HIST 121 (Hybrid)
American History to 1877

Summer Session 14/15
Monday, June 01- Saturday, July 25, 2015

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

Prerequisite: None

Proctored Tests: Midterm and Final

Class Day and Time: Thursday 5:30-8:30

This is a hybrid course which is defined as an online course supported by a weekly in-seat class. Our class will consist both in-seat and online instruction through various resources, discussion and homework. Please note that we will meet every week, unless otherwise noted.

You are expected to attend every class. If you know prior to the beginning of the session that you will miss more than one in-seat class, it is strongly recommended that you wait to take this course at another time.

The online portion of our course is located in D2L. You will access the course through CougarTrack.

Textbooks


Textbooks for the course may be ordered from MBS Direct:
online at http://direct.mbsbooks.com/columbia.htm
by phone at 800-325-3252
For additional information about the bookstore, visit http://www.mbsbooks.com.

Course Overview
The study of early American history is the study of the national past. In the deepest and broadest sense, it is the study of the ways in which present ways of living and thinking have developed from historical circumstances and situations. It seeks to describe and to analyze politics, culture, and society to the degree that the record of evidence will allow. It considers the vital facts of historical matters, which
make citizens both wiser in public choices and more conscious of their private lives. It accentuates the power of human motivation, of those institutions constituted to advance civilization, and of those patterns of habit and thought that resonate with the American experience.

**Technology Requirements**

Participation in this course will require the basic technology for all online 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.

You can find more details about standard [technical requirements](#) for our courses on our site.

**Course Objectives**

- To recognize significant facts, dates, names, places, events, and ideas in American history before 1877.
- To engage in discussions promoting involved citizenship.
- To study appropriate primary and secondary sources.
- To develop skills for reading, writing, and speaking about American history before 1877.

**Measurable Learning Outcomes**

- Demonstrate knowledge about the history of America from colonization to reconstruction.
- Describe the chronological development of institutions, politics, culture, and society in America from colonization to reconstruction.
- Articulate a coherent narrative of American history with an awareness of diversity and cultural pluralism.
- Summarize patterns of change and continuity in the experiences of Americans from different regions, ethnicities, classes, and genders.
- Think critically about evidence from a variety of primary sources.
- Differentiate between historical facts and historical interpretations provided by secondary sources.
- Respond effectively to essential questions that consider the power of the individual, the influence of cultural values, and the role of chance in early American history.
- Demonstrate an ability to argue a thesis on controversial issues in early America from a historical perspective.
- Evaluate the strengths and the weaknesses of the United States before 1877.
## Grading

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>900-1000</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>800-899</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>700-799</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>600-699</td>
<td>60-69%</td>
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<td>F</td>
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<td>0-59%</td>
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### Grade Weights

<table>
<thead>
<tr>
<th>Assignment Category</th>
<th>Points</th>
<th>Percent</th>
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<tbody>
<tr>
<td>In Class Participation</td>
<td>60</td>
<td>6%</td>
</tr>
<tr>
<td>Online Discussions</td>
<td>140</td>
<td>14%</td>
</tr>
<tr>
<td>Term Paper</td>
<td>200</td>
<td>20%</td>
</tr>
<tr>
<td>Exams</td>
<td>600</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
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### Schedule of Graded Assignments

<table>
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<tr>
<th>Week</th>
<th>Assignment</th>
<th>Points</th>
<th>Due Online</th>
<th>Due In-Seat</th>
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<tr>
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<td>Online</td>
<td>In Class</td>
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<tr>
<td></td>
<td>Discussion 1</td>
<td>15</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Participation 2</td>
<td>10</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 2</td>
<td>15</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Participation 3</td>
<td>10</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 3</td>
<td>15</td>
<td>Sunday</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Midterm Exam</td>
<td>300</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Participation 4</td>
<td>10</td>
<td>In Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussion 5</td>
<td>15</td>
<td>Sunday</td>
<td></td>
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<tr>
<td>6</td>
<td>Participation 5</td>
<td>10</td>
<td>In Class</td>
<td></td>
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<td></td>
<td>Discussion 6</td>
<td>15</td>
<td>Sunday</td>
<td></td>
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<tr>
<td>7</td>
<td>Participation 6</td>
<td>10</td>
<td>In Class</td>
<td></td>
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<td></td>
<td>Discussion 7</td>
<td>15</td>
<td>Sunday</td>
<td></td>
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<tr>
<td></td>
<td>Term Paper</td>
<td>150</td>
<td>In Class</td>
<td></td>
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<tr>
<td>8</td>
<td>Online Presentation Research Paper</td>
<td>50</td>
<td>In Class</td>
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<td></td>
<td>(term paper)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Final Exam</td>
<td>300</td>
<td>In Class</td>
<td></td>
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Assignment Overview

Readings (Before Class)

All readings and lecture review should be completed prior to coming to the in-seat portion of class.

