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SYLLABUS

COURSE DESCRIPTION

This course explores major themes in the social, cultural, political, and economic history of the peoples of North America to 1877. Topics include the intersections of cultures in colonial America, the origin and development of the American republic, the evolution of democratic ideas and institutions, western expansion, slavery, sectional conflict, and emancipation and its aftermath.

In addition, students will examine United States history by viewing the past not only from the perspectives of the elites, such as politicians, generals, aristocrats, and the intelligentsia, those who often monopolize historical accounts, but also from the perspectives of the underclasses, marginalized, and subalterns of American society. It is through these various perspectives that we can understand better IDENTITY formation.

WARNING:

You have chosen to take a highly accelerated and extremely challenging eight-week online class. The amount of material covered in this course is the same as that covered in a sixteen-week course. You must be prepared to spend a minimum of two or three hours *per day* on this course. Read this syllabus carefully; it is our contract for the course.

COURSE THEMES

- Continuity and Change
- IDENTITY, collective and individual

PREREQUISITES

- ENGL 0099 and READ 0099, if required.

REQUIREMENTS

- Students must be computer literate.
- Student must have access to reliable, up-to-date computers with audio capabilities and speakers.
- Students must have access to fast and reliable Internet access.
- Students must use Microsoft Word for all written assignments
- Students must be able to use Microsoft PowerPoint.
- Students must commit at least TEN hours per week to the course.

LEARNING OBJECTIVES

HIST 2111 satisfies one of Kennesaw State University's general education program requirements. It addresses the **U.S. PERSPECTIVES** general education learning outcome(s). The learning outcome states: Students identify the historical, political, social, or institutional developments of the United States. http://catalog.kennesaw.edu/preview_program.php?catoid=24&poiid=2668

REQUIRED TEXT

Roark, James L., et al. *The American Promise: A History of the United States, Vol. I, 6th ed.*, Value Edition. (Boston: Bedford/St. Martin's Press, 2015). ISBN: 978-145-768-7933. Obtain the required text during week one from any vendor, online or the KSU bookstore.

COURSE GOALS

After completing History 2111, students will be able to:

1. Identify and evaluate the major issues, personalities, and trends in U.S. history to 1890.
2. Evaluate trends in intellectual and cultural history and relate them to topics in U.S. History.
3. Determine the relationship between local and national issues and events.
4. Place issues and events of U.S. History in a global context.
5. Analyze the trials and contributions of the many cultures that make up American society.
6. Recognize the role of diversity in American society.
7. Exhibit comprehension of the historical process of continuity and change.
8. Appraise how and why the interpretations of the issues and problems have changed over time.
9. Describe the ways geography has affected historical processes.
10. Read and interpret maps.
11. Develop skills in critical thinking, collaboration, and organization.
12. Undertake research using a variety of materials.
13. Differentiate between primary and secondary sources.
14. Analyze, synthesize, and interpret primary and secondary sources.
15. Formulate a convincing historical argument using primary and secondary sources.

THE DISTANCE LEARNING FORMAT

The course is entirely Web-based. One might assume that the course will be easier because students need not attend class in the traditional sense or because students need not commute to places inconvenient or too distant. One might assume also that the course will be easier because students are able to fit reading, assignments, and research into busy schedules. Allow me to dispense with these assumptions.

First, even though you need not attend class in the traditional sense, you still must devote considerable time to the course material. Studies show that for every three hours students attend class (one three-semester-hour course meets two times per week for a TOTAL of three hours per week), successful students (those who makes As and Bs) dedicate 2.5 times the number of in-class hours on the course outside the four walls of the classroom. In other words, if you take a three-hour class, then you should spend about seven hours on that class **BEYOND THE THREE HOURS YOU SIT IN THE CLASSROOM EACH WEEK**. So the experts tell us that you should spend ten hours per week on each three-hour class if you expect to make an A in the course. Therefore, I expect you to be able to devote ten hours per week to the course, and I have designed the course to accomplish just that. Keep in mind that because this course is only eight weeks in duration, you should plan accordingly. If you dedicate the time and follow my advice, you will learn the material, succeed in the course, and have fun doing it, the last of which is the most important.

