HIST 2111: United States History to 1865
Spring 2019
Sections E01 (11783) & E02 (12438)

COURSE INSTRUCTOR
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NOTICE: My preference is that you use the CourseDen email that is available through our online class. It helps me keep my classes organized. Please use that email for all correspondence related to the course.

OFFICE HOURS
UWG Office Hours:
Tuesday: 2:00-4:00pm
Thursday: 2:00-6:00pm
*UWG office hours are held in my office: TLC 3244

Online Office Hours:
Monday: 12:00 – 4:00pm
*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. 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. 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)

Assigned books:
1. Peter Wood, Strange New Land: Africans in Colonial America

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:

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 textbook chapters, but Module 5 has three 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 of 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. 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!). You will then be asked to respond to at least one posting by another student for Modules 1-6 discussions (there is no mandatory response for the Interpreting the Past discussion). Please be sure to follow the specific instructions for each assignment regarding your posting and response. If you have any questions at all, please feel free to ask. A rubric will be provided so you can see how the online discussion assignments will be graded, so be sure to review the Discussion Rubric for the criteria that you
will be graded on for the discussion post, 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)

Journal Entries:
For Modules 1-6, you will post a journal entry to the Assignments section of the course. The journal entry will reflect on what you have learned from the textbook, documents and videos assigned for each module. Each journal entry will be at least 3 paragraphs in length:

1. The first paragraph will focus on the assigned documents and videos for each module. You will choose one theme or issue that you learned about from the assigned journal entry materials and you must reference at least two different documents/videos in your paragraph. For example, your first paragraph for the Module 1 journal entry would focus on a theme from the documents King Philip’s War, The First Great Awakening, and Jonathan Edwards (ex: maybe you discuss the role of religion; conflict; etc.) 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 multiple video and PDF documents to illustrate your main points.

2. Your second paragraph will reflect on what you learned from reading the OpenStax textbook. Again, you can choose one theme or issue you would like to discuss based on the assigned textbook chapters. For example, your second paragraph for the Module 1 journal entry would focus on a theme you read about from Chapters 3 and 4 in the OpenStax textbook.

3. Your third paragraph will reflect on what you think is the most important thing you learned in the module. Maybe it something new you learned. Maybe you learned to think about an event in a new way. Maybe it is something that impacts your understanding of 2019. You have the freedom to discuss anything you’d like as long as it addresses something you think is the most important takeaway from what you learned in the module. You can’t, though, simply copy or repeat the essence of your answers from the first two paragraphs. Keep focused on what you think is the overall significance of what you learned from each particular module (hopefully you are learning something!).

All paragraphs should be a minimum of 7 sentences in length. Be sure to clearly identify your theme/issue at the beginning of each paragraph, then explain your topic by including details and examples from the assigned materials/textbook to illustrate your key points, and finally conclude your paragraph with a sentence or two on why you think the topic is significant. You will upload your journal entry as a Word document in the Assignments section of CourseDen. Be sure to review the Journal Entry Rubric so that you can see how the assignment is graded and review the course calendar for specific due dates for each journal entry. (satisfies course objectives 1, 2, 3)

Book Essay
You will 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 in the Assignments section of the course. Specific instructions with questions will be provided for this 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 April 21 through April 29. The final exam must be completed no later than 11:59pm on April 29. The exam instructions will be passed out one week before
the final begins (no later than April 14). This is the only exam for the class. **THERE IS NO PROCTORED EXAM FOR THIS ONLINE CLASS.** *(satisfies course objectives 1 & 3)*

**GRADING**

- **Discussions:** 25%  
  (175 points: 7 total discussions worth 25 points each)

- **Journal Entries:** 25%  
  (150 points: 6 journal entries worth 25 points each)

- **Textbook Quizzes:** 20%  
  (175 points: 7 total quizzes worth 25 points each)

- **Book Essay:** 15%  
  (100 points)

- **Final Exam:** 15%  
  (100 points)

*The percentage for each grading category represents the total weight of each assignment category toward the overall course grade. For example, all of your journal entries added together will count 20% toward your overall course grade.

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

**Grading Scale**

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

**Grades are based on student performance. Simply turning in all the assignments does not guarantee that the student will receive a "good grade." To receive a higher grade, a student must demonstrate proficiency in the material. For different students, gaining that proficiency requires different levels of work, because not all students walk into the class with the same aptitude for history. As a rule, meeting the minimum requirements for an assignment is the basis 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 no credit for the assignment and the possibility of a failing course grade. Definitions of academic dishonesty and plagiarism are defined in student handbook, so please be familiar with them. Here is a link to the student handbook: Student Handbook***

**DISABILITIES ACT / ACCESSIBILITY FOR THE COURSE**
If you are a student whom is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please notify me and provide me with a copy of your packet from Student Services. The university will provide you with resources for any audio/visual needs that you may have with the learning management system or course content. Please consult the following link for more details regarding accessibility for this course, including contact information for those with accessibility needs: UWG Accessibility Services (phone: 678-839-6428). It is important that you contact UWG Accessibility Service immediately to find out the exact accommodations that are necessary for you to succeed in this course.

