



COURSE SYLLABUS

HIS 251: AMERICAN HISTORY to 1865

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COURSE SCHEDULE:

Spring Semester / Session II: March 11, 2019 – May 5, 2019

COURSE DESCRIPTION:

This course is an introduction to American history from the age of exploration and colonization through the Civil War. The course focuses on central themes and issues in American growth, institutional change, cultural development, and political democracy as Americans faced them in the past. Themes include: exploration and colonization; colonial America and the British empire; the American Revolution; the new nation; technological, industrial, and transportation revolutions; social and cultural life; expansion and sectional crisis; and the Civil War.

REQUIRED BOOKS:

The American Yawp: A Massively Collaborative Open U.S. History Textbook (2019)
The American Yawp Reader (2019)

CREDIT HOUR STATEMENT

Courses offered in an 8-week session are twice as intensive as those held during a traditional full semester. Each week students should expect to spend 14 hours interacting with course content through a combination of direct instruction and out of class student work. Examples of direct instruction may include viewing or reading course lectures, engaging in class forum discussions with the course instructor and other students, viewing or reading supplementary online content required by the instructor, completing course quizzes and/or examinations, and reading instructor announcements related to course material and instructor feedback on assignments. Examples of out of class student work may include reading the assigned course textbook, doing independent library research, completing essay assignments, developing more extensive research papers, and studying in preparation for exams and quizzes.



STUDENT LEARNING OUTCOMES:

After completing this course, the student will be able to:

- Use critical thinking skills that employ evidence, logic, and reasoning;
- Demonstrate knowledge of early American history;
- Demonstrate effective written expression of ideas; and
- Demonstrate moral reasoning abilities as we examine how Americans acted in their society in varying circumstances

COURSE POLICIES AND PROCEDURES

ACADEMIC INTEGRITY:

All assignments must be completed by the learner. Learners are expected to read and adhere to the Academic Integrity section of Reinhardt University's Academic Catalog. Cases of academic dishonesty may result in expulsion from the University, a failing grade for the course, or a failing grade for the assignment.

The following are recognized as unacceptable forms of academic behavior at Reinhardt University:

1. Plagiarizing, that is presenting words or ideas not your own as if they were your own. The words of others must be enclosed in quotation marks and documented. The source of the distinctive ideas must also be acknowledged through appropriate documentation. (NOTE: Strictly adhere to APA citation and referencing guidelines to avoid this).
2. Submitting a paper written by another student or another person as if it were your own.
3. Submitting a paper containing sentences, paragraphs, or sections lifted from another student's work or other publication; there must be written documentation.
4. Submitting a paper written by you for another course or occasion without the explicit knowledge and consent of the instructor.
5. Fabricating evidence or statistics that supposedly represent your original research.
6. Cheating of any sort on tests, papers, projects, reports, etc.
7. Using the internet inappropriately as a resource. See 3 above.



COURSE REQUIREMENTS/ASSIGNMENTS:

Knowledge of the material presented in this course will be evaluated based on the satisfactory completion of all coursework. Methods of instruction and learning include unit reading assignments, video lectures, discussion postings, individual research, and essay assignments. Learners are expected to complete all unit activities during the week they are assigned and in the manner prescribed.

Reading Assignments: Students are expected to complete the assigned textbook readings for each unit prior to participating in discussions and assignments. This includes primary documents listed at the end of each chapter.

Video Lectures: Students are expected to view all assigned video lectures for each unit prior to participating in discussions. The instructor reserves the right to assess an academic penalty for failure to watch lectures in entirety.

Unit Discussion Posts: Each unit discussion posting must contain a minimum of a 200 word initial response. The deadline for postings shall be published in Unit Academic Requirement Announcements. Initial postings are due by 11:59 PM (EST) on the first Thursday of the unit. Students will be penalized 10 points for late submission of an initial posting. Initial postings will not be accepted after 11:59 PM (EST) on the first Friday of the unit. Initial postings must cite material from the course textbook and reader, and must be formatted in accordance with APA guidelines.

Students must reply to a minimum of THREE DIFFERENT students in the class with a minimum of a 100-word response for each. The responses must be substantive in nature and add to the conversation by providing additional knowledge. You must incorporate citations and references into your responses. Responses are due no later than 11:59 PM (EST) on Saturday. Students must also respond to any questions posed by the instructor.

