**HIS213-Lec-IN-01**

# History of the United States to 1865

**Spring 2021**

**Class Time & Location:** ONLINE
**Instructor:** Kyle B. Carpenter
**Office:** Spencer 254
**E-Mail:** kcarpenter@uarichmountain.edu
**Phone:** 479-394-7622 ext. 1342
**Office Hours:** Monday & Wednesday 11:00a-12:30p & 3:00-5:00p; Tuesday & Thursday 9:00a-11:00a; Friday 10:00a-2:00p

***This syllabus is a set of guidelines. Your instructor reserves the right to make modifications in the content, schedule, and requirements as necessary to promote the best educational environment possible within the prevailing conditions affecting this course.***

## Texts:

**Foner, Eric. *Give Me Liberty! An American History.* Seagull 4th ed., 2014.**

***The American Yawp Reader*. Stanford University Press.**

**Jacobs, Harriet. *Incidents in the Life of a Slave Girl*. Boston, 1861.**

## Class Focus: Instructor's Overview of the Class

### Course Description

A survey of the social, political, economic, cultural, and intellectual history of the United States from pre-contact era to the Civil War/Reconstruction period. United States History I includes the study of indigenous, colonial, revolutionary, early national, slavery and sectionalism, and the Civil War/Reconstruction eras. Themes that will be addressed include: American settlement and diversity, American culture, religion, civil and human rights, technological change, economic change, immigration and migration, and creation of the federal government.

### Program Outcomes

Students will increase their

- writing, reading, speaking, and listening skills,
- understanding of different cultures and societies across the globe and how both have changed over time, and
- technological and research skills.

**Rationale**

This course provides the means by which students will accomplish the Program Outcomes outlined in the college catalogue as evidenced by the listed course objectives. This course will allow the students to utilize historical knowledge, research, collaboration, and presentation skills in future college endeavors and throughout their life.

**Course Objectives**

**1.** The student will create an argument through the use of historical evidence by using appropriate reading, listening, writing, and critical analysis skills. The student will be able to:

a. comprehend text materials and other documents;
b. demonstrate an understanding of lectures, presentations, and films;
c. prepare written work as assigned.

**2.** The student will analyze and interpret primary and secondary sources as part of a larger understanding of the discipline of history and how historians work. The student will also demonstrate an understanding of various interpretations of specified historical events.

**3.** The student will analyze the effects of historical, social, political, economic, cultural, and global
forces on this period of United States history. The student will be able to

a. understand the multicultural conditions of North America prior to and after European contact;
b. identify the causes of the American colonial independence movement of the 1770s and trace the development of the U.S. government from the Articles of Confederation to the Constitution;
c. describe the growth and evolution of the U.S. government from the adoption of the Constitution through the Civil War and Reconstruction;
d. describe the development of political parties in the U.S.;
e. trace the territorial growth of the U.S. through 1876;
f. contrast the agrarian economy of the U.S. prior to 1800 with the emerging industrialized economy of the first half of the 19th century.

**4.** The student will demonstrate an understanding of the social growth and development of the U.S. during this period. The student will be able to

a. describe the transatlantic slave trade and American slavery from colonial times to the outbreak of the Civil War;
b. identify various social groups in colonial America and the early U.S. and their contributions to American culture;
c. summarize the societal and cultural impact of 18th and 19th century social movements such as the First and Second Great Awakenings, American independence, industrialization, the women's rights movement, and the abolition movement.

**5.** The student will demonstrate an understanding of how history is related to other disciplines, such as economics, sociology, psychology, literature, philosophy and the arts.

**6.** The student will demonstrate an understanding the United States' place in a global society both historically and as a prelude for understanding both the present and the future. The student will be able to:

a. explain the motivations for European colonization of the New World;
b. explain how colonization affected the Native American populations of the continent and how Native Americans affected European colonization;
c. describe the political and diplomatic development of the early republic and the significance of these developments on succeeding events;
d. explain the concept of "manifest destiny" as it has shaped the geography of the U.S. and the American character;
e. identify the causes and results of major U.S. conflicts during this period of history;
f. explain the nature of relationships between the U.S. and other nations during this period of history;
g. trace the events from 1850 to 1861 that led the U.S. into the Civil War;

## TENTATIVE SEMESTER READING AND TESTING SCHEDULE

Week 1- January 11-15: Introduction & Native America
-Discussion 1 due Jan. 13
-Read Chapter 1 in *Give Me Liberty!*

Week 2- January 18-22: Europeans & Indigenous People in North America
-Journal 1 due Jan. 18
-Discussion 2 due Jan. 20
-Quiz 1 due Jan. 22
- Read Chapter 2 in *Give Me Liberty!*

