READ THIS FIRST:
By remaining in this class, you have agreed to and accepted all requirements, expectations, and rules outlined in this syllabus. Please read this document carefully and refer to it often. The instructor reserves the right to modify the course syllabus during the semester. Students will be informed of any such modifications.

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.

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.

This class will explore the major themes and issues in American history from early European settlement through the end of the American Civil War. Class discussions and assignments will emphasize the political, social, economic, and cultural dimensions of United States history; causal relationships and patterns of change and continuity over time; and the significance of ethnicity, culture, gender, race, and class of (in relation to) historical events and figures.

Learning Outcomes

1. Identify and explain the political, social, economic, and cultural dimensions of US history;
2. Interpret primary and/or secondary sources; and
3. Develop critical thinking skills.

Required Text


* The UWG Campus Bookstore will carry a limited number of the required Foner text – consider rental and online options. See below. Kindle and e-books are acceptable.
† I will teach this course from the 5th edition of the required text. You may choose to purchase an earlier edition (published before 2017) or choose alternative version of the same text (Seagull or Brief editions). It is the student's responsibility to discover and read “missing” resources and materials not found in other editions on their own should a student choose to use a previous or alternative edition of the required text for this course. Purchasing an earlier or alternative edition of the required text is not an acceptable or tolerable excuse for missing any assignments. That being said, you can locate a previous edition of the textbook and then locate the same chapter with possibly different page numbers.

Additional Readings
Students may be assigned additional readings by the instructor. Those readings will be added to the course’s “Content” section in CourseDen and noted/updated on this syllabus when available. It is the responsibility of the student to be aware of any additional assigned readings.

CourseDen
The instructor regularly posts course material and announcements on CourseDen. It is each student’s responsibility to stay-in-the-know by checking our course page. Please contact online@westga.edu for assistance or problems using CourseDen.

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

Study Guides
The instructor provides a study guide for each chapter of the required text. Each guide contains key terms, events, and persons and questions to study. These guides are meant as a “road map” and a focusing tool for each unit. Guides are in CourseDen.

Attendance
Attendance will be tracked by course access dates and participation in discussions/quiz completions/assignment submissions each week. Students are encouraged to log in, check email and work in the course five (5) days a week to succeed in this course.

Class Discussion & Participation
Students are strongly encouraged to be proactive in their learning experience by asking questions, responding to questions in discussions. A GREAT DEAL of learning occurs in the discussions even though you may not realize it at the time!

Class Conduct & Rules
It is important to abide by accepted netiquette rules in order to have useful, informative discussions. These guidelines include being respectful of other students’ ideas and opinions. You do not have to agree with all students’ ideas. In fact, disagreeing can be a learning experience since debate and others’ perspectives are always beneficial as we try to learn from each other! It is most important that discussions be respectful. (If a post crosses the line and is disrespectful, I will address the issue privately. Please refrain from critiquing other students’ posts with regard to accuracy, needed additions/deletions, etc.)

Assignments & Grades
Grades may NOT be discussed electronically (as in email) per University of West Georgia policy. Students may speak to the instructor during office hours about their progress in the course. Do not wait until the end of the semester to inquire.
about your overall/calculated grade. You should be able to see your running average by looking at your grades in CourseDen.

**MAKE UP ASSIGNMENT POLICY:** Students may not make up assignments, quizzes or tests except due to emergency circumstances to be assessed individually by the instructor. Any student that requests to make up a missed assignment may be asked to provide proof of absence or may only be able to make up for partial credit. This policy applies to all assignments. **MAKE UP TESTS are only allowed with written proof of the incident that caused a student to miss the test.**

**Honor Expectations & Academic Honesty**
Students are expected to submit written work that is their original work and not plagiarized – both in class and online. **Plagiarism means using the ideas or writings of another as one’s own. Plagiarism is an ethical violation, as well as a violation of trust between faculty and student.** Confirmed plagiarizers will be reported the History Department Chair, as well as the Office of the Provost and Academic Affairs, and may be ejected from this course or the university, in some cases. For more information about academic honesty, refer to the “Honor Code” in the UWG Connection and Student Handbook at this website [http://www.westga.edu/handbook/](http://www.westga.edu/handbook/). Students should reference the *Chicago Manual of Style* (online or book, [helpful link](http://www.westga.edu/handbook/)) and the most recent edition of Kate Turabian’s *A Manual for Writers* (online or book) to learn how to properly cite any sources and format any papers for this course. **When in doubt – cite!**

**Academic Support**
The following university provided services are available to all students, though limitations or requirements may apply.

