



DIVISION OF ADULT LEARNING

SYLLABUS

HISA-213: American History Through the Reconstruction

Date: 05/12/2016

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University Mission Statement:

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and graduate levels through residential and distance programs. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of arts and sciences and in the practice of various professions. A personal commitment to Jesus Christ as Savior is the controlling perspective from which the educational enterprise is carried out. The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in a complex world.

Catalog Description:

This course provides a history of the American people and their relationship to the world with special emphasis on the United States and its development through the Reconstruction.

Required Text(s) and/or Supporting Resources:**Required Text:**

David M. Kennedy and Lizabeth Cohen, *The American Pageant*. 16th ed. Vol. I. Independence, KY: Cengage. 2016. ***(Provided as a link in the course and charged to your Lee account as "Book Bundle" fee. A loose-leaf book is available to purchase through the Lee bookstore.)***

Additional Supporting Resources (not required to purchase):

Resources included in Learning Management System (LMS).

Prerequisite Skills and Knowledge:

None

Course Goals and Learning Outcomes:**PURPOSE**

This course is designed to acquaint the student with American History.

General Learning Objectives (Course Goals):

This course seeks to:

1. Increase the students' understanding of the historical development of the American political, economic and cultural institutions.
2. Demonstrate the influence of geographic characteristics, including climate, physical features and natural resources on the world's major societies and cultures.
3. Show the context of current events from a historical perspective with the ability to connect modern trends to past events.
4. Increase in the student an awareness of current events from an international perspective.
5. Show the interrelationships between the social studies and the humanities.
6. Integrate into the curriculum, skills related to the use of maps, graphs, and charts.
7. Show the concept of change over time, relating the past to the present.
8. Show the major events and movements in American history, the turning points of historical development and their relationship to the present.
9. Demonstrate the techniques of historical interpretation to include cause and effects, major trends and quantitative and non-quantitative analysis.

10. Show the interaction among people of different races and cultures and how such interaction has shaped history.
11. Present knowledge of non-Western and Third World countries including the ability to study and evaluate events from a global perspective

Specific Behavioral Objectives (*Learning Outcomes*):

As a result of the activities and study in this course, the student should be able to:

1. Demonstrate knowledge about the history of America from colonization through the reconstruction.
2. Describe the chronological development of institutions, politics, culture, society, and religion in America from colonization to reconstruction.
3. Articulate a coherent narrative of American history from colonization to reconstruction.
4. Summarize patterns of change and continuity in the experiences of Americans from colonization to reconstruction.
5. Differentiate between historical facts and historical interpretations provided by secondary sources on America from colonization to reconstruction.
6. Demonstrate critical analyses about evidence from a variety of primary sources.
7. Demonstrate an ability to argue a thesis on controversial issues in early America from a historical perspective.

Major Topics:

- A. New World Beginnings, 33,000 B.C. – A.D. 1783
- B. The Planting of English America, 1500 – 1733
- C. Settling the Northern Colonies, 1619 – 1700
- D. American Life in the 17th Century, 1607 – 1692
- E. Colonial Society on the Eve of the Revolution, 1700 – 1775
- F. The Duel for North America, 1608 – 1763
- G. The Road to Revolution, 1763 – 1775
- H. America Secedes from the Empire, 1775 – 1783
- I. The Confederation and the Constitution, 1776 – 1790
- J. Launching the New Ship of State, 1789 – 1800
- K. The Triumphs and Travails of Jeffersonian Republic, 1800 – 1812
- L. The Second War for Independence and the Upsurge of Nationalism, 1812 – 1824
- M. The Rise of Mass Democracy, 1824 – 1840
- N. Forging the National Economy, 1790 – 1860
- O. The Ferment of Reform and Culture, 1790 – 1860
- P. The South and the Slavery Controversy, 1793 – 1860
- Q. Manifest Destiny and its Legacy, 1841 – 1848
- R. Renewing the Sectional Struggle, 1848 – 1854
- S. Drifting Toward Disunion, 1854 – 1861
- T. Girding for War: The North and the South, 1861 – 1865
- U. The Furnace of Civil War, 1861 – 1865
- V. The Ordeal of Reconstruction, 1865 - 1877

Course Assessments:

- A. **Text/Media.** All text/media is evaluated in the threaded discussions and assignments.

