

HIST 121: American History To 1877

Location:	Evening
Address:	1001 Rogers Street Columbia, MO 65216
Section:	19FALL1/HIST/121/EVA
Semester Credit Hours:	3
Class Day(s) and Time(s):	Tuesday 5:30 PM - 9:30 PM from August 26, 2019 to October 19, 2019

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📘 Course Information

Catalog Description

A survey of institutions, politics, culture, and society in America from colonization to reconstruction. G.E.

Additional Notes

Understanding our history plays a relevant part in understanding America today. We will engage in a variety of activities, but you must do your reading before coming to class in order to be successful. A willingness to learn, work with others, and engage in meaningful discussion will allow students to get the most out of this class.

Late or plagiarized papers will earn no credit. Papers are due Sunday of Week 7.

Original posts for online discussions are due no later than Thursday of each week with required responses by Sunday. Students are permitted one late post made up within one week. All other late posts will receive zero credit.

Midterm and finals will be administered during class time on the designated exam days. No shows for either exam will receive a zero. Extenuating circumstances will be considered on a case by case basis. Plan ahead.

Excused absences include illness and emergencies. Please send an email notification beforehand in order for it to be marked accordingly. Unexcused absences are reserved for vacations or absences without notifications. In class activities cannot be made up.

📖 Textbooks

As part of TruitionSM, students will receive their course materials automatically as described below.

📖 Foner, Eric. (2016). *Give Me Liberty, Seagull Edition, Volume 1* (5th). W.W. Norton & Co. . eText

📖 Foner, Eric. (2016). *Voices of Freedom, Volume 1* (5th). W.W. Norton & Co.. eText

Bookstore Information

Visit <https://www.ccis.edu/bookstore.aspx> for details.

eText Information

If a course uses an eText, (see textbook information above) the book will be available directly in Desire2Learn (D2L) seven days before the session begins, if registered for courses prior to that date. Upon first login to VitalSource, students should use their CougarMail email address; alternate email addresses cannot be used. More information about how to use the VitalSource platform, including offline access to eTexts, can be found in D2L.

Physical Course Materials Information

Students enrolled in courses that require physical materials will receive these materials automatically at the shipping address on file with Columbia College. Delivery date of physical materials is dependent on registration date and shipping location. Please refer to confirmation emails sent from Columbia College for more details on shipping status.

Returns: Students who drop a class are responsible for returning any physical course materials that were shipped. To initiate a return, visit [Ingram Returns](#) to generate a pre-paid return label. Materials from dropped courses must be returned within 30-days of receipt. **Failure to return physical items from a dropped course will result in a charge to the student account for all unreturned items.**

Note: Students who opt-out of having their books provided as part of [TuitionSM](#) are responsible for purchasing their own course materials.

Technology Requirements

THIS IS A TECHNOLOGY-ENRICHED COURSE WHICH COMBINES IN-SEAT INSTRUCTION WITH ONLINE LEARNING.

Participation in this course will require the basic technology for all classes at Columbia College:

- A computer with reliable internet access
- A web browser
- Acrobat Reader
- Microsoft Office or another word processor such as Open Office

For more information, see [technical requirements](#).

Course Learning Outcomes

1. Analyze and interpret primary sources about America from colonization to reconstruction and use them as evidence to support historical arguments.
2. Identify and describe the context and significance of major figures, institutions, and events in America from colonization to reconstruction.
3. Construct a historical essay based on documents.
4. Analyze the concept of citizenship in America from colonization to reconstruction.

Course Objectives

Grading

Grading Scale

Grade	Points	Percent
A	900 - 1000	90-100%

B	800 - 899	80-89%
C	700 - 799	70-79%
D	600 - 699	60-69%
F	0 - 599	0-59%

Grade Weights

Assignment Category	Points	Percent
Online Learning Activity	150	15%
In Class Activities	150	15%
Midterm Exam	250	25%
Final Exam	250	25%
Paper	200	20%
Total	1000	100%

Schedule of Due Dates

Week 1

Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity Week 1	25	Tuesday
Reading Week 1	--	Tuesday

Week 2

Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity 2	25	Tuesday
Reading Week 2	--	Tuesday