You should utilize the information from the readings and incorporate it into all assignments within the course.

StudySpace

Each week you will have access to the StudySpace resource. This resource can assist you in comprehending the material. These tools can be found in the Content area of the course. I strongly encourage you to utilize these resources as they will help you on your assignments and exams.

In Class Participation

This is a hybrid course, which means that it is an online course supported by a weekly in-seat class. A portion of your grade each week will be based on your preparedness and participation in classroom discussions or group work.

If you are absent you will not be able to make these points up as they require others to participate.

There are typically no excused absences except in the most extraordinary circumstances. If you miss 11 hours of available instruction, then your final grade will be reduced 1 letter grade. If you miss 16 hours of available instruction, then your final grade will be reduced 2 letter grades. If you miss 20 hours of available instruction, then you will NOT be able to pass the course.

Online Discussions

Discussions are an integral part of this course and represent a significant portion of the final grade. The discussions for this course are broken into In Class and Online discussions. You must complete both portions to receive full points. Discussion activities are designed to help extend your learning into the real world and bridge the gap between theory and practice.

Discussion topics will be based on the chapter material defined in the weekly course schedule. You are encouraged to interact with your classmates in all discussions. Additional online discussion topics may be introduced as needed.

You should read the requirements and do any required internet research necessary. Then prepare a well worded and thoughtful response to each question asked, relating your answer directly to the results of your research and the classroom discussion.

You must post your own discussion response before you are given access to read and reply to other messages posted by classmates. This encourages original thought without influence from other existing messages. Students will be able to see the number of unread messages in the updates widget and on the main discussion page, but when you access the topic the following message appears: You must compose a message before you can view or reply to other messages in this topic.

Conventions of “netiquette” (online etiquette), which include courtesy to all users, will be observed online and the equivalent will be observed in the classroom setting. Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (ET). You must respond to at least two other students by Sunday at 11:59 pm ET.
Term Paper

The Term Paper requires you to critically analyze primary sources and to research related secondary sources before typing the paper. 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 to this issue
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. Avoids 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

This paper will be turned into the appropriate Dropbox folder by Sunday at 11:59 pm ET during week 7.

Tests

As the key components of the course, we have a Midterm Exam and a Final Exam. Both of the two-hour tests are rigorous, but neither is comprehensive. Each test will consist of fifty (50) multiple choice questions earning 4 points per answer and four (4) essay questions and you must respond to two (2) earning 50 points per answer.

Remember that StudySpace allows you to practice with multiple choice questions by giving you feedback through the self-assessment tool. In fact, some of the same multiple choice questions in the self-assessment tool may appear on the tests. Furthermore, the essay questions will be based upon topics from your discussions each week. These two tests must be taken during the In Class session of the appropriate week.

Course Schedule

Week 1: The Collision

Readings (Before Class)

- Give Me Liberty:
  - Chapter 1: A New World
  - Chapter 2: Beginnings of English America
- Voices of Freedom:
  - Chapter 1: A New World
  - Chapter 2: Beginnings of English America
StudySpace (Online)
Visit the textbook’s StudySpace (the link to this Website is in the course). This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Term Paper
The “Controversial Issue for Term Paper” topic in the Content area offers information on the controversial topic for this class. This topic is assigned by the instructor and changes every session. Please read the information in the Content area and the CMS rules in *A Pocket Guide to Writing in History*.

Your Term Paper will be due by Sunday at 11:59 pm ET.

Discussion 1 (Online)
All discussions take place in the Discussions area of the course. Week 1’s discussion topic is listed under the Week 1 forum. Please post your response to the posted document question and comment on at least one other student’s posting:

*Why does Las Casas, after describing the ill treatment of Indians, write, “And this was the freedom, the good treatment and the Christianity the Indians received.”?*

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (CT). You must respond to at least two other students by Sunday at 11:59 pm ET.