Week 3- January 25-29: Creating Anglo-America

-Journal 2 due Jan. 25

-Discussion 3 due Jan. 27

-Quiz 2 due Jan. 29

- Read Chapter 3 in *Give Me Liberty!*

Week 4- February 1-5: Slavery, Freedom, and the Struggle for Empire

-Journal 3 due Feb. 01

-Discussion 4 due Feb. 03

-Quiz 3 due Feb. 05

- Read Chapter 4 in *Give Me Liberty!*

-Listen to Podcast on Moodle

Week 5- February 8-12: The American Revolution

-Journal 4 due Feb. 8

-Discussion 5 due Feb. 10

-Quiz 4 due Feb. 12

- Read Chapter 5 in *Give Me Liberty!*

Week 6- February 15-19: The Revolution Within

-Journal 5 due Feb. 15

-Discussion 6 due Feb. 17

-Quiz 5 due Feb. 19

- Read Chapter 6 in *Give Me Liberty!*

Week 7- February 22-26: Founding a Nation

-Journal 6 due Feb. 22

-Discussion 7 due Feb. 24

-**Midterm Untest Project due Feb. 26**

- Read Chapter 7 in *Give Me Liberty!*

Week 8- March 1-5: Securing the Republic

-Journal 7 due Mar. 1

-Discussion 8 due Mar. 3

-Quiz 6 due Mar. 5
- Read Chapter 8 in *Give Me Liberty!*
-Begin Harriet Jacobs, *Incidents in the Life of a Slave*

Week 9- March 8-12: The Market Evolution in America
-Journal 8 due Mar. 8
-Discussion 9 due Mar. 10
-Quiz 7 due Mar. 12
- Read Chapter 9 in *Give Me Liberty!*

Week 10- March 15-19: Democracy in Antebellum America
-Journal 9 due Mar. 15
-Discussion 10 due Mar. 17
-Quiz 8 due Mar. 19
- Read Chapter 10 in *Give Me Liberty!*

Week 11- March 22-26: SPRING BREAK!
Continue Harriet Jacobs, *Incidents in the Life of a Slave*

Week 12- March 29-April 2: The Peculiar Institution
-Journal 10 due Nov. 2
-Discussion 11 due Nov. 4
-Quiz 9 due Nov. 6
- Read Chapter 11 in *Give Me Liberty!*

Week 13- April 5-9: The Antebellum Age of Reform
-Journal 11 due Apr. 5
-Discussion 12 due Apr. 7
-Quiz 10 due Apr. 9
- Read Chapter 12 in *Give Me Liberty!*
-Listen to Podcast on Moodle

Week 14- April 12-16: A House Divided: Slavery & Sectionalism
-Journal 12 due Apr. 12
-Discussion 13 due Apr. 14

-Quiz 11 due Apr. 16
- Read Chapter 13 in *Give Me Liberty!*

Week 15- April 19-23: The United States Civil War
-Journal 13 due Apr. 19
-Discussion 14 due Apr. 21
-Quiz 12 due Apr. 23
-Read Chapter 14 in *Give Me Liberty!*

Week 16- April 26-30: The United States Civil War
-Journal 14 due Apr. 26
-No Discussion: Work on Final Projects
-No Quiz: Work on Final Project
- Read Harriet Jacobs, *Incidents in the Life of a Slave*

Finals Week: Final Projects due w/presentations

## Class Requirements

**Online Course Structure**

To succeed in this course, you will need to read, analyze, and discuss history. It is my expectation that online students should devote as much time to their courses as students who attend traditional lectures. Online courses cover a lot of ground in a very short amount of time, so be prepared to read and write for the next sixteen weeks!

To start, I want to familiarize you with the structure of the course:

On Moodle, each lesson will include articles, additional materials, or web links designed to enhance or reinforce the textbook information and force students to consider geographical issues. There are three types of assignments in each lesson (discussion boards, journal entries, quizzes) that draw on material presented on Moodle.

Moodle lessons are organized around textbook chapters. Within each lesson, start at the top of the page and work your way down. Each lesson contains 1 or 2 textbook chapters and will stay open after its release date. Complete all assignments in each lesson before moving on to the next. Contact me if any of the assignments are confusing or in case of an emergency.

To be successful in this course, students must be prepared to complete all assignments and must be self-disciplined. Aside from reading textbook chapters,

you must also read any documents on Moodle, watch the videos, or view presentations. Students must keep track of the class schedule and all announcements posted here and on Moodle.