Week 3

Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity 3	25	Tuesday
Reading Week 3	--	Tuesday

Week 4

Assignment	Points	Due
Online Discussion	18.75	Thursday
Midterm	250	Tuesday
Reading Week 4	--	Tuesday

Week 5

Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity 4	25	Tuesday
Reading Week 5	--	Tuesday

Week 6

Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity 5	25	Tuesday
Reading Week 6	--	Tuesday

Week 7

Assignment	Points	Due
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Assignment	Points	Due
Online Discussion	18.75	Thursday
In Class Activity 6	25	Tuesday
Reading Week 7	--	Tuesday
Paper	200	Sunday
Week 8		
Assignment	Points	Due
Online Discussion	18.75	Thursday
Final Exam	250	Tuesday
Reading Week 8	--	Tuesday
Total Points: 1000		

Assignment Overview

Online Learning Activity

Each week online discussions are used to facilitate study and debate in addition to the in-class seat time. You must post one original response to the prompt and two response posts to classmates. Original posts are worth 10 points and 8.75 for responses. You must post your own discussion response before you can access the other messages posted by classmates. This encourages original thought without influence from other existing messages. Posts will be graded on content, not length. Posts should have an overall argument with substantiated claims. Formal citation is not required, however, one primary source from Foner must be included in the response along with one primary source.

Assignments

In Class Activities

Each week we will engage in various activities ranging from group discussion to quizzes or short writing assignments. These activities are to be completed in class and will be assessed. In class activities cannot be made up.

Term Paper

These will be submitted to dropbox by 11:59pm Sunday of Week 7.

The Term Paper requires you to critically analyze primary sources and to research related secondary sources. It provides you with the opportunity to develop research and writing skills, then synthesize knowledge about a controversial issue. In order to earn the maximum points, you must submit a paper that accomplishes the following:

1. Considers the controversial issue announced by the instructor in the Content area (also note the initial discussion topic in the Discussions area)
2. Identifies at least four primary sources (i.e. letters, diaries, publications) from Voices of Freedom that relate
3. Consults two valid secondary sources that help to develop a thesis
4. Constructs a thesis statement based upon the primary and secondary sources
5. Incorporates an introduction, body, and conclusion
6. Organizes paragraphs with approximately eight sentences developing a single topic
7. Avoid spelling errors, awkward language, improper grammar, flawed punctuation, and other compositional mistakes
8. Includes at least five pages of full typed text circumscribed by one inch margins, making each double spaced page approximately 250 words and 25-27 lines with a standard type 12 point font
9. Uses the Chicago Manual of Style (CMS) for documenting all quotations and paraphrases (CMS rules are explained A Pocket Guide to Writing in History)
10. Adds a complete bibliography that properly lists the sources used for the paper

Examinations

Midterm

The final will cover chapters 1-7 (Weeks 1 through 4). There will be 50 questions (3 points each) and two essays (50 points each). Questions will consist of multiple choice, matching, identification, and mapping. Content will cover both the text and in class activities.

Final

The final will cover chapters 8-15 (Weeks 5 through 8). There will be 50 questions (3 points each) and two essays (50 points each). Questions will consist of multiple choice, matching, identification, and mapping. Content will cover both the text and in class activities.

Course Outline

Click on each week to view details about the activities scheduled for that week.

Week 1:

Online Discussion

In what ways did Native Americans and non-Native Americans (Las Casas) successfully protest Spanish treatment of natives in North America? Use both text and primary sources in your response.

In Class Activity Week 1

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 1

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 1: A New World

Chapter 2: Beginnings of English America

Week 2:

Online Discussion

Compare and contrast how Pontiac and Equiano differed in the ways they address white audiences. Were their experiences unique from other Native Americans and slaves? Use both text and primary sources in your response.

In Class Activity 2

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 2

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 3: Creating Anglo-America

Chapter 4: Slavery, Freedom, and the Struggle for Empire

Week 3:

Online Discussion

How did equality become a stronger component of American freedom after the Revolution? Use both text and primary sources in your response.

