History 111-60
American History to 1865

“Human nature will not change. In any future great national trial, compared with the [people] of this [Civil War], we shall have as weak and as strong, as silly and as wise, as bad and as good. Let us therefore study the incidents in this as philosophy to learn wisdom from and none of them as wrongs to be avenged.”—Abraham Lincoln

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Course Description
This is a survey of American history from pre-contact and the colonial era to the Civil War, designed to provide students with the framework and background necessary to analyze the nation’s history and to teach students how to interpret primary documents. Students will examine the major political, social, cultural, and economic trends that shaped the American colonies and the United States. By examining important events, trends, themes, and people in America, students will learn to develop critical reading, writing, and analytical skills. Students will be asked to “think like historians” to critically analyze evidence and use evidence to construct arguments to gain a better understanding of how the past influences our lives today.

Textbook
• Exploring American Histories, Vol. 1, by Nancy A. Hewitt and Steven F. Lawson

General Education Learning Outcomes for Social and Behavioral Ways of Knowing:
• Demonstrate knowledge of the theoretical and conceptual frameworks of a Social Science discipline.
• Develop an understanding of self and the world by examining the dynamic interaction of individuals, groups, and societies as they shape and are shaped by history culture, institutions, and ideas.
• Utilize Social Science approaches, such as research methods, inquiry, or problem-solving, to examine the variety of perspectives about human experience.
• Evaluate how reasoning, history, or culture informs and guides individual, civic, or global decisions.
• Understand and appreciate similarities and differences among and between individuals, cultures, or societies across space and time.

General Education Learning Outcomes for Diversity:
• Explain the effect of culture on individual and collective human behavior and perspectives.
• Analyze multiple perspectives and articulate how perspectives, based on other worldviews, compare to one’s own.
• Differentiate key values, assumptions, and beliefs among diverse peoples.
• Explain how and why sameness and difference, as constituted through intersections of social categories (e.g. racial, ethnic, religious, regional, economic, and/or gendered