- B. **Threaded Discussion.** There are three threaded discussions in each unit – Essential Text Question, Primary Source Question, and Virtual Tours Question. Students will make an initial post of a minimum of 250 words based on themes/subjects selected. The student will respond to two other students’ initial posts in at least 150 words. The threaded discussions are an opportunity for students to demonstrate their knowledge of the course material and interact with fellow students. Just doing an initial post and/or response will not guarantee any point value. Discussions will be evaluated as follows: a) on the depth of engagement with the discussion topic and/or issue; b) on the depth of understanding of the topic and/or issue; and c) on the depth of interaction with the other students. An initial post is required (evaluation of “a” and “b” above) and then response posts interacting to other students’ initial posts (evaluation of “c” above). Once the discussion deadline is reached, there will be no further opportunity to attain points for that discussion. If you have further questions on how these are evaluated, please contact your instructor.
- C. **Unit Assignments.** Two Short Papers will be due in Weeks 3 and 5. Students will write a 2-3 page paper on a subject given during the week. Instructions will be provided in the course.
- D. **Exams.** Three Unit Quizzes will be due in Units 2, 4, and 6. Students will be required to take a comprehensive Final Exam by the end of Unit 7.

Evaluation:

A. Threaded Discussion	420
B. Unit Assignments	280
C. Exam	300

Grading Scale:

The standardized grading scale provides a uniform foundation from which to assess your performance.

Grade	Quality Points per Credit	Score
A	4.0	930 - 1000
A-	3.7	900 - 929
B+	3.3	870 - 899
B	3.0	830 – 869
B-	2.7	800 – 829
C+	2.3	770 – 799
C	2.0	730 – 769
C-	1.7	700 – 729
D+	1.3	670 – 699
D	1.0	600 – 669
F	.0	0 - 599

Letter Grade Equivalencies:

A = Clearly stands out as excellent performance. Has unusually sharp insights into material and initiates thoughtful questions. Sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines. Anticipates next steps in progression of ideas. Example "A" work should be of such nature that it could be put on reserve for all cohort members to review and emulate. The "A" cohort member is, in fact, an example for others to follow.

B = Demonstrates a solid comprehension of the subject matter and always accomplishes all course requirements. Serves as an active participant and listener. Communicates orally and in writing at an acceptable level for a cohort member. Work shows intuition and creativity. Example "B" work indicates good quality of performance and is given in recognition for solid work; a "B" should be considered a good grade and awarded to those who submit assignments of quality less than the exemplary work described above.

C = Quality and quantity of work is average. Has average comprehension, communication skills, or initiative. Requirements of the assignments are addressed at least minimally.

D = Quality and quantity of work is below average. Has marginal comprehension, communication skills, or initiative. Requirements of the assignments are addressed at below acceptable levels.

F = Quality and quantity of work is unacceptable and does not qualify the student to progress to a more advanced level of work.

Unit and Time Distribution:

The time to complete each unit is approximately 14-17 hours per week on average for a three hour course. Actual assignment completion times will vary. A more detailed breakdown of each assignment can be found within the course.

POLICIES**Attendance Policy:**

At Lee University student success is directly related to the student actively attending and engaging in the course. Online courses are no different from classroom courses in this regard; however, participation must be defined in a different manner.

Online courses will have weekly mechanisms for student participation, which can be documented by submission/completion of assignments, participation in threaded discussions, and/or specific communication with the instructor as outlined within the syllabus.

Academic Honesty Policy/Information:

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise.