Use your own words to communicate ideas and incorporate source material to support your assertions in initial posts and reply postings. **All postings and replies must adhere to APA 6th Edition guidelines regarding citations and referencing.** Students must also employ proper grammar, punctuation, and correct spelling. Unit discussion posts will be averaged together and will account for 30% of the final course grade.

Unit Essay Assignments: Unit essay assignments often have more than one part. Be sure to answer **each part** of each question and follow the directions for each. Use your own words to communicate ideas and incorporate source material to support your assertions. Students must adhere to the minimum word count specified for each assignment. **Assignments must adhere to the citation and referencing guidelines contained in the 6th Edition APA Manual.**



Students must also employ proper grammar, punctuation, and correct spelling in all submissions. Unit assignments will be averaged together and will account for 50% of the final course grade. The deadline for submissions shall be published in Unit Academic Requirement Announcements.

Document Analysis Paper:

A document analysis paper will be due on Sunday, April 28, 2019 in Unit #7. The paper is to be loaded into the Unit #7 drop box. Each student will write a document analysis paper that relies the documents being used in the course and demonstrates historical analytical and writing skills on a pre-assigned topic. The paper will account for 20% of the final course grade. *See directions for the assignment at the end of the syllabus.*

EVALUATION & GRADING:

The following grading scale will be utilized in the determination of the student's course grade:

Percentage of Points Earned	Corresponding Letter Grade
90 to 100%	A
80 to 89%	B
70 to 79%	C
60 to 69%	D
0 to 59%	F

FINAL AVERAGE BREAKDOWN:

Unit Discussion Posts	30%
Unit Essay Assignments (Complete)	50%
Research Paper	20%

PROJECTED LEARNING SCHEDULE:

UNIT #1 (1 Week: Monday, March 11, 2019 - Sunday, March 17, 2019)

- Introduction to the Course
- Chapter 1: The New World

UNIT #2 (1 Week: Monday, March 18th – Sunday, March 24)

- Chapter 2: Colliding Cultures
- Chapter 3: British North America



UNIT #3 (1 Week: Monday, March 25 – Sunday, March 31)

- Chapter 4: Colonial Society
- Chapter 5: The American Revolution

UNIT #4 (1 Week: Monday, April 1 – Sunday, April 7)

- Chapter 6: A New Nation
- Chapter 7: The Early Republic

UNIT #5 (1 Week: Monday, April 8 – Sunday, April 14)

- Chapter 8: The Market Revolution
- Chapter 9: Democracy in America

UNIT #6 (1 Week: Monday, April 15 – Sunday, April 21st)

- Chapter 10: Religion and Reform
- Chapter 11: The Cotton Revolution

UNIT #7 (2 Weeks: Monday, April 22 – Sunday, May 5)

- Chapter 12: Manifest Destiny
- Chapter 13: The Sectional Crisis
- Chapter 14: The Civil War

ONLINE ATTENDANCE AND WITHDRAWAL POLICY:

Students are accountable for all required work in each of their courses. They must assume full responsibility for class attendance in a way satisfactory to the instructor and for work missed because of absence. Since class sessions function not merely for individual learning but also for group interaction, absences can become a serious problem both for the individual and for the group.

Online courses are generally delivered over a period of eight weeks with activities and assignments specified for each week. An online week is defined as being Monday 12:00 AM (EST) through Sunday at 11:59 PM (EST). Deadlines for attendance are based on Eastern Standard Time.

A student will be considered in attendance for a given week of online instruction if he or she participates in the course. Participation is defined as posting a response to a discussion assignment or submitting a completed course room activity/assignment during the online week prior to Sunday at 11:59 PM (EST).

Initial Course Participation



A student who fails to participate during the first 8 calendar days of a course shall be administratively dropped from the course.

Ongoing Course Participation

Ongoing course participation is satisfied through the continued completion of course room activities, such as written assignments, quizzes, or discussion question responses. Students who do not participate in a course for 7 or more consecutive days are not satisfying ongoing course participation.

