***“History is a set of lies that people have agreed upon.”* – Napoleon Bonaparte**

**Reedley College American History Part 1**

**HIST 11 (Section 53463) Online Asynchronous**

**Professor Zachary Cuddy Fall Semester 2022**

**Office Hours: Virtual through Zoom: T-Th 8- 9 a.m.**

**Email: Canvas Inbox or zc001@reedleycollege.edu**

# Course Description:

## This course is taught entirely online.

During this class we will examine the political, economic, religious and social development of the United States through texts, primary documents and literature from the point of Native contact with European colonizers. Through online discussion board postings, readings, optional Zoom study sessions, and video clips, we will focus on the development of a new nation, world economics and the impact on United States sectionalism, disunion and eventually Civil War and Reconstruction of the nation. This course requires study and understanding of the U.S. Constitution which fulfills most American Institution requirements.

## Course Requirements and Evaluation:

Discussion Board Responses (12) 210 points

Syllabus Quiz 10 points

Midterm 80 points

Writing Prompt # 1 Historiography 30 points

Rough Draft Paper 20 points

Research Paper 100 points

Final Exam 100 points

Extra Credit (3 DB) 30 points

## Total Points 550

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

**Required Text:**

Foner, Eric. *Give Me Liberty*. 5th or 6th Edition. **Volume 1**

**Other Instructional Materials and Primary Source Links:**

Open Educational Resources: https://asccc-oeri.org/2021/01/23/primary-sources/

**Student Learning Outcomes**

* HIST-11 SLO1: Analyze the causes and consequences of America’s foreign policy, wars, and its geographical expansion through 1877.
* HIST-11 SLO2: Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.
* HIST-11 SLO3: Demonstrate the ability to interpret primary and secondary sources, discern between the two and to compose an argument which uses them, as appropriate, for support.
* HIST-11 SLO4: Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.
* HIST-11 SLO5: Identify the key trends and movements in American cultural, social, and intellectual life through 1877.
* HIST-11 SLO6: Identify the origins of America’s distinctive political traditions and governmental institutions.

**Class Objectives:**

1. Demonstrate the ability to interpret primary & secondary sources, discern between the two and to compose an argument which uses them, as appropriate, for support.
2. Examine the changes in America’s social structure from colonial times to 1877.
3. Analyze the political, economic, and social factors leading to the Civil War.
4. Examine the major battles of the Civil War and compare the relative strengths and weaknesses of the Union and Confederacy in determining the outcome of the Civil War.
5. Assess the consequences of the Reconstruction Era in terms of changes to the United States Constitution, effect on African Americans and race relations, impact on southern states, and effect on the American political system.
6. Evaluate the importance of specific prominent persons, places, and events in United States history from colonial times through 1877.
7. Describe the evolution of the American economy from colonial times to the Reconstruction Era, focusing on the transition from pre-industrial to an increasingly industrial and urban society.
8. Compare and contrast the trends and movements in American social, cultural, and intellectual life through 1877.
9. Analyze the factors present in post-Civil War America (resources, institutions, values, immigration, etc) which caused the United States to enter a period of rapid industrialization and modernization after 1865.
10. Evaluate the contributions, socio-economic conditions and experiences of minority groups in the history of the United States through 1877.
11. Examine the development of political and governmental institutions in the United States up to the end of the Reconstruction Era in 1877.

# Instructor Role: Providing Effective Regular Contact

I look forward to working with you every week, and I will be playing an active role in your course whether through discussion boards, weekly announcements, or short videos. I will provide quick feedback, but please let me know if you have any questions or concerns. My preferred method of contact is through the Canvas inbox, but I also respond to my email often. If you do not receive word from me within 24 hours, please resend the email.

## Online Atmosphere:

This class is entirelyconducted in Canvas– our online web management system. You will need access to a computer, preferably from your home or a library where there is a strong Wi-Fi signal. Because all our communication will be in writing, it is suggested that you have a good understanding of the language. There is no writing prerequisite, but a *large* portion of the class pertains to writing a research paper and completing weekly DBs. **Therefore, if you know you are a poor writer, be aware that you may have to work harder than others**. Grammar is not everything – it does not matter on the midterm or final - but you need to have a basic grasp of the English language to succeed in an online environment. Please, *No Foul Language.*

When you are enrolled in this class, you are automatically enrolled into Canvas. Your username is the same as your *WebAdvisor* login.

# Places to Get Help

Canvas 24/7 Support: 1-844-629-6835

See links in the Week 1 Module

# Netiquette

1. Netiquette is a set of guidelines for good behavior in an online environment. It is etiquette for the Internet and knowing these social rules can help you have a more rewarding semester. The netiquette guidelines here are ones that are especially important in our online classroom. 1. Participate. Reading the posts of others is helpful for you, but you must also do your part to be helpful for the group. Share your ideas to strengthen our discussion, and don’t wait until the last minute to contribute. Encourage others to participate by responding to their ideas. Be involved, but do not dominate a forum with too many posts.