Week 2: The Colonies
Readings (Before Class)
- *Give Me Liberty*:
  - Chapter 3: Creating Anglo-America
  - Chapter 4: Slavery, Freedom, and the Struggle for Empire
- *Voices of Freedom*:
  - Chapter 3: Creating Anglo-America
  - Chapter 4: Slavery, Freedom, and the Struggle for Empire

StudySpace (Online)
Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 2 (Online)
All discussions take place in the Discussions area of the course. Week 2’s discussion topic is listed under the Week 2 forum. Please post your response to the posted document question and comment on at least one other student’s posting:

*“Compare and contrast how Pontiac and Equiano differed in the ways they address white audiences?”*

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (CT). You must respond to at least two other students by Sunday at 11:59 pm ET.

Week 3: The Revolution
Readings (Before Class)
- *Give Me Liberty*:
Chapter 5: The American Revolution
Chapter 6: The Revolution Within

Voices of Freedom:
Chapter 5: The American Revolution
Chapter 6: The Revolution Within

StudySpace (Online)
Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 3 (Online)
All discussions take place in the Discussions area of the course. Week 3’s discussion topic is listed under the Week 3 forum. Please post your response to the posted document question and comment on at least one other student’s posting:

How did equality become a stronger component of American freedom after the Revolution?

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (CT). You must respond to at least two other students by Sunday at 11:59 pm ET.

Week 4: The Constitution

Readings (Before Class)
Give Me Liberty:
Chapter 7: Founding a Nation
Voices of Freedom:
Chapter 7: Founding a Nation

StudySpace (Online)
Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 4 (Online)
All discussions take place in the Discussions area of the course. Week 4’s discussion topic is listed under the Week 4 forum. Please post your response to the posted document question and comment on at least one other student’s posting:

“What characteristics of American life does Crèvecoeur emphasize as being different from European society?”

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (ET). You must respond to at least two other students by Sunday at 11:59 pm ET.

Midterm Exam (In Class)
The Midterm Exam will be administered during the In Class session this week. The test will cover all material from the start of Week 1 through the end of Week 4.

Week 5: The Republic

Readings (Before Class)
Give Me Liberty:
Chapter 8: Securing the Republic
Chapter 9: The Market Revolution

Voices of Freedom:
Chapter 8: Securing the Republic
Chapter 9: The Market Revolution

StudySpace (Online)
Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 5 (Online)
All discussions take place in the Discussions area of the course. Week 5’s discussion topic is listed under the Week 5 forum. Please post your response to the posted document question and comment on at least one other student’s posting:
“In what ways did the experience of moving West alter traditional expectations of women’s roles?”
Your initial online discussion post is due by Thursday at 11:59 pm Central Time (CT). You must respond to at least two other students by Sunday at 11:59 pm CT.

Week 6: Peculiar Democracy

Readings (Before Class)

Give Me Liberty:
Chapter 10: Democracy in America
Chapter 11: The Peculiar Institution
Chapter 12: An Age of Reform

Voices of Freedom:
Chapter 10: Democracy in America
Chapter 11: The Peculiar Institution
Chapter 12: An Age of Reform

StudySpace (Online)
Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 6 (Online)
All discussions take place in the Discussions area of the course. Week 6’s discussion topic is listed under the Week 6 forum. Please post your response to the posted focus question and comment on at least one other student’s posting:
“How did slavery shape social and economic relations in the Old South?”
“Why did the expansion of slavery become the most divisive political issue in the 1840s and 1850s?”

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (ET). You must respond to at least two other students by Sunday at 11:59 pm ET.
Week 7: The Crisis

Readings (Before Class)

- *Give Me Liberty*:
  - Chapter 13: A House Divided
  - Chapter 14: A New Birth of Freedom
  - Chapter 15: What is Freedom?
- *Voices of Freedom*:
  - Chapter 13: A House Divided
  - Chapter 14: A New Birth of Freedom
  - Chapter 15: What is Freedom?

StudySpace

Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Term Paper (Online)

Submit the final draft of your Term Paper in the appropriate Dropbox folder by Sunday at 11:59 pm ET. More information about the Term Paper can be found in the Content area.

Discussion 7 (Online)

All discussions take place in the Discussions area of the course. Week 7’s discussion topic is listed under the Week 7 forum. Please post your response to the posted focus question and comment on at least one other student’s posting:

"Why did the expansion of slavery become the most divisive political issue in the 1840s and 1850s?"

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (ET). You must respond to at least two other students by Sunday at 11:59 pm ET.