**Supplemental Instruction (SI)**
Supplemental Instruction (SI) study sessions are offered for this course. SI sessions meet two times a week, throughout the semester. Supplemental Instruction is an academic assistance program which provides peer-led group study sessions to assist students in traditionally difficult courses. SI sessions are led by a SI leader who has already mastered the course material and has been trained to facilitate group sessions where students can meet to improve their understanding of course material, review and discuss important concepts, develop study strategies and prepare for exams. SI is for everyone, and open to all students enrolled in this class; not just those students who are struggling. Attendance at SI sessions is voluntary. Students, who attend SI sessions weekly, typically earn higher final course and exam grades than students who do not participate in SI. Please bring your lecture notes, books, and questions with you. The time and location of your SI sessions forthcoming.

**Center for Academic Success (CAS)**
The Center for Academic Success (CAS) offers academic coaching to students who are looking to improve their academic and college transitional skills. These skills include but are not limited to: study strategies, time management, organization, goal setting, and note-taking. Find out more on their [website](http://www.westga.edu/handbook/) or by contacting them at 678-839-6280 or [cas@westga.edu](mailto:cas@westga.edu). The CAS is located in Room 200 of the University Community Center (UCC).

**Writing Center (UWC)**
The [University Writing Center](http://www.westga.edu/handbook/) provides faculty and graduate tutors to assist students with any aspect of the writing process. Students from all disciplines and at any level are welcome. You must make an appointment for a tutorial before your assignment is due -- 678-839-6513 or [writing@westga.edu](mailto:writing@westga.edu). The UWC’s website has several useful resources for reading, writing, and citing.

**Accessibility Services (AS)**
Students with a *documented* disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. **Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given.** For more information, please contact Accessibility Services at [counseling@westga.edu](mailto:counseling@westga.edu) or (678) 839-6428. Please visit their website for more information: [www.westga.edu/counseling/4486.php](http://www.westga.edu/counseling/4486.php). Per university policy, SARs are the
student’s responsibility and must be presented in timely receipt of the SAR in addition to the student scheduling and attending a face-to-face meeting with their instructor – failure to complete these tasks results in a voided SAR.

Student Wellness
Patient Advocates
University life can be stressful. Patient Advocates connect UWG students with services, including medical, academic, legal, and psychological, both on and off campus. Students who wish to explore options for the treatment of conditions such as stress, anxiety, depression, eating disorders, and/or alcohol/other drug concerns may contact a Patient Advocate for assistance with assessment and referral. Students who have medical, family, or safety related emergencies may contact the Patient Advocates for assistance with crisis response. They also help in exploring options whether to remain in school, temporarily withdraw, or when appropriate, to request consideration for incompletes. They can also verify health/emergency related absences to instructors (only with patient permission). The UWG Patient Advocates are trained in crisis response and serve students victimized sexually, through stalking, domestic violence, or intimate partner violence. Contact Jill Hendricks at (678) 839-0641 and jillhend@westga.edu or Corey Hindman at (678) 839-5338 and chindman@westga.edu for guidance or help.

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](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/](https://d2lhelp.view.usg.edu/)

Course Assessments (More Specific Information)

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

Reading Quizzes: There will be a quiz on each 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 three (3) exams given throughout the semester and one (1) non-cumulative final exam. The exams will be objective and essay exams that you will complete in CourseDen. Guidelines for each exam will be posted at least a week 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)

The final exam will cover the last chapters to a greater extent than it will cover the previous chapters. But there will likely be questions from the previous chapters on the final exam too!
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)

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 “Book Review.” (satisfies course objectives 2 & 3)

Assignments: There will be a few brief assignments (including the book review) during the term and the assignment related to the monograph and other assignments. Those assignments will be worth 15% of your grade.

-------------------------------------------------------------------

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 till 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: 20%
Assignments: 15%
Final Exam: 15%

There is no guaranteed extra credit for this course; however, if a useful program or opportunity becomes available during the term, I will post an announcement in the News widget in CourseDen. (The optional 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.***

U.S. History I (to 1865) Syllabus 5
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 grade on the assignment as well as possible additional action. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. See #6 under “Guidelines for Writing Assignments.” 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.

1. 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.”)

2. 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. Turnitin.com: All assignments submitted to the Dropbox will be processed through Turnitin.com and will have an originality report associated with it. Your percentage should not exceed 10% (to allow for citations and quotes.) Students can access their reports along with feedback to view the color-coded portions of the submission. Plagiarism is a very serious offense and should be avoided at all costs. If plagiarism is detected, the assignment will earn a zero (0) and the student’s name will be reported to the university’s academic honesty board/officials for review.

