



## COURSE

<b>Course Title</b>	Foundations of American History							
<b>Course Code</b>	HIST 105		<b>Format</b>	<input checked="" type="checkbox"/> Online	<input type="checkbox"/> Blended	<input type="checkbox"/> Traditional		
<b>Weeks</b>	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> 15	<input type="checkbox"/> Other	<b>Credit(s)</b>	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input type="checkbox"/> 4

## COURSE DESCRIPTION

This course provides a survey of U.S. history in a global context from the end of the Civil War through the present day. Students investigate significant topics and debates in the field of American history and practice historical methods and modes of thought.

## LEARNING OBJECTIVES (LO)

*The student will be able to...*

LO #	Objective
1	<b>CORE KNOWLEDGE:</b> identify and describe key events, ideas, and people that influenced the history of the present-day United States between approximately 1500 and 1877
2	<b>HISTORICAL INTERPRETATION:</b> explain the causes and effects of major points of historical change in the present-day United States between approximately 1500 and 1877
3	<b>THESIS FORMULATION:</b> formulate arguments about the history of the present-day United States between approximately 1500 and 1877 and support their arguments with relevant historical evidence
4	<b>HISTORICAL ANALYSIS:</b> define what a primary source is and distinguish between primary and secondary sources
5	<b>RESEARCH SKILLS:</b> locate and interpret primary source materials
6	<b>HISTORICAL WRITING:</b> support a historical argument with relevant primary sources and secondary source evidence
7	<b>HISTORICAL PERSPECTIVE:</b> investigate the historical origins of present-day social, economic, cultural, and political problems

## REQUIRED TEXTS

Name	Link/File Name
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Brinkley, <u>Unfinished Nation: A Concise History of the American People</u> , 9 <sup>th</sup> edition, volume 1	<a href="https://www.mheducation.com/highered/product/unfinished-nation-concise-history-american-people-volume-1-brinkley/M9781260164800.html#buying-options">https://www.mheducation.com/highered/product/unfinished-nation-concise-history-american-people-volume-1-brinkley/M9781260164800.html#buying-options</a>
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## RECOMMENDED TEXTS

Name	Link/File Name

## GRADING OVERVIEW & SCHEME

Categories	Percentage Totals
Fact Finder Assessments (10 x2 points each)	20
Discussions Forum: Setting the Scene (13 x 2 points each)	26
Journal Activities (15 x 2points each)	30
Final Exam	10
Signature Assignment Essay	14
<b>Total</b>	<b>100%</b>

	Range		Range		Range		Range
<b>A</b>	93 or above	<b>B</b>	83-86	<b>C</b>	73-76	<b>D</b>	63-66
<b>A-</b>	90-92	<b>B-</b>	80-82	<b>C-</b>	70-72	<b>D-</b>	60-62
<b>B+</b>	87-89	<b>C+</b>	77-79	<b>D+</b>	67-69	<b>F</b>	59 or below

## COURSE SCHEDULE

Week	Activity Titles (Example: History Paper, Nutrition Discussion, Community Infographic)
1	Assignment: Journal: Origin Story; Setting the Scene1: Introduction
2	Assignment: Fact Finder Assessment: European Empires and Middle Grounds; Setting the Scene 2: The Middle Ground in 17 <sup>th</sup> Century Massachusetts; Journal Activity 2: Seventeenth-Century North America
3	Discussion: Setting the Scene 3: Salem Witch Trials Assignment: Journal Activity 3: Why was George Whitefield so popular? Fact Finder Assessment 2: Social, Economic, Cultural, and Environmental Changes from the 1680s through the 1740s
4	Discussion: Setting the Scene 4: The Stamp Act Crisis Assignment: Journal Activity 4: Benjamin Franklin and English Colonial America
5	Discussion: Setting the Scene 5: Interpreting the American Revolution Assignment: Journal 5: Jefferson and Washington Respond to Shays Rebellion; Fact Finder Assessment 3: Revolution and aftermath, 1776-1786
6	Discussion: Setting the Scene 6: The Constitution, Anti-Federalists, and the Federalists Assignment: Journal 6 Entry- Hamilton & Jefferson; Fact Finder Assessment 4: The Constitution and the Federalists, 1780s-1790s
7	Discussion: Setting the Scene 7: The Louisiana Purchase Assignment: Journal 7 Entry: Declaration of War on Britain in 1812; Fact Finder Assessment 5: Jefferson and the Political and Cultural Changes of 1801-1804
8	Discussion: Setting the Scene 8: Missouri Compromise Assignment: Journal 8 Entry: JQA Election: Corrupt or Not?
9	Discussion: Setting the Scene 9: Democratic Expansion and Indian Removal