Second, you must be a disciplined self-starter to succeed in this class. You will be asked each week to master a lot of material independently and with little personal interaction with Kennesaw State or your professor beyond your computer. I suggest you “power block” a few times each week so you can devote time only to this course with no distractions. In other words, dedicate a block of uninterrupted time to this course a few times each week and **SCHEDULE** some alone time to devote to the course.

Finally, D2L (the distance learning interface) boasts many, many tools. We will use some, but not all of them. In general, I will use D2L as a communication tool, one that will allow me to deliver course content in the form of: written assignments; reading assignments (from the text and other sources); audio lectures (Weekly Radio Addresses, TED Talks, or YouTubes, if provided); discussion topics (Ponderables and Questions for Consideration); and assessments (exams or quizzes). If I use other tools throughout the course, I will let you know in advance.

THE THREE-LEGGED APPROACH

Think of this course as a three-legged stool, with each leg as a critical component that maintains the structural integrity of the stool. The first leg, or requirement for success in the course, is the text. You must read the text to succeed in this course, and you must cover SIXTEEN weeks of content in EIGHT weeks. With at least two chapters of material per week to cover . . . well, you do the math: it is a lot of material. Trust me, you will be lost in this course if you do not read the text; you need the background to fully appreciate the lectures (see the third leg below) and understand the context.

The second leg is your own independent research. Each week, I will give you “QUESTIONS FOR CONSIDERATION” or “PONDERABLES” that will require you to dig deeper into the text or go online to find articles or passages that aid in answering those questions. You will need to be able to answer these questions to participate meaningfully in the online discussions.

The third leg is your instructor. Each week, I will engage in deep dialog with you and ask questions about the content and about history. I will provide direction, I will demand your engagement, I will welcome debates and encourage them in the forum. I will push, pull, and sometimes shove you through the tough spots, but I also ask that you crowdsource the discussions. Lean on each other and build on each other when answering questions. Exams? Well, you’re on your own there; no crowdsourcing exams. But for the discussions, enter the arena and learn with and from each other. Through the weekly content I upload each week, the two or three announcements I make each week, through the robust dialog I provide, and from my nudging, dragging and shoving you to and through the material, all of us will learn. The onus is on you to engage.

ASSIGNMENTS AND GRADING CRITERIA

All of the assignments and exams, when applicable, are to be written in Microsoft Word, are to be completed independently, and will be submitted via D2L. You will not come to campus for exams.

Attendance and Participation (100 points):

You will be measured by how often and how well you engage in the online class discussions, which will be conducted online in the Weekly Discussion Forum. You engage by posting responses to my questions, responding to your classmates’ posts, by asking questions in the forum, and by otherwise showing that you are mastering material. I post several questions throughout the week, so you should login every day to see what is new. You will use the Discussion Forum to post and answer questions. I will give you Ponderables or Questions for Consideration each week, and you will engage in vigorous discussion with me and your classmates almost daily. This component is worth 100 points. Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

Again, you can earn a maximum of 100 points for participation in the course. I will post questions daily, so you will have ample opportunity to participate each day and every week. Your participation is measured in two ways: quantitatively and qualitatively. First, participation is assessed quantitatively, which means that you must submit at least SEVEN quality posts each week. You should average a minimum of seven quality posts each week.