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

August 15-19  
First Day of Class!  
Introduction Discussion  
Historical Thinking Discussion  
Begin reading Strange New Land.  
(Book review due September 16 @ 11:59 p.m.)

August 20-26  
Unit 1: The New World  
Reading: Chapters 1 (no page #s because they differ from to version of the textbook)  
Discussion 1  
Reading Quiz 1

August 27-September 2  
Unit 2: Beginnings of English America, 1607-1660  
Reading: Chapter 2  
Reading Quiz 2  
Discussion 2

September 3-9  
Unit 3: Creating Anglo-America, 1660-1750  
Reading: Chapter 3  
Reading Quiz 3  
Discussion 3  
Biographical Sketch-Colonial Figure Assignment due 9/9 @ 11:59 p.m.
<table>
<thead>
<tr>
<th>Date Range</th>
<th>Unit Title</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>September 10-16</td>
<td><strong>Unit 4: Slavery, Freedom &amp; the Struggle for Empire, to 1763</strong></td>
<td>Chapter 4</td>
<td><strong>Exam 1 due 9/16 @ 11:59 p.m.</strong></td>
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<td>Reading Quiz 4</td>
<td>Book review due @ 11:59 p.m. 9/16.</td>
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<td>Discussion 4</td>
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<td>September 17-23</td>
<td><strong>Unit 5: The American Revolution, 1763-1783</strong></td>
<td>Chapter 5</td>
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<td>Reading Quiz 5</td>
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<td>Discussion 5</td>
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<td>September 24-30</td>
<td><strong>Unit 6: The Revolution Within</strong></td>
<td>Chapter 6</td>
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<td>Reading Quiz 6</td>
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<td>Discussion 6</td>
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<tr>
<td>October 1-7</td>
<td><strong>Unit 7: Founding a Nation, 1783-1791</strong></td>
<td>Chapter 7</td>
<td>(Fall Break: October 4-5 for face-to-face courses)</td>
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<td>Reading Quiz 7</td>
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<td>Discussion 7</td>
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<td>October 8-14</td>
<td><strong>Unit 8: Securing the Republic</strong></td>
<td>Chapter 8</td>
<td><strong>Exam 2 (Chapters 5-8) Due 10/14 @ 11:59 p.m.</strong></td>
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<td>Reading Quiz 8</td>
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<td>Discussion 8</td>
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<td>October 15-21</td>
<td><strong>Unit 9: The Market Revolution, 1800-1840</strong></td>
<td>Chapter 9</td>
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<td>Reading Quiz 9</td>
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<td>Discussion 9</td>
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<td>October 22-28</td>
<td><strong>Unit 10: Democracy in America, 1815-1840</strong></td>
<td>Chapter 10</td>
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<td>Reading Quiz 10</td>
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<td>Discussion 10</td>
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<td>October 29-November 4</td>
<td><strong>Unit 11/12: The Peculiar Institution/The Age of Reform</strong></td>
<td>Chapters 11, 12</td>
<td><strong>Exam 3 (Chapters 9-12) Due 11/4 @ 11:59 p.m.</strong></td>
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<td>Reading Quiz 11/12 (all one quiz)</td>
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<td>Discussion 11/12 (all one discussion)</td>
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<td>November 5-11</td>
<td><strong>Unit 13: A House Divided, 1840-1861</strong></td>
<td>Chapter 13</td>
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<td>Reading Quiz 13</td>
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<td>Discussion 13</td>
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<td>November 12-18</td>
<td><strong>Unit 14: A New Birth of Freedom, 1861-1865</strong></td>
<td>Chapter 14</td>
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<td>Reading Quiz 14</td>
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<td>Discussion 14</td>
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<tr>
<td>November 19-25</td>
<td><strong>Thanksgiving Break</strong></td>
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November 26-December 4

Unit 15: What is Freedom?: Reconstruction, 1865-1877
Reading: Chapter 15
Reading Quiz 15
Discussion 15

December 5-10

Last Day of Class (December 7)
Final exam (Chapters 13-15) opens at 12 midnight 12/5 &
Closes 12/10 @ 11:59 p.m.

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

*I suggest that you begin reading Strange New Land at the very beginning of the term. The book review is due in the Dropbox 9/16 @ 11:59 p.m. We will refer to this text in Unit 11/12 also.

*All reading quizzes & discussions: due on Sunday night @ 11:59 p.m. each week unless otherwise noted.