In Class Activity 3

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 3

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 5: The American Revolution

Chapter 6: The Revolution Within

Week 4:

Online Discussion

What constituted "We the People" in terms of national identity and political structure by 1790? Use both text and primary sources in your response.

Midterm

The Midterm Exam consists of fifty questions earning 3 points per answer and two essay questions earning 50 points per answer. Midterm content will cover chapters from Week 1 to Week 4. The exam must be completed during the in-seat portion of class during Week 4.

Reading Week 4

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 7: Founding a Nation

Week 5:

Online Discussion

How did America's first wave of industry improve the standard of living culturally and economically? Use both text and primary sources in your response.

In Class Activity 4

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 5

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 8: Securing the Republic

Chapter 9: The Market Revolution

Week 6:

Online Discussion

In what ways did the growth of the US between 1810 and 1840 affect Native Americans and African Americans? Use both text and primary sources in your response.

In Class Activity 5

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 6

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 10: Democracy in America

Chapter 11: The Peculiar Institution

Week 7:

Online Discussion

How did the Age of Reform benefit women? Use both text and primary sources in your response.

In Class Activity 6

During the in-seat portion, we have various graded discussions and activities. You must be present and actively participate in order to earn these points.

Reading Week 7

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 12: Age of Reform

Chapter 13: A House Divided

Paper

Papers are to be submitted to dropbox by 11:59pm Sunday.

The Term Paper requires you to critically analyze primary sources and to research related secondary sources. It provides you with the opportunity to develop research and writing skills, then synthesize knowledge about a controversial issue. In order to earn the maximum points, you must submit a paper that accomplishes the following:

1. Considers the controversial issue announced by the instructor in the Content area (also note the initial discussion topic in the Discussions area)
2. Identifies at least four primary sources (i.e. letters, diaries, publications) from *Voices of Freedom* that relate
3. Consults two valid secondary sources that help to develop a thesis
4. Constructs a thesis statement based upon the primary and secondary sources
5. Incorporates an introduction, body, and conclusion
6. Organizes paragraphs with approximately eight sentences developing a single topic
7. Avoid spelling errors, awkward language, improper grammar, flawed punctuation, and other compositional mistakes
8. Includes at least five pages of full typed text circumscribed by one inch margins, making each double spaced page approximately 250 words and 25-27 lines with a standard type 12 point font
9. Uses the Chicago Manual of Style (CMS) for documenting all quotations and paraphrases (CMS rules are explained A Pocket Guide to Writing in History)
10. Adds a complete bibliography that properly lists the sources used for the paper

Week 8:

Online Discussion

Was the American Civil war a war to preserve the Union or a war to end slavery? Use both text and primary sources in your response.

Final Exam

The Final Exam consists of fifty questions earning 3 points per answer and two essay questions earning 50 points per answer. It covers assigned chapters from Week 5 to Week 8. The exam must be completed during the in-seat portion of class during Week 8.

Reading Week 8

All readings should be completed BEFORE coming to class. Chapters are for both the text *Give Me Freedom* and the primary sources *Voices of Freedom*.

Chapter 14: A New Birth of Freedom

Chapter 15: What is Freedom?

+ Additional Resources

Online databases are available at library.ccis.edu. You may access them using your CougarTrack login and password when prompted.

Technical Support

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Technology Solutions Center, or the D2L Helpdesk for assistance. If you have technical problems with the VitalSource eText reader, please contact VitalSource. Contact information is also available within the online course environment.

- Columbia College Technology Solutions Center: CCHelpDesk@ccis.edu, 800-231-2391 ex. 4357
- D2L Helpdesk: helpdesk@d2l.com, 877-325-7778

- VitalSource: support@vitalsource.com, 1-855-200-4146

Online Tutoring

Smarthinking is a free online tutoring service available to all Columbia College students. Smarthinking provides real-time online tutoring and homework help for Math, English, and Writing. Smarthinking also provides access to live tutorials in writing and math, as well as a full range of study resources, including writing manuals, sample problems, and study skills manuals. You can access the service from wherever you have a connection to the Internet. I encourage you to take advantage of this free service provided by the college.

Access Smarthinking through CougarTrack at [Students -> Academics -> Resources](#).

