 (due by 5:30pm on February 20)

February 27

Topics
Economic transformation of America
The Jacksonian Era

Readings
OpenStax Chapter 9: Industrial Transformation in the North
OpenStax Chapter 10: Jacksonian Democracy

Assignments
OpenStax Quiz on Chapter 9 (due by 5:30pm on February 27)
OpenStax Quiz on Chapter 10 (due by 5:30pm on February 27)

March 6

ONLINE ASSIGNMENT: NO PAFFORD 305 CLASS MEETING

Readings
Andrew Jackson’s Second Inaugural Address
General John Wool Proclamation to the Cherokee
Address by the Cherokee Nation
Letter from Chief John Ross

Assignments
Online Assignment on Cherokee Removal (due March 6)
March 13

Topics
Religion and reform movements in the 19th century

Readings
OpenStax Chapter 13: Antebellum Idealism and Reform Impulses
Declaration of Sentiments and Resolutions

Assignments
OpenStax Quiz on Chapter 13 (due by 5:30pm on March 13)
In-class discussion on Declaration of Sentiments and Resolutions

March 20

NO CLASS: SPRING BREAK!

March 27

Topics
The South and slavery

Readings
OpenStax Chapter 12: Cotton is King: The Antebellum South
The Impending Crisis of the South
DeBow’s Review

Assignments
OpenStax Quiz on Chapter 12 (due by 5:30pm on March 27)
In-class discussion of The Impending Crisis of the South & DeBow’s Review

April 3

Topics
Westward Expansion & Growing sectionalism

Readings
OpenStax Chapter 11: A Nation on the Move: Westward Expansion
James Polk War Message to Congress

Assignments
OpenStax Quiz on Chapter 11 (due by 5:30pm on April 3)
In-class discussion on James Polk War Message to Congress
April 10
ONLINE ASSIGNMENT: NO PAFFORD 305 CLASS MEETING

Readings
David Walker’s Appeal
What to the Slave is the Fourth of July?
The American Antislavery Society Declaration of Sentiments

Assignments
Online Assignment on Abolitionism (due April 10)

April 17
Topics
The coming of the Civil War

Readings
OpenStax Chapter 14: Troubled Times: The Tumultuous 1850s
Abraham Lincoln First Inaugural Address

Assignments
OpenStax Quiz on Chapter 14 (due by 5:30pm on April 17)
In-class discussion on Abraham Lincoln First Inaugural Address

April 24
Topics
The Civil War

Readings
OpenStax Chapter 15: The Civil War

Assignments
OpenStax Quiz on Chapter 15 (due by 5:30pm on April 24)
Post-Assessment Quiz (must be completed between April 25-30)

FINAL EXAM (May 1-8)
ONLINE ASSIGNMENT: NO PAFFORD 305 CLASS MEETING

Your final exam must be completed by 11:59pm on May 8. It will be an online assignment that will be uploaded to the Assignments folder in CourseDen. Additional instructions will be provided one week prior to the exam (no later than April 24). You will have the opportunity to be creative in how you complete the exam, so don’t panic!