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	Assignment: Journal 9 Entry: Alexis De Tocqueville's Democracy in America; Fact Finder Assessment 6: Jackson, Sectional Divisions, and Indian Removal, 1830-1841
<b>10</b>	Discussion: Setting the Scene 10: Immigration, Industry, and Westward expansion, 1820s-1840s Assignment: Journal 10 Entry: Technological innovations of the early 19 <sup>th</sup> century; Fact Finder Assessment 7: Northern economic and social changes, 1817-1852
<b>11</b>	Discussion: Setting the Scene 11: Testing Elkins' Theory with Douglass' Autobiography Assignment: Journal 11 Entry: King Cotton; Fact Finder Assessment 8: Cotton and Slavery, 1800-1850s
<b>12</b>	Discussion: Setting the Scene 12: Northern environmentalism, 1820s-1850s Assignment: Journal 12 Entry: Science and culture in the early 19 <sup>th</sup> century
<b>13</b>	Discussion: Setting the Scene 13: The Compromise of 1850 Assignment: Journal 13 Entry: Westward migration, 1840s and 1850s; Weekly Assessment 9: Antebellum Period
<b>14</b>	Discussion: Assignment: Journal 14 Entry: Tension on the Rise; Journal 15 Lincoln's Response to Slavery; Weekly Assessment 10: Civil War
<b>15</b>	Discussion: Assignment: Reflection: Historical Origins of Present-day Social, Economic, Cultural, and Political Problems (HSL-SA); Final Examination: Civil War

## ONLINE COURSE FORMAT

The format for this class will be consistent with adult learning practice and is based on the exchange of knowledge, experience, and skills between students and instructor. The instructor will serve as a facilitator for discussions and practical exercises engaged in by the participants. Classes will be interactive, thought provoking and participatory. This course will communicate via Brightspace ONLY. You will be expected to post course assignments and participate in forums (often referred to as "threaded discussions") online. Assignments are meant to engage

students in a way that requires thoughtful research and analysis rather than “reporting” information.

## **ATTENDANCE POLICY**

Students are expected to attend classes; for online and blended courses, participate in weekly activities. In some circumstances, a student may be absent from classes for College-excused absences noted below. Beyond those College-excused absences, each instructor has the freedom to set a specific attendance policy for his or her class and is responsible for communicating that policy to class members via the syllabus.

If a student misses a class meeting or does not complete required activities in a blended or online class for any reason, including illness, emergency, or College-excused absences, he or she is still responsible for the material covered and any assignments due.

Faculty are required to report student attendance for face-to-face courses and engagement in online or hybrid courses at the beginning of the semester and again as part of mid-term grading. Financial Aid will only be disbursed after a student satisfies the following attendance expectation as reported by faculty at the beginning of the semester:

- For face-to-face courses, a student must be present in the classroom to be considered as “attending”.
- For online courses, a student who has completed the required online activities is considered as “attending”.
- For blended courses (which consist of a combination of online and face-to-face sessions), completion of online activities and/or attendance of the in-class meeting is considered as “attending”.

Federal regulations require Springfield College to accurately track students who may or will be withdrawing from courses or from the

College. ***Therefore, if at any point during the semester, a student stops regularly attending a face-to-face course or stops completing required online activities in a blended or online course, faculty are required to immediately notify the Registrar’s Office.***

## **ABSENCES DUE TO ILLNESS OR EMERGENCY**

In the event of an absence due to illness or emergency, students should notify their professors as soon as possible via email, through the LMS and/or via phone. Students should ask about options for obtaining missed material and whether it is possible to make up missed work. In the event of an extended illness or emergency, students should also notify the Dean of Students ([studentaffairs@springfield.edu](mailto:studentaffairs@springfield.edu) or 413-738-3922).

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## **COLLEGE-EXCUSED ABSENCES**

The following situations should be recognized as College-excused absences from class:

1. Participation in an intercollegiate athletic contest (including travel time) approved by the athletic director and posted on the Springfield College Athletics website.
2. Participation in a scheduled College curricular or co-curricular activity approved by the appropriate dean or vice-president and on file in the dean of students' office.
3. Observation of religious holidays.

In order to be considered as excused, the student follows the guidelines listed below:

- For intercollegiate athletics or other scheduled curricular or co-curricular activities, the student must provide his or her instructors with a list of dates of expected absences by the end of the first week of class and discuss with each instructor the impact of such absences. If the instructor deems that the absences will interfere with the student's ability to successfully complete the objectives of the course, the student must seek to reduce the absences or drop or withdraw from the course.
- The student should arrange in advance of the absence for the make-up of any work that will be missed and for submission of any assignments due.
- The student should notify the instructor as soon as possible in the event of a sudden change of schedule (for example, participation in a game rescheduled due to rain or joining a co-curricular activity mid-semester) and provide documentation if requested. Again, the impact of the absence(s) must be discussed with the instructor.

If possible, the instructor should allow the student to make up the class work or complete an alternative assignment.

## **ASSIGNMENT SCHEDULE & DUE DATES**

The Learning Management System "Server Time" is set to Eastern Standard Time (EST). Therefore, the deadline for activities found in this syllabus is based on EST. Please pay close attention to your time management to prevent late submissions.

**Original discussion posts should be posted no later than Thursday of the online week with all remaining activities due by the last day of the online week (Sunday).**

A course week is defined as Monday morning beginning at 12:01 am EST and concluding on the following Sunday at 11:59 pm EST.