Students who are not satisfying the ongoing course participation requirement shall be notified by a University representative via University email. The learner must resume participation in the course within 3 calendar days following the sending of the notification.

Students who do not resume participation in the course will be administratively withdrawn from the course and be issued a grade of “W” or “F”.

A grade of “W” will be issued if an administrative or voluntary withdrawal occurs before 11:59 PM on Monday of the fifth week of the course.

A grade of “F” will be issued if an administrative or voluntary withdrawal occurs after 11:59 PM on Monday of the fifth week of the course.

Students may be impacted academically and financially in the case of voluntary and administrative withdrawals. It is the student’s responsibility to understand these implications.

Online Academic Support Services

Reinhardt University offers academic support services for online students through BrainFuse HelpNow. Services include access to live tutors, writing lab assistance, and study center resources. These resources are offered at no additional charge and are available on demand at: http://www.brainfuse.com/highed/helpNow.asp?a_id=68F429E2&ss=&r=

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a documented disability requiring an accommodation, please contact the Academic Support Office (ASO).

Reinhardt University is committed to providing reasonable accommodations for all persons with disabilities. Therefore, if you are seeking classroom accommodations under the Americans with Disabilities Act, you are required to register with the Academic Support Office (ASO). ASO is located in the basement of Lawson Building. Phone is 770-720-5567. To receive academic accommodations for this class, please obtain the proper ASO letters/forms.

NON-DISCRIMINATION STATEMENT:



Reinhardt University does not discriminate in any of its policies, programs, or activities on the basis of race, color, age, culture, national origin, socioeconomic status, gender, religious belief, sexual orientation, physical (dis)ability or genetic information.

Document Analysis Paper:

This paper will be due on Sunday, April 28, 2019 and is to be uploaded to the Unit #7 drop box.

Students are advised to read these instructions with great care.

Each student will write a document analysis paper that relies the documents being used in the course and demonstrates historical analytical and writing skills. This **four-to-five-page paper** will be double-spaced, using standard margins, 12 point size, and the Times New Roman font.

The question to be answered is this: From 1842 to 1860, on what grounds did Americans support and condemn slavery? Using the picture, map, novel, letters, and political documents available in Chap. 13, on the Sectional Crisis, form a thesis that answers the question. **Chapter 13 can be found in the Unit #7 Read section in the V-Camp course room or at the following URL: <http://www.americanyawp.com/text/13-the-sectional-crisis/>**

The goal of the assignment is to show your mastery of the documents, individually and collectively. Therefore, while each paper need not address every document, each paper should use most of them. Conclusions based on certain documents should not be contradicted by other documents unless you acknowledge the contradictions and take them into account.

The instructor recommends that students prepare for writing, after reading the documents, by thinking about the questions we can ask of documents generally. While students are not required to discuss their paper with the instructor, the instructor will readily communicate with students about ideas, questions, or concerns about the paper.

Papers will be graded on the basis of 1) the quality and accuracy of their prose; 2) how well these directions have been followed; and 3) how well the presentation and discussion reflect an understanding of the documents and the issues that connect them.

While students should feel free to discuss the documents and talk to fellow students or other persons when considering what to write, the actual papers must be the student's own work. Plagiarism, the use of someone else's ideas or words without acknowledging them as such, is a serious academic offense. Any suspected cases of plagiarism will be dealt with in the strictest fashion, according to the rules governing academic dishonesty as found in the student handbook.

Practical matters:

1. Title your paper, indicating the general content of the paper, on a separate title page.

2. The opening paragraph should state a clear thesis, and the body of the paper should be organized into distinct paragraphs that use specific evidence in support of the original thesis. A brief conclusion should summarize the main points of the paper.
3. **Almost all of the paper should be focused on primary documents. When quoting from documents, you MUST use quotation marks to indicate whose words you are using. Whether quoting or paraphrasing from any documents or the introductory material, you MUST cite the original, using APA format.**
4. While use of helpful or illustrative quotations is encouraged, **make sure that most of your paper is your writing, your ideas, your analysis.**
5. Proofread your paper carefully and take advantage of proofreaders through Brainfuse. There should be no spelling errors, typographical mistakes, or ungrammatical sentences. Papers with errors will be severely penalized.