**Online Course Expectations & Etiquette**

1. Do not get brave just because you are behind the keyboard. When in class discussions or emails with classmates or the instructor, you must be respectful, professional, and calm. The general rule: if you wouldn't say it out loud, in front of your grandmother, do not type it!
2. Keep up with the course dates and schedules. The Course Calendar in the Syllabus details every assignment and when each is due. Modules/lessons will be open weekly. If you need help keeping up, email me.
3. Grades are based on a cumulative point scale. Always try to accrue as many points as you possibly can to succeed.
4. Use every resource you have! Just because this is an online class don't feel like you can't tap into all the wonderful services UARM has to offer you. I particularly want to recommend the Johnson Learning Commons and the online tutoring they offer.
5. You must have a reliable internet source and a backup computer. Make sure that you have easy and reliable internet access. If you ever feel like you have limited internet access, come to campus. IT has ensured that Wi-Fi will reach across campus and into the parking lots. Your car can be both a great place to social distance and a private workspace.

**UARM Credit Hour Calculator**

For every course credit hour, you should expect to spend at least three clock hours per week of class of concentrated attention on course-related work. This includes but is not limited to preparing for class, attending class, reading, studying, homework, etc. For a three hour course, a typical student should spend at least nine hours dedicated to the course.

**Assignments**

**1. Journal Entries:** Write a one paragraph (150-300 words) reflection of the previous week's material. Though you will find prompts to jog your thinking, you should consider the overall significance of what you have learned. The paragraph needs to include a clear, articulate thesis backed up with evidence from class and the textbook materials. The evidence you use needs to be cited utilizing Chicago

Style footnote citations. Further information on formatting and citations can be found on Moodle. You will submit a journal entry every Monday after Week 1.

**2. <u>Discussions:</u>** Write a one-paragraph (150-300 words) response to a weekly prompt you find on Moodle. Discussion posts should address your assessment of primary sources as they relate to the overarching themes of the week. Discussions should also ask probing questions about the sources. Each discussion requires ONE primary post and TWO responses to your peers. Your peer responses should engage your peers' arguments and facilitate discussion. Simple responses like "I agree" and "You did a real great job" will earn you no credit. Discussions will be due every Wednesday.

**3. <u>Quizzes:</u>** You will take a multiple-choice quiz every Friday. Each quiz will have five questions and will cover the material you learned that week. You have two tries each week to improve your score on the quizzes. No late quizzes accepted.

**3. <u>Midterm Project</u>:** The "Untest"

In this course, you do not take the test, you make the test. The untest allows you synthesize the material for each unit into a legible exam. You will create multiple choice questions, IDs, and an overall takeaway based on what you thought were the most important themes, ideas, and arguments you came across in the first half of the course. Detailed instructions for the untests are located in Moodle.

**4. <u>Final Project</u>:** "Writing about Early America"

I will publish a final research paper question after you submit your midterm project. The question will require you to think about an issue and provide a logical, reasoned, and substantiated answer with a clear thesis. Your essay should take the structure of a formal paper with an introduction including a thesis, body, and conclusion. The essay should have a logical and cited narrative structure. You will find writing instructions and specific writing guidelines on Moodle.

## Grading Criteria

One midterm project, one final project, 14 journal entries, 14 discussions, 12 quizzes and a short extra credit assignment will be used to determine grades. The two projects are both worth 100 points each. All journals will be worth 20 points each, which totals 280 points. All discussions will be worth 20 points each, which totals 280 points. All quizzes will be worth 20 points each, which totals 240. All extra credit will be applied in a separate category. The total number of points in this class is 1000. The point breakdown is as follows:

**900-1000=A,**

**800-899=B,**
**700-799=C,**
**600-699=D,**
**599 and below=F**.
All assignments will be announced. Students need to be present if they are to benefit from instruction and know the exact dates of all assignments. However, grades, attendance and assignment due dates are on Moodle. All assignments will be due by 11:59pm Central Time on the days they are due.

**Late Work**
-I will take a 10% per day deduction off late Midterms, Discussions and Journals. If you turn in a Discussion, Journal or Midterm more than nine (9) days late, it will receive a zero.
-You must submit every quiz by Friday each week at midnight. I will not accept late quizzes.
-There can be no late Finals. You must turn your Final Projects in on time!

**Voluntary Extra Credit:** There will be a 10-point extra credit assignment.

**Scholastic Dishonesty**
Scholastic dishonesty is unacceptable and is not tolerated. Actions taken by individual instructors in response to a case of scholastic dishonesty by students may include (1) assigning a zero for the paper, project, exercise or test and/or (2) requiring the student to resubmit another paper, project, or exercise or to retake the test. In cases of serious or repeated scholastic dishonesty, the student may be referred to the Vice Chancellor of Student Affairs or his designated representative for disciplinary review subject to possible disciplinary action. Scholastic dishonesty is defined as misconduct including, but not limited to, plagiarism, cheating and collusion. Additionally, I will treat assignments that include excessive artificial syntax as plagiarized. Assignments with artificial syntax look they were generated by machine learning technologies rather than human thought.