Week 8: The Civil War and Reconstruction

Readings (Before Class)

StudySpace

Visit the textbook’s StudySpace. This free and easy-to-navigate Website offers you an impressive range of exercises, interactive learning tools, self-assessments, and review materials, including podcasts, quizzes, flashcards, imaps, and video exercises. Follow the Study Plan as you work your way through the online materials for each chapter.

Discussion 8 (Online)

All discussions take place in the Discussions area of the course. Week 8’s discussion topic is listed under the Week 8 forum. Please post your response to the posted focus question and comment on at least one other student’s posting:

"Review each other’s presentations and discuss what you found most interesting."

Your initial online discussion post is due by Thursday at 11:59 pm Eastern Time (ET). You must respond to at least two other students by Sunday at 11:59 pm ET.

Final Exam (In Class)

The Midterm Exam will be administered during the In Class session this week. The test will cover all material from the start of Week 5 through the end of Week 8.
Course Policies

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 Use Policy. Students violating these policies 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 and the Computer Use Policy for students can be found in the Columbia College Student Handbook. The Handbook is available online; you can also obtain a copy by calling the Student Affairs office (Campus Life) at 573-875-7400. The teacher maintains the right to manage a positive learning environment, and all students must adhere to the conventions of online etiquette.

Plagiarism
Your grade will be based in large part on the originality of your ideas and your written presentation of these ideas. Presenting the words, ideas, or expression of another in any form as your own is plagiarism. Students who fail to properly give credit for information contained in their written work (papers, journals, exams, etc.) are violating the intellectual property rights of the original author. For proper citation of the original authors, you should reference the appropriate publication manual for your degree program or course (APA, MLA, etc.). Violations are taken seriously in higher education and may result in a failing grade on the assignment, a grade of "F" for the course, or dismissal from the College.

Collaboration conducted between students without prior permission from the instructor is considered plagiarism and will be treated as such. Spouses and roommates taking the same course should be particularly careful.

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.

A plagiarism tutorial is located in the content area of the D2L website. Additionally, work that was completed in a prior course and submitted in the current course will not be accepted.

Non-Discrimination
There will be no discrimination on the basis of sex, race, color, national origin, sexual orientation, religion, ideology, political affiliation, veteran status, age, physical handicap, or marital status.

Disability Services
Students with documented disabilities who may need academic services for this course are required to register with the Coordinator for Disability Services at (573) 875-7626. Until the student has been cleared through the disability services office, accommodations do not have to be granted. If you are a student who has a documented disability, it is important for you to read the entire syllabus before enrolling in the course. The structure or the content of the course may make an accommodation not feasible.

Attendance Policy
Attendance for a week will be counted as having submitted a course assignment for which points have been earned during that week of the session or if the proctoring information has been submitted or the plagiarism quiz taken if there is no other assignment due that week. A class week is defined as
the period of time between Monday and Sunday (except for Week 8, when the week ends in accordance with the campus end date). The course and system deadlines are all based on the Central Time Zone.

**Email**

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. You may forward your Cougar email account to another account; however, the College cannot be held responsible for breaches in security or service interruptions with other email providers.

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**

A hybrid class requires regular participation and a commitment to your instructor and your classmates to regularly engage in the reading, discussion and writing assignments. Although most of the communication for this course is asynchronous, you must be able to commit to the schedule of work for the class for the next eight weeks. You must keep up with the schedule of reading and writing to successfully complete the class.

**Course Evaluation**

You will have an opportunity to evaluate the course near the end of the session. Course evaluations will open on Sunday of Week 5 and will remain open until Thursday of Week 7. A link will be sent to your CougarMail that will allow you to access the evaluation. Be assured that the evaluations are anonymous and that your instructor will not be able to see them until after final grades are submitted.

**Additional Resources**

**Orientation for New Students**

This course is offered online, using course management software provided by Desire2Learn and Columbia College. The Student Manual provides details about taking an online course at Columbia College. You may also want to visit the course demonstration to view a sample course before this one opens.

**Technical Support**

If you have problems accessing the course or posting your assignments, contact your instructor, the Columbia College Helpdesk, or the D2L Helpdesk for assistance. Contact information is also available within the online course environment.

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<th><a href="mailto:helpdesk@desire2learn.com">helpdesk@desire2learn.com</a></th>
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<tr>
<td>800-231-2391 ex. 4357</td>
<td>877-325-7778</td>
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**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. The Writing Center can be used for writing assistance in any course.
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 under Students->Academics->Academic Resources.