**STUDENT RIGHTS AND RESPONSIBILITIES**
Students, please carefully review the following information at this link: UWG Common Language for Course Syllabi
It contains important material pertaining to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review this information each semester.
**TECHNICAL REQUIREMENTS AND ASSISTANCE**

Having a correctly configured computer will help ensure your success in 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](#). 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.

**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 regularly participate in ongoing discussions of the lesson topics and interact with other students and your instructor. 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 in the “Guidelines for Good Electronic Communication (Netiquette).”

**PLEASE NOTE:** YOU MUST COMPLETE THE MANDATORY INTRODUCTION AND SYLLABUS QUIZ FOR ROSTER VERIFICATION. YOU WILL BE DROPPED FROM THE COURSE IF YOU DO NOT COMPLETE THESE TWO ASSIGNMENTS BY JANUARY 12.

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 up to six 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 (response papers for books, online assignments, notes on documents, research paper, group project) 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 submissions (some papers are run through Turnitin.com, so you will see your originality report with a percentage on it). The key is your own analysis -- I want to hear what you have to say (in your own words) rather than stringing together a bunch of quotes.
4. You must provide specific examples from the assigned readings to support your main points. If you do use direct quotations, you must **use quotation marks** to indicate the exact wording from the source you are quoting. (ex: Pacholl declared that “All students should become history majors to share their love of history with the world.”)
5. When using quotes from the readings, you must cite your sources following the MLA style, the Chicago Manual of Style, or Kate L. Turabian’s A Manual for Writers of Term Papers, Theses, and Dissertations. Refer to [Turabian and Chicago Styles Citations](#) for assistance. You can choose your preferred method for citations, but you need to make sure you provide some sort of citation for your quotations. A simple citation will suffice for these assignments: (Pacholl, 10) = author / page number; if there is no page number, then provide the name of the author and the title of the work).
6. You may ONLY use the assigned readings for your assignment (excluding the research paper): **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.

**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 (January 5-12)**

**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**

- Introductions **(due January 9).** This assignment is not graded, but it is required for attendance verification. YOU WILL BE DROPPED FROM THE COURSE if you do not complete your personal introduction by January 12.
- Syllabus Quiz **(graded – due January 12; also, this is required for attendance verification and you will be dropped from the course if you do not complete it)**
- Discussion: Interpreting the Past **(graded – due January 12)**

**Module 1 (January 13-26)**

**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)
- *Bacon’s Rebellion* (PDF)
- *The First Great Awakening* (PDF)
- *The Enlightenment in America* (PDF)

**ASSIGNMENTS**
- Quiz 1 (graded – due January 19)
- Discussion 1 (graded – due January 23)
- Journal Entry 1 (graded – due January 26)

**Strange New Land Module (January 27-February 2)**

**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 February 2)

**Module 2 (February 3-16)**

**OBJECTIVES**
Upon completion of this module, you will be able to:
- 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)
• Common Sense (PDF)
• Against Independence (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 February 9)
• Discussion 2 (graded – due February 13)
• Journal Entry 2 (graded – due February 16)

Module 3 (February 17 – March 2)

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

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 February 23)
• Discussion 3 (graded – due February 27)
• Journal Entry 3 (graded – due March 2)

Module 4 (March 3-16)
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)
• Andrew Jackson’s Second Inaugural Address (PDF)
• General John Wool Proclamation to the Cherokee (PDF)
• Address by the Cherokee Nation (PDF)
• Letter from Chief John Ross (PDF)

Documents (for the Journal Entry assignment)
• Working Men’s Parties (PDF)
• Violence in Philadelphia (PDF)
• Immigrants in New York (video)

ASSIGNMENTS
• Quiz 4 (graded – due March 9)
• Discussion 4 (graded – due March 13)
• Journal Entry 4 (graded – due March 16)

Spring Break (March 17-23)
You get the week off! Well, kind of. Your homework is to have a history conversation with family, a friend, or a stranger during the break. I mean, who doesn’t like talking about history during their week off??
Module 5 (March 24 – April 6)

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”

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)
- What to the Slave is the Fourth of July? (PDF)
- The American Anti-Slavery Society Declaration of Sentiments (PDF)

Documents (for the Journal Entry assignment)

- Slave Rebellions (video)
- The Women’s Rights Movement (video)
- The Temperance Movement (2 brief videos)

ASSIGNMENTS

- Quiz 5 (graded – due March 30)
- Discussion 5 (graded – due April 3)
- Journal Entry 5 (graded – due April 6)

Module 6 (April 7-20)

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 April 13)*
- Discussion 6 *(graded – due April 17)*
- Journal Entry 6 *(graded – due April 20)*

**Final Exam (April 21-29)**
You will complete the online final exam between the dates April 21 through April 29. It must be completed by 11:59pm on April 29. The format of the final exam will be uploaded by April 14 to give you time to prepare for the exam.