HIST 2111 – U.S. History Survey
From the Beginning to 1890
Kennesaw State University
Fall 2013

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Office Hours: BY APPOINTMENT ONLY

SYLLABUS

COURSE DESCRIPTION:
The course examines the major themes of American history from the beginning to 1890, the multicultural nature of U.S. society, and the development of U.S. values and institutions.

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.

COURSE THEMES
• Continuity and Change
• IDENTITY, collective and individual

PREREQUISITES:
• ENGL 0099 and READ 0099, if required.

REQUIREMENTS:
• Students must be computer literate.
• Students 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 be able to devote TEN hours per week to the course.

COURSE OBJECTIVES:
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.
15. Formulate a convincing historical argument using primary and secondary sources.

REQUIRED TEXT:

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 make 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. 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); discussion topics (Ponderables and Questions for Consideration); and assessments (exams and 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 chapters in SIXTEEN weeks. With one chapter 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. In addition to reading the text, be sure to check out what I call “The Keys to the City” (the publisher’s Website dedicated to your text, *The American Promise*) often. I call it “The Keys to the City” because my successful students, those who make As and
Bs, use the Website often. Point your browser to: www.bedfordstmartins.com/roarkvalue and navigate the site. Be sure to take the practice quizzes to gauge your progress in comprehending the material. The practice quizzes found on the publisher’s website will not count to your course grade.

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 visit the Internet 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 upload an audio lecture, what I call “Episodes,” that will introduce you to historical actors whom I call “cool dead people.” History is about the story, so I feel compelled to tell a few this semester. Emerson said, “There is no history, only biography.” I could not agree more, so I will deliver a biographical sketch every week – in addition to some background information – that will help us learn some history and have some fun. If you give equal time to each of the three legs, you should do just fine in the course. Whatever else you do, do not fall behind.

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.

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 150 points, or roughly ten points per week.

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.

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.

Each post must meet the following guidelines:
• Each post 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 SIXTEEN 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:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation</td>
<td>100</td>
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<tr>
<td>Exam One</td>
<td>100</td>
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<tr>
<td>Exam Two</td>
<td>100</td>
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<tr>
<td>Exam Three</td>
<td>100</td>
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<tr>
<td>Final Exam (cumulative)</td>
<td>100</td>
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<tr>
<td>Total</td>
<td>500</td>
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Final course grades will be determined based on the scale below:

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<thead>
<tr>
<th>GRADE</th>
<th>TOTAL POINTS</th>
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<tbody>
<tr>
<td>A</td>
<td>450-500 points</td>
</tr>
<tr>
<td>B</td>
<td>400-449 points</td>
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<tr>
<td>C</td>
<td>350-399 points</td>
</tr>
<tr>
<td>D</td>
<td>300-349 points</td>
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<tr>
<td>F</td>
<td>BELOW 300 points</td>
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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.

AMERICANS WITH DISABILITIES ACT STATEMENT
If you are a student who is disabled as defined under the Americans with Disabilities Act and requires assistance or support services, please seek assistance through the Center for Disability Services. A CDS counselor will coordinate those services. Go here for more information: www.kennesaw.edu/stu_dev/dsss/dsss.html.

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.
COURSE SCHEDULE

PART I: BEFORE RACE, BEFORE NATION
WEEK 1: AUGUST 16 – AUGUST 25, 2013…….  Chapter 1: Ancient America
WEEK 2: AUGUST 26, 2013…………………….  Chapter 2: Europeans and the New World
WEEK 3: SEPTEMBER 2, 2013………………….  Chapter 3: Southern Colonies
WEEK 4: SEPTEMBER 9, 2013………………….  Chapter 4: Northern Colonies
WEEK 5: SEPTEMBER 16, 2013………………….  Chapter 5: Colonial America
EXAM ONE DUE SUNDAY, 9/15/2013 AT 11:59 PM

PART II: WHOSE REVOLUTION?
WEEK 6: SEPTEMBER 23, 2013………………….  Chapter 6: Empire and Colonial Crisis
WEEK 7: SEPTEMBER 30, 2013………………….  Chapter 7: The Revolution
WEEK 8: OCTOBER 7, 2013………………….  Chapter 8: Building a Republic
WEEK 9: OCTOBER 14, 2013………………….  Chapter 9: Forging a New Nation
WEEK 10: OCTOBER 21, 2013………………….  Chapter 10: Republicans in Power
EXAM TWO DUE SUNDAY, 10/13/13 AT 11:59 PM

PART III: RACE AND NATION
WEEK 11: OCTOBER 28, 2013………………….  Chapter 11: The Expanding Republic
WEEK 12: NOVEMBER 4, 2013………………….  Chapter 12: The New West and Free North
WEEK 13: NOVEMBER 11, 2013………………….  Chapter 13: The Old South
WEEK 14: NOVEMBER 18, 2013………………….  Chapter 14: The House Divided
EXAM THREE DUE SUNDAY, 11/10/13 AT 11:59 PM

PART IV: RECONSTRUCTION AND RECONSTITUTION
WEEK 15: NOVEMBER 25, 2013………………….  Chapter 15: The Civil War
WEEK 16: DECEMBER 2, 2013………………….  Chapter 16: Reconstruction and Gilded Age
EXAM FOUR DUE SUNDAY, 12/8/13 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.
6. I give no makeup exams or assignments and no extra credit.