**Diversity and Inclusion**
In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging issues and increase our understandings of

different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an additional aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

**Communication**

The primary form of electronic communication in this course will be by email. You must check your UA Rich Mountain email regularly. I highly recommend you set up your UA Rich Mountain email to push to your phone so that you get notifications that you received an email. If you need to contact me, the best way is also via email. However, during my office hours you can visit my office or call my office phone at ext. 1342.

**COVID-19 Protocols**: For your protection, and the protection of others, please adhere to the following COVID-19 protocols if you come to campus until further notice:

**Face Mask Policy**: As per the Executive Order from the governor of Arkansas, all students are required to wear a proper face covering that completely covers the nose and mouth while on campus and in class. Masks with holes or masks that do not completely cover nose and mouth are not acceptable. Any student that does not have a proper mask will leave class and be referred to the Vice Chancellor for Student Affairs for possible disciplinary action.

**Food and Drink**: Food and drinks, including water are not allowed in the classroom at any time. This eliminates the need to remove masks and potentially expose others.

**Attendance**: Daily attendance is mandatory, either in-class or through Zoom. Students are expected to adhere to the flex schedule outlined by the instructor regarding the days students are to appear in-class and those days in which students are to attend via Zoom. In the event a student is quarantined, the students will automatically shift to an all-Zoom attendance format for the 14-day period. Students are to notify their instructors of any quarantine orders, and a doctor's note is required. In the event the instructor is quarantined, the entire class

will shift to an all-Zoom/online format for the 14-day period. Students will be notified accordingly. Any potential absence is to be shared with the instructor.

**Technology Concerns**: Students with access concerns are expected to communicate with their instructors. Additionally, students can access the wi-fi from the South parking lot near the Ouachita Center. Students with access issues are encouraged to access course Zoom sessions from the parking lot, if needed. Students would be expected to drive to campus under normal classroom conditions. While it is not ideal, it does ensure reliable access and regular course participation. Students may use personal cell phones/devices to attend Zoom sessions. However, students have the option to check out campus computers from the library (Johnson Learning Commons).

**Social Distancing**: Students are to follow the social distancing guidelines as outlined by the Arkansas Department of Health (ADE) and the Centers for Disease Control (CDC). Additionally, UARM staff have clearly marked hallways, arranged classroom furniture, and removed keyboards from workstations to adhere to such guidelines.

**Seating arrangements**: Students are not to sit at workstations where keyboards have been removed. Furthermore, due to contact-tracing regulations required by the ADE and CDC, students are to sit in the same seat/location each time they come to class.

**Cleaning procedures**: Students are expected to assist in keeping the classroom clean. Students are to clean their workstations each day upon entry and before leaving. Disinfecting wipes will be provided. Students are expected to wear gloves when using computers and keyboards, as these objects are more difficult to clean without damaging them. Gloves will be provided. To prevent cross-contamination, students are to remove and dispose of gloves upon leaving the classroom.

**Title IX**: The University of Arkansas Community College Rich Mountain (UA Rich Mountain) is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based upon race, color, religion, sexual orientation, gender identity, national origin, service in the uniformed services (as defined in state and federal law), veteran status, sex, age, pregnancy, physical, mental disability, or genetic information. Such an environment is necessary to a healthy

learning, working and living atmosphere. Accordingly, all acts of discrimination, harassment, retaliation and sexual misconduct as defined by this Policy are prohibited. All complaints or concerns should be submitted to the Title IX coordinator at 479-394-7622 ext. 1460

**Disability Policy**: It is the policy of UA Rich Mountain to accommodate students with disabilities, pursuant to state and federal law. Any student with a disability who needs accommodations should contact the Vice Chancellor for Student Affairs Office, 394-7622 ext.1400.

**Arkansas Clean Air Act**: In compliance with the Arkansas Clean Air Act, UA Rich Mountain is a smoke and tobacco free facility. Students and guests are to refrain from the use of all tobacco products while on campus.

**Student Misconduct**: Students committing misconduct are subject to disciplinary sanction(s) and or restrictions. Misconduct or prohibited behavior includes, but is not limited to endangerment, harassment, disruption, sexual misconduct, dishonesty, illegal drugs and/or alcohol, fire or safety issues, gambling, property violations, computer violations or other violations as listed in detail in the UA Rich Mountain catalog.

**See Something … Hear Something … Say Something**
Suspicious behavior should be reported to Deputy on campus at (479) 394-7622 ext. 1700 OR through an anonymous email link found on the college webpage. The Deputy Sheriff's office is located in the Spencer Building across from the library.

**UA Rich Mountain Mission**: UA Rich Mountain provides transformative education to all learners.