2. Remember the human. This common Internet mantra means that even though we may not be face to face, there is a real person behind each discussion-board post. Do not write something that you would not feel comfortable saying in a traditional classroom setting. Discuss ideas, not people. In other words, do not attack a classmate for expressing his or her opinion; instead, discuss your position on the ideas that have been presented. Be kind and understanding with your classmates to keep our environment positive and productive.

3. Help others. We will be working together all semester, so let’s try to be a good team. If you can help a classmate with a question, please do! Your efforts will be appreciated by both students and instructor.

4. Respect people’s time. Your posts should be focused, organized, and clear so that your classmates can quickly see your point and evidence. Another way to respect people’s time is to look for answers before asking for help. For example, if you can’t find something or you don’t remember when an assignment is due, look through the syllabus and other course documents for the answer. Only ask for help when you truly need it.

5. Edit and proofread before posting. We have lots of posts to read, so yours needs to be as clear as it can be. It should be organized and written in Standard English. Not fixing misspellings and other errors tells your readers that you don’t value their time and you don’t care if they get frustrated trying to understand you. This does not build good will. Avoid slang and unfamiliar abbreviations for the same reason.

6. Don’t shout. TYPING IN ALL CAPITALS MEANS YOU ARE SHOUTING AT US! Don’t do it. The same can be said of repeated exclamation marks!!!!!!!!!

7. Use emoticons sparingly. Social networking and texting have given us lots of fun keyboard shortcuts to add tone to a message. Because a smiley face or wink can help to establish the intended tone of a comment, you are welcome to use common emoticons occasionally. Too many emoticons can make your writing look more casual than academic, so don’t overdo it. :-)

8. No flaming. “Flaming” is an angry message, often directed at another person. When another person responds in anger, we have a “flame war” taking over the discussion board. Personal attacks are unacceptable in the classroom, and the same goes for the cyber classroom. If you see a conflict developing, jump in and try to calm things down; if you feel attacked, contact your instructor rather than responding to the flaming student. Everything we do in Canvas is permanent, so you must think very carefully about your tone before submitting a post. If you don’t, that mistake might haunt you for the rest of the semester.

## Online Attendance:

Participating in discussion boards and taking quizzes *is* your attendance. I *will* drop you if you have **three** unexcused absences or do not complete the first **syllabus quiz.** There are many crashers who want to get into the course, therefore it is necessary that you demonstrate that you are actively engaged. If you know you are going to be out of town or busy, let me know BEFOREHAND, and I will try to accommodate you. Simply logging in is NOT considered attendance, rather you must actively participate in the course.

## Discussion Board Posting:

The first DB is just to get your feet wet. No reading is required; simply find the DB in the Week 1 Module, answer the questions, and respond to at least two other students by giving meaningful feedback, critique, compliments, or anything else that comes to mind.

Starting in Week 2, we will have about one DB per week, based entirely on the Foner readings. Almost all of our DBs will fall under a will fall under a **Saturday and Sunday deadline**. In other words, you will need to complete the DB by Saturday at midnight and respond to at least two other students by Sunday at midnight. If you want to work ahead, the DBs are available every Monday at 6 a.m., so feel free to post whenever you can throughout the week.

When you respond to the prompt questions, a substantial discussion board posting which demonstrates your understanding of the material, your ability to use the vocabulary correctly, and your ability to think critically about the topic, is desired. Texting your response is not cool: (“How R U?” or “LMFAO! SMH”, is a no-no). You will be asked to provide historical context and deep analysis of the questions. The idea is that you show complexity and a thorough understanding of the topic. When you respond to at least two other students, you are critiquing and reacting to what other students have read. You may disagree, or you may agree completely and compliment the student on what they wrote. The idea here is that as historians, we all see the world differently, and we should learn from each other, while being respectful.

**No late postings:** You must post your response by the date listed. The rubric for the Discussion Boards can be found on Canvas and below. Basically, it is a 15/5 split. In other words, 75 percent of this grading is based on your responses alone, and 25 percent is based on how well you respond to two other students. Please contact me if this is unclear.

# Rubric for asynchronous discussion boards

**Discussion Rubric**

| Discussion Rubric | | |
| --- | --- | --- |
| **Criteria** | **Ratings** | **Pts** |
| This criterion is linked to a Learning Outcome Primary Post  *approximately 400-450 words but may be longer* | |  |  |  |  | | --- | --- | --- | --- | | 15.0 pts  Discussion post reflects a direct response to the prompt, few grammatical errors, is historically accurate, original, and creative | 12.0 pts  Discussion post reflects a direct response to the prompt, is historically accurate, has some minor grammatical errors, and some originality | 9.0 pts  Discussion post reflects an adequate response to the prompt, but has many grammatical errors | 0.0 pts  Discussion post is short, reflects no direct response to the prompt, and contains many grammatical errors. | | 15.0 pts |
| This criterion is linked to a Learning Outcome Responses  *approximately 100 words each but may be longer* | |  |  |  | | --- | --- | --- | | 5.0 pts  Two or more responses to peers' posts, extend the conversation, and attempt to stimulate conversation among your peers | 3.0 pts  One response meets requirements; second is missing. | 0.0 pts  No responses are submitted to other students | | 5.0 pts |
| Total Points: 20.0 | | |

## Late and Makeup Assignment Policies:

There are **no** make ups unless it is an absolute emergency and I have been notified before the due date of this emergency (surgery, death, etc.). “I’m having issues with my computer” is not an excuse. The one exception to the rule is if the entire system of Canvas is down.