In addition, and more importantly, participation is assessed qualitatively, which means you will be measured on the quality of your post. In other words, in addition to your post being mechanically correct (proper spelling, grammar, syntax and form), your post must be materially correct. In addition, your post should contribute to the conversation and accurately display your grasp of the material. You must cite your work using the Chicago style and contribute to the conversation in a meaningful way. I do not grade attendance and participation each week, so please contact me after the first couple of weeks of class to review your attendance and participation performance. So that you are clear on how you are assessed, each post must meet the following guidelines:

- Posts must exceed 100 words, not including quotes and citations.
- Posts are supported by the textbook readings or other sources and are cited correctly in Chicago format.
- Posts exhibit your understanding of the material and lay out the basic ideas of the topics.
- Posts link theory to relevant examples or experiences and use the vocabulary of the concepts correctly.
- Posts must contain no errors in grammar, punctuation, spelling or syntax.
- Posts analyze and expand on the post you are responding to in light of the theories and topics covered.
- Posts apply critical thinking.
- Posts do not reference sources such as Wikipedia, Answers.com, or About.com.

Exams (400 points total):

You will have four exams, the dates of which are listed below. All exams will be conducted online. Exams could be any combination of multiple choice, true/false OR short essay questions. You will have a time limit to finish each exam and no late submissions will be accepted. The exams will assess your knowledge of the topics covered throughout the semester and include content from the text, and any other material assigned, mentioned, or touched in the next EIGHT weeks. You are responsible for all of the material in the text as well as any material covered!!

Grading: Assignments and assessments will be weighted as follows:

Participation:	100 points
Exam One:	100 points
Exam Two:	100 points
Exam Three:	100 points
<u>Final Exam (cumulative):</u>	<u>100 points</u>
Total:	500 points

Final course grades will be determined based on the scale below:

GRADE	TOTAL POINTS
A.....	450-500 points
B.....	400-449 points
C.....	350-399 points
D.....	300-349 points
F.....	BELOW 300 points
I.....	Incomplete

An incomplete grade for the course will be given only when the student has completed satisfactory work up to the last two weeks of the semester, but for nonacademic reasons beyond his/her control is unable to meet the full requirements of the course. Incomplete grades are only valid after submission of the Incomplete Grade form (signed by both the instructor and student) to the Department Chair's office.

ACADEMIC HONESTY

Cheating is a violation of school policy. Cheating includes any attempt to defraud, deceive, or mislead the instructor in arriving at an honest grade assessment, and may include copying answers from other students or using unauthorized notes during tests. Cheating includes gaining prior access to exams or content of exams or discussions, either directly or indirectly, from former students who have completed this course. Plagiarism is a particular form of cheating that involves presenting as one's own the ideas or work of another, and may include using other people's ideas without proper attribution and submitting another person's work as one's own. Violation of the honor code constitutes grounds for suspension or expulsion from the university.

Academic Integrity Statement:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section 5. C of the Student Code of Conduct addresses the university's policy on academic honesty, including provisions regarding plagiarism and

cheating, unauthorized access to university materials, misrepresentation/falsification of university records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the Department of Student Conduct and Academic Integrity (SCAI), which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement. See also <https://web.kennesaw.edu/scai/content/ksu-student-code-conduct>.

The high quality of education at Kennesaw State University is reflected in the credits and degrees its students earn. The protection of high standards of academic integrity is crucial since the validity and equity of the University's grades and degrees depend upon it.

No student shall receive, attempt to receive, knowingly give or attempt to give unauthorized assistance in the preparation of any work required to be submitted for credit (including examinations, laboratory reports, essays, themes, term papers, etc.). Unless specifically authorized, the presence and/or use of electronic devices during an examination, quiz, or other class assignment is considered cheating. Engaging in any behavior which a professor prohibits as academic misconduct in the syllabus or in class discussion is cheating. When direct quotations are used, they should be indicated, and when the ideas, theories, data, figures, graphs, programs, electronic based information or illustrations of someone other than the student are incorporated into a paper or used in a project, they should be duly acknowledged. No student may submit the same, or substantially the same, paper or other assignment for credit in more than one class without the prior permission of the current professor(s).

