HIS213-Lec-IN-01

History of the United States to 1865

Fall 2021

Class Time & Location: ONLINE
Instructor: Kyle B. Carpenter
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Phone: 479-394-7622 ext. 1342
Office Hours: Monday & Wednesday 11:00a-12:30p & 3:00-5:00p; Tuesday & Thursday 9:00a-11:00a, 12:30p-1:30p & 3:30-5:00p; Friday 9:00a-1:00p

Prerequisites: None

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- Introduction & Native America

-Discussion 1 due Aug. 18

-Acknowledge that you understand the expectations outlined in the syllabus and introductory materials.

-Read Chapter 1 in *Give Me Liberty!*

Week 2- Europeans & Indigenous People in North America

-Key Terms 1 due Aug. 23
-Discussion 2 due Aug. 25
-Journal 1 due Aug. 27
- Read Chapter 2 in *Give Me Liberty!*

Week 3- Creating Anglo-America
-Key Terms 2 due Aug. 30
-Discussion 3 due Sep. 1
-Journal 2 due Sep. 3
- Read Chapter 3 in *Give Me Liberty!*

Week 4- Slavery, Freedom, and the Struggle for Empire
-Key Terms 3 due Sep. 6
-Discussion 4 due Sep. 8
-Journal 3 due Sep. 10
- Read Chapter 4 in *Give Me Liberty!*

Week 5- The American Revolution
-Key Terms 4 due Sep. 13
-Discussion 5 due Sep. 15
-Journal 4 due Sep. 17
- Read Chapter 5 in *Give Me Liberty!*

Week 6- The Revolution Within
-Key Terms 5 due Sep. 20
-Discussion 6 due Sep. 22
-Journal 5 due Sep. 24
- Read Chapter 6 in *Give Me Liberty!*

Week 7- Founding a Nation
-Key Terms 6 due Sep. 27
-Discussion 7 due Sep. 29
-**Midterm Project due Oct. 1**
- Read Chapter 7 in *Give Me Liberty!*

Week 8- Securing the Republic

-Key Terms 7 due Oct. 04
-Discussion 8 due Oct. 06
-Journal 6 due Oct. 08
- Read Chapter 8 in *Give Me Liberty!*
-Begin Harriet Jacobs, *Incidents in the Life of a Slave*

Week 9- The Market Evolution in America

-Key Terms 8 due Oct. 11
-Discussion 9 due Oct. 13
-Journal 7 due Oct. 15
- Read Chapter 9 in *Give Me Liberty!*

Week 10- Democracy in Antebellum America

-Key Terms 9 due Oct. 18
-Discussion 10 due Oct. 20
-Journal 8 due Oct. 22
- Read Chapter 10 in *Give Me Liberty!*

Week 11- The Peculiar Institution

-Key Terms 10 due Oct. 25
-Discussion 11 due Oct. 27
-Journal 9 due Oct. 29
-Read Chapter 11 in *Give Me Liberty!*
Continue Harriet Jacobs, *Incidents in the Life of a Slave*

Week 12- Antebellum Age of Reform

-Key Terms 11 due Nov. 01
-Discussion 12 due Nov. 03
-Journal 10 due Nov. 05
- Read Chapter 12 in *Give Me Liberty!*

Week 13- Slavery & Sectionalism

-Key Terms 12 due Nov. 08
-Discussion 13 due Nov. 10

-Journal 11 due Nov. 12
- Read Chapter 13 in *Give Me Liberty!*

Week 14- The United States Civil War
-Key Terms 13 due Nov. 15
-Discussion 14 due Nov. 17
-Journal 12 due Nov. 19
- Read Chapter 14 in *Give Me Liberty!*

Week 15- Civil War West
-Extra Credit due Nov. 22
-HAPPY THANKSGIVING
-HAPPY THANKSGIVING
-Read Chapter 14 in *Give Me Liberty!*

Week 16- Beginning Reconstruction
-Key Terms 14 due Dec. 03
-No Discussion: Work on Final Projects
-No Quiz: Work on Final Project
- Finish Harriet Jacobs, *Incidents in the Life of a Slave*

Finals Week: Final Projects due

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 Blackboard, 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 Blackboard.

Blackboard 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 Blackboard, watch the videos, or view presentations. Students must keep track of the class schedule and all announcements posted here and on Blackboard.

Online Course Conduct

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 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 in Chicago Style. You can find citation resources on Blackboard. You will submit a journal entry every Friday after Week 1.

2. Discussions: Write a one-paragraph (150-300 words) response to a weekly prompt you find on Blackboard. Discussion posts should address your assessment of the readings and lectures 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 response 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. Key Terms: You will fill out a key terms sheet every Monday. Each has ten key terms related to that week's material.

4. Midterm Exam: You will find a list of questions on Blackboard. Choose any three of the questions and craft a 300-500 word response for each. Be sure to have a clear argument that you defend with relevant evidence. Organize your responses with a logical structure and use clear topic sentences and transitions to help your reader understand the logic of your organization. Edit your responses thoroughly to avoid errors and to improve readability.

5. Final Project: "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 Blackboard.

Grading Criteria

One midterm project, one final project, 14 journal entries, 14 discussions, 12 key terms and a short extra credit assignment will be used to determine grades. The two projects are both worth 20% of your overall grade each. All journals will be worth

20% of your overall grade. All discussions will be worth 20% of your overall grade. All quizzes will be worth 20% of your overall grade.

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

Class Procedures

Students need to be present in the Blackboard course if they are to benefit from instruction and know the exact dates of all assignments. Grades, attendance and assignment due dates are on Blackboard. All assignments will be due by 11:59pm Central Time on the days they are due.

Additional Class Information

Academic Dishonesty

Academic dishonesty is unacceptable and I do not tolerate it. My responses to students who commit academic dishonesty 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 academic dishonesty, I may refer the student 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 like machine learning technologies generated them rather than human thought. For clear definitions of the UARM policy for Academic Dishonesty, see pages 88-92 of the current catalog.

Late Work

-I will take a letter grade per day deduction off late Key Terms, Midterms, Discussions, and Journals. If you turn in a Key Terms, Discussion, Journal, or Midterm more than nine (9) days late, it will receive a zero.
-There can be no late Finals. You must turn your Final Projects in on time!

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.

Attendance: Your attendance in this course will be tracked through your participation and submission of assignments. If you fail to submit an assignment on time, you will deemed "absent" that day in the online class. You must login every Monday, Wednesday, and Friday to submit your weekly assignments and be counted as attending your online class.

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. Please allow 24 hours for a response and expect responses during normal business hours. However, during my office hours you can visit my office or call my office phone at ext. 1342.

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 materials 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. However, students have the option to check out campus computers from the library (Johnson Learning Commons).

Face Mask Policy: As per the direction of the University of Arkansas Board of Trustees, all students who enter campus are required to wear a proper face covering. A proper face covering completely covers the nose and mouth. Masks with holes or masks that do not completely cover nose and mouth are not effective. Facemasks reduce the risk of exposure and presently allow classrooms to meet

without the use of flex or Zoom classrooms. 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.

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

Student Support Services: SSS can help students improve study skills, help with writing, and prepare students to be successful at the college level. Visit their website to seek their assistance and tutoring.

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.

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

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.