! Columbia College Policies and Procedures

The policies set forth in the [Policy Library](#) are the current official versions of College policies and supersede and replace any other existing or conflicting policies covering the same subject matter. For more information on policies applicable to students, see [Student Policies](#). For more information on policies applicable to the entire Columbia College community, see [College-Wide Policies](#).

Students are expected to read and abide by the College policies. Policies of particular interest to students include, but not limited to the following:

- Graduate Grading Policy
- Undergraduate Grading Policy
- Registration Policy and Procedures
- Withdrawal Policy
- Alcohol and Other Drugs Policy
- Family Educational Rights and Privacy Act (FERPA)

Additional Policies:

Academic Integrity and Plagiarism

Academic integrity is a cumulative process that begins with the first college learning opportunity. Students are responsible for knowing and abiding by the [Academic Integrity Policy and Procedures](#) and may not use ignorance of either as an excuse for academic misconduct. Additionally, all required papers may be submitted for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included in the Turnitin.com reference database for the purpose of detecting plagiarism. This service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Disability Resources

If you have a disability that requires an accommodation, please speak with the instructor and consult the [Student Accessibility Resources](#) office. Student Accessibility Resources staff will determine appropriate accommodations and will work with your instructor to make sure these are available to you. To find additional information, see our [ADA and Section 504 Policy for Students](#).

Notice of Non-Discrimination and Equal Opportunity:

The College has a process through which students, faculty, staff and community members who have experienced or witnessed incidents of discrimination, harassment, or retaliation on the basis of protected status, can report their experiences to a College official. For more information, see our [Non-Discrimination and Equal Opportunity Policy and Complaint Resolution Procedure](#).

Title IX and Sexual Misconduct

The College is committed to addressing the issues of discrimination, harassment and sexual misconduct in the educational and workplace landscape and will continue to modify policies, procedures and prevention efforts as needed. For more information, see the College's [Title IX and Sexual Misconduct Policy](#).

Course Policies and Procedures:

Attendance Policy

Columbia College students are expected to attend all classes and laboratory periods for which they are enrolled.

For classes with an online component, attendance for a week includes submitting any assigned online activity. Assigned activities are scheduled prior to the course commencing. Assigned activity due dates are subject to change based on actual course progression and will be adjusted as necessary. Attendance for the week is based upon the date work is submitted. A class week is defined as the period of time between Monday and Sunday (except for week 8, when the work and the course will end at 11:59

PM Central Time on Saturday.) The course and system deadlines are based on the Central Time Zone.

Students are directly responsible to instructors for class attendance and work missed during an absence for any cause. If absences jeopardize progress in a course, the College reserves the right to drop or withdraw students from classes. For additional information, see the Administrative Withdrawal for Non-Attendance heading in the [Withdrawal Policy](#).

CougarMail

All students are provided a CougarMail account when they enroll in classes at Columbia College. You are responsible for monitoring email from that account for important messages from the College and from your instructor.

Students should use email for private messages to the instructor and other students. The class discussions are for public messages so the class members can each see what others have to say about any given topic and respond.

Late Assignment Policy

All classes rely on participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. You must keep up with the schedule of reading and writing to successfully complete the class.

No late assignments will be accepted without the prior approval of the instructor.

Acceptance of a late assignment is at the discretion of the instructor.

Make-up examinations may be authorized for students who miss regularly-scheduled examinations due to circumstances beyond their control. Make-up examinations must be administered as soon as possible after the regularly scheduled examination period and must be administered in a controlled environment.

Student Conduct

All Columbia College students, whether enrolled in a land-based or online course, are responsible for behaving in a manner consistent with Columbia College's [Student Conduct Code](#) and [Acceptable Computing Use Policy](#). Students violating these policies or any other College policy will be referred to the office of Student Affairs and/or the office of Academic Affairs for possible disciplinary action. The Student Code of Conduct, the [Student Behavioral Misconduct Policy and Procedures](#), and the Acceptable Computing Use Policy can be found in the Policy Library at ccis.edu/policies. The adjunct faculty member maintains the right to manage a positive learning environment all students must adhere to the conventions of online etiquette when enrolled in a course with an online component.