## **PARTICIPATION**

After the first two weeks of the term, student participation in online activities and face-to-face class sessions will count significantly toward the grade but will not be recorded as attendance. Students can only earn points for academic work that the class completed during the face-to-face class meetings or during a weekly period of online activities and must be engaged in the activities during the time-frame specified by the instructor.

## **COURSE PARTICIPATION**

### *Definition of Online Class Participation*

- The success of your learning experience in online discussion is dependent on the active participation of all students. Therefore, it is imperative that you enter each discussion link prepared to participate in the class discussions, which requires that you not only post your responses to the questions in a timely manner allowing time for others to respond, but you must also respond/react/provide substantive feedback to other's postings.
- It should be noted that not all engagement in class discussions constitutes substantive class participation. Class participation in an online environment is characterized by the following:
  - Connects personal experiences to the concepts being studied, gives an orderly, brief version of the experience, with a point that is stated clearly;
  - Avoids repeating points made by others;
  - Shows evidence of having completed, understood, and applied the reading for the course;
  - Incorporates shared ideas to create an understanding of the concept under discussion;
  - Poses real-life questions or challenges that spring from the discussion and attempts to shape an informed conclusion.

## **GRADING**

This course will use a weighted grade book.

- A weighted grade book will have different categories (i.e. Discussions or Assignments).
- Each category will be worth a certain percentage of your total overall grade.

- Within each category, there will be a certain number of activities. For example, there will be a certain number of discussions in your discussion category which make up a specific percentage of your total grade.

To see how your grades are weighted and to see how many activities make up each category for this course, please view Grades within your Brightspace classroom.

- To see view your syllabus, please navigate to "Content" > "Start Here" > "Course Info & Syllabus."
- To view your grade book, please navigate to "Grades" on the menu at the top of the screen.
- In the Grades section of your Brightspace classroom, you will notice each task is worth 100 points. Please note 100 points is weighted differently based on the category.

### **ACADEMIC ASSISTANCE**

A wide variety of academic assistance is offered through the **Academic Success Center** in the Harold C. Smith Learning Commons, Suite 300 (3rd floor). To contact the ASC, please call 413-748-3389 or email [asc@springfield.edu](mailto:asc@springfield.edu). During the fall and spring semesters, the ASC is open Monday-Thursday, 9am-9pm; Friday, 9am-3pm; and Sunday, 4-9pm:

### **Disability & Accessibility Services**

- [Disability & Accessibility Services](#) works with students with disabilities to provide appropriate accommodations, auxiliary aids, and services that facilitate equal access and meaningful participation in their educational experiences at Springfield College. To schedule an appointment or request accommodations, please contact the ASC by calling 413-748-3389, emailing [ASC@springfield.edu](mailto:ASC@springfield.edu), or stopping by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

### **Tutorial Services**

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.

### **Academic Coaching Program**

- Regional campus and online students should contact an [Academic Success Coach](#) for tutorial support.

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- The [Academic Progress Program](#) provides assistance and support for the students in academic jeopardy to help improve their academic skills, performance and standing.

### **MTEL Assistance Program**

- The [MTEL Assistance Program](#) provides support for students preparing to take the Massachusetts Tests for Educator Licensure®.

### **DISABILITY-RELATED ACCOMMODATIONS**

Springfield College is committed to an inclusive and accessible educational environment for students with disabilities. If you need academic accommodations due to a disability or disabling condition (including temporary disabilities), please contact the Academic Success Center's [Disability & Accessibility Services](#). They will work with you on an individualized, case-by-case basis to determine eligibility and develop an appropriate accommodation plan. To schedule an appointment, please call 413-748-3389, email [ASC@springfield.edu](mailto:ASC@springfield.edu), or stop by the ASC located in the Learning Commons, Suite 300 (on the 3rd floor).

Please note: it is your responsibility to follow the procedures outlined by Disability & Accessibility Services for determining eligibility and requesting accommodations **in advance** each semester and/or as needed. Accommodations cannot be provided retroactively.

This class may be recorded or transcribed if an enrolled student has been approved for this service as an academic accommodation by the Academic Success Center's Disability & Accessibility Services. Recordings are for the approved student's individual access only, and are not to be shared, copied, or distributed to others. For questions or concerns about acceptable use, please contact the Academic Success Center: 413-748-3389, [asc@springfield.edu](mailto:asc@springfield.edu), or Learning Commons 300.

### **ACADEMIC HONESTY AND INTEGRITY POLICY BASIC POLICY**

Springfield College students are expected to be honest in all elements of the academic process, including coursework, use of College documents, and when serving as representatives of the College. Cheating, plagiarism, misrepresentation of facts, omissions, or falsifications in any connection with the academic process are violations of the Academic Honesty Policy (hereafter referred to as the Policy). Students found to be in violation of this Policy are subject to a range of sanctions, including, but not limited to, a reprimand, failing a course, and suspension or expulsion from the College.

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For the more information, please review the entire Academic Honesty and Integrity Policy here:

[http://catalog.springfield.edu/content.php?catoid=77&navoid=2086#acad\\_hone\\_and\\_inte\\_poli](http://catalog.springfield.edu/content.php?catoid=77&navoid=2086#acad_hone_and_inte_poli)