Examples of cheating include:

- Submitting work for academic evaluation that is not the your own.
- Receiving assistance from another person during an examination.
- Using prepared notes or materials during an examination.

- Permitting another student to copy your work.
- Plagiarism.
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.

As stated in the LEE UNIVERSITY Catalog, plagiarism is presenting as your own work the words, ideas, opinions, theories, or thoughts which are not common knowledge. Students who present others' words or ideas as their own without fair attribution (documentation) are guilty of plagiarizing. Unfair attribution includes, but is not limited to, a direct quotation of all or part of another's words without appropriately identifying the source. It is also unfair attribution to have included a source within a Works Cited page without having carefully cited the source within the text of the document. Plagiarism also includes, but is not limited to, the following acts when performed without fair attribution:

- a. directly quoting all or part of another person's words without quotation marks, as appropriate to the discipline.
- b. paraphrasing all or part of another person's words without documentation.
- c. stating an idea, theory, or formula as your own when it actually originated with another person.
- d. purchasing (or receiving in any other manner) a term paper or other assignment, which is the work of another person, and submitting that work as if it were one's own.

Late Policy:

- No credit is available for postings of any kind made in the **Threaded Discussions** after a given Unit ends.
- If your faculty approves your submission of late assignments, each assignment score will be penalized 10% per day up to five days late. After the fifth day, late assignments will not be accepted. (Note: An assignment is a paper, a project, a team presentation, etc., **not** a discussion)
- No late assignments will be accepted after the close of the final Unit.

EXPECTATIONS

Faculty Expectations of Students:

- Have consistent access to a computer and possess baseline computer and information skills prior to taking online courses.
- Log into their courses within 24 hours of the beginning of the session to confirm their participation. (Students who register after the session has begun will be responsible for any assignments or material already covered.)
- Take an active role in each unit, participating fully in discussions, assignments and other activities throughout the entire session. If some event interferes with that participation, the student is responsible for notifying the instructor in advance.
- Review the course syllabus and other preliminary course materials thoroughly as early as possible during the first few days of the course.

- Be responsible for raising any questions or seeking clarification about these materials, if necessary, within the first week of the session.
- Frequently check the course calendar for due dates.
- Submit assignments and papers on time, and take tests by the posted dates. Acceptance of late work and any penalties for late submissions are up to the discretion of the instructor, based on the expectations outlined in the course syllabus.
- Contribute meaningful, timely comments to online discussions according to guidelines provided.
- Contribute substantively to group assignments (if required in course).
- Check for University announcements each time you log onto the LMS. These postings are critical.
- Use Lee email address.
- Complete the "Student Survey of Instruction" for each course to evaluate the instructor and the course.

Students' Expectations of Faculty:

- The opportunity to be active participants in a stimulating and challenging education that is global in scope, interactive in process and diverse in content and approach.
- A friendly, respectful, open, and encouraging learning environment.
- A course outline or syllabus that clearly provides information regarding course content, teaching methods, course objectives, grading, attendance/participation policies, due dates, and student assessment guidelines.
- Instructors who are responsive and available to discuss within 48 hours students' progress, course content, assignments, etc. at mutually convenient times from the first day of the session through the last day of the session. (Check the faculty contact information regarding weekends and holidays.)
- Individual instructor's contact information, schedules, availability, and procedural details are located within the course.
- To have access to instructor feedback and grading on projects, exams, papers, quizzes, etc., within ten (10) days of assignment due date so students are able to determine where they have made errors or need additional work.
- Final grade/feedback provided within ten (10) days after the last date of course.

IMPORTANT STUDENT INFORMATION

Special Needs:

Lee University, in conjunction with the Academic Support Office, works to ensure students with documented disabilities have access to educational opportunities. Students who need accommodations based on a disability should visit the Academic Support Office, call (423) 614-8181, or email academicsupport@leeuniversity.edu. It is the student's responsibility to share the Accommodations Form with the instructor in order to initiate the accommodations.

BIBLIOGRAPHY

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