## Exams

Although the first syllabus quizis not timed**, the midterm and the final are.** However, over half of these exams pertain to essays and short answer questions you will have completed beforehand. Therefore, the amount of time is usually not an issue for most students. These assessments will combine multiple choice, true and false, short answer, and essay questions.

**You cannot retake an exam**. This means that you should do your best to ensure the proper conditions are met before beginning one. Here are some guidelines:

* **Use a grounded computer**: Are you on a wireless connection? Not a good idea, since wireless connections are much more likely to cut out than a grounded computer. If you don't have a grounded computer at home, the college has plenty on campus, or you can use a friend's grounded computer.
* **Do not hit your browser's back button**: Not only is backtracking prohibited on the exams themselves, but using your browser's back button is likely to kick you out of the exam.
* **Allow cookies on your computer**: Some computers are set to block cookies, meaning that they block communications from Canvas. Ensure that cookies are enabled before taking the assessment. You can enable them temporarily, and then disable them. If you're not sure how to do this, Google "enable cookies on X browser" where X stands for whatever browser you use.

Naturally, you may do all these things and still have problems. In this case, I suggest contacting a Canvas rep as the problem may be on your end. Also, since this is an online class, that gives you more leeway to not tell me the whole truth about the situation. Just know that, best case scenario, I will offer you an alternate assignment instead of the exam. Wouldn't you rather do your best to ensure the assessment goes smoothly, rather than do additional work?

## Weekly assignments:

Most of the reading you will be doing is from Foner’s *Give Me Liberty* book, and these directly pertain to the discussion boards.

## Research Paper:

This 5-7 page paper on either the causes of the Civil War or the Era of Reconstruction will be in MLA format, and will include six sources, **excluding Foner**. I would suggest working with me throughout the semester by asking questions through my Canvas inbox, or by sending me outlines or Rough Drafts.

**Academic Accommodations:**

If reasonable accommodation, as defined by the Americans with Disabilities Act of 1990, is needed, it is the responsibility of the student to the present the “Disabled Student Services Reasonable Accommodation Form” to the instructor during the first two weeks of class.

**Plagiarism and Academic Dishonesty:**

Plagiarism is a very serious offense. Any students caught submitting work that is not their own but is represented as such are subject to discipline by Reedley College. This can range from receiving a letter grade of “F” for the course to expulsion. ***This includes copying the discussion board of another student or going to websites like Britannica.com and copying and pasting word for word*.** Students are required to cite the use of materials written by others in all written communications for courses. ***When you write the research paper, you need to cite in the text even when paraphrasing***. Remember, the use of ideas, words or phrasing without proper attribution constitutes plagiarism. The burden of proof rests on the student, not the instructor; in other words the student will be required to prove that plagiarism has not occurred.

**Tentative Course Schedule**

|  |  |  |  |
| --- | --- | --- | --- |
| Dates | Topics | Homework Due: | Assignments Due On: |
| Aug 8-14 | Historiography, Syllabus, & Primary v Secondary Sources | Couvares et al., 1-11 | **Buy Foner’s book** |
| Aug 15-21 | New World Encounters – Pre -conquest 1608 | Foner Ch 2 | **Writing Prompt # 1** |
| Aug 22-28 | England’s New World Experiments, Racism & English roots | Foner Ch 3 |  |
| Aug 29-Sept 4 | Hidden Origins of Slavery | Foner Ch 4 |  |
| Sept 6-11 (Monday Sept 5 Holiday) | Empire in Transition, Racism and Colonization | Foner Ch 4 |  |
| Sept 12-18 | American Revolution | Foner Ch 6 |  |
| Sept 19-25 | The Constitution, Alien and Sedition Acts | Foner Ch 7 |  |
| Sept 26-Oct 2 | Jeffersonian Vision | Foner Ch 8 |  |
| Oct 3-9 | War of 1812, Era of Good Feelings |  | **MIDTERM** |
| Oct 10-16 | Jacksonian Democracy | Foner Ch 9 |  |
| Oct 17-23 | Market Revolution | Foner Ch 10 |  |
| Oct 24-30 | The Character of Slavery | Foner Ch 11 |  |
| Oct 31-Nov 6 | Abolitionists & Temperance | Foner Ch 12 |  |
| Nov 7-13 | Mexican American War | Foner Ch 13 |  |
| Nov 14-20 | The Sectional Crisis |  | **Research Paper** |
| Nov 21-27 (Nov 24-25 Holiday) | The Civil War | Foner Ch 14 |  |
| Nov 28-Dec 4 | Reconstruction | Foner Ch 15 |  |
| Final Exam Week Dec 5-9 | Final Exam | Final Exam | **Final Exam:** |