Students suspected of violating the KSU Statement of Academic Honesty will meet with me to discuss the violation **AND** will be reported to the Department of Student Conduct according to the process outlined at the following link: <https://web.kennesaw.edu/scai/content/scai-misconduct-procedures>. In addition, students in violation of the KSU Statement of Academic Honesty will fail the assignment or assignments involved. Repeated violations of the policy will result in the failure of the course. Here are links to websites dedicated to plagiarism avoidance:

<http://plagiarism.org/>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
<http://www.library.arizona.edu/help/tutorials/plagiarism/index.html>

AMERICANS WITH DISABILITIES ACT STATEMENT

Students with qualifying disabilities under the Americans with Disabilities Act (ADA) and/or Section 504 of the Rehabilitation Act who require “reasonable accommodation(s)” to complete the course may request those from Office of Student Disability Services. Students requiring such accommodations are required to work with the University’s Office of Student Disability Services rather than engaging in this discussion with individual faculty members or academic departments. If, after reviewing the course syllabus, a student anticipates or should have anticipated a need for accommodation, he or she must submit documentation requesting an accommodation and permitting time for a determination prior to submitting assignments or taking course quizzes or exams. Students may not request retroactive accommodation for needs that were or should have been foreseeable. Students should contact the office as soon as possible in the term for which they are seeking accommodations. Student Disability Services is located in the Carmichael Student Center in Suite 267. Please visit the Student Disabilities Services website at www.kennesaw.edu/stu_dev/sds for more information, or call the office at 470-578-6443.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by KENNESAW STATE UNIVERSITY.

AFFIRMATIVE ACTION STATEMENT

Kennesaw State University adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students.



ELECTRONIC COMMUNICATION

The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials.



COURSE SCHEDULE

PART I: BEFORE RACE, BEFORE NATION

WEEK 1: MAY 30, 2018.....	Chapter 1: Ancient America Chapter 2: Europeans and the New World
WEEK 2: JUNE 4, 2018.....	Chapter 3: Southern Colonies Chapter 4: Northern Colonies Chapter 5: Colonial America EXAM ONE DUE SUNDAY, 6/10/18 AT 11:59 PM

PART II: WHOSE REVOLUTION?

WEEK 3: JUNE 11, 2018.....	Chapter 6: Empire and the Colonial Crisis Chapter 7: The Revolution
WEEK 4: JUNE 18, 2018.....	Chapter 8: Building a Republic Chapter 9: Forging a New Nation Chapter 10: Republicans in Power EXAM TWO DUE SUNDAY, 6/24/18 AT 11:59 PM

PART III: RACE AND NATION

WEEK 5: JUNE 25, 2018.....	Chapter 11: The Expanding Republic Chapter 12: The New West and the Free North
WEEK 6: JULY 2, 2018.....	Chapter 13: The Old South Chapter 14: The House Divided EXAM THREE DUE SUNDAY 7/8/18 AT 11:59 PM

PART IV: REBELLION, RECONSTRUCTION AND RECONSTITUTION

WEEK 7: JULY 9, 2018.....	Chapter 15: The Civil War
WEEK 8: JULY 16, 2018	Chapter 16: Reconstruction EXAM FOUR DUE SUNDAY 7/22/18 AT 11:59 PM

Notes:

1. Syllabus and Course Schedule are subject to change based on contingencies encountered throughout the semester.
2. All readings are from *The American Promise*, unless otherwise noted.
3. Visit the weekly folder on the course website in D2L for detailed instructions, objectives and tasks for each week.
4. Each week ends Sunday at 11:59 pm and begins at NOON each Monday, unless otherwise noted.
5. Exam and assignment deadlines are non-negotiable. Do yourself a favor and don't start exams right before the deadline.
6. I give no makeup exams or assignments and no extra credit.
7. I will respond to all email, phone calls, and Town Hall posts within 24 hours during the week. I don't work on weekends.
8. The first week is a short one. The last week is a short one. Plan accordingly.
9. Notice the course is "front-loaded." That means you will read a lot and take two exams in the first four weeks. Plan well.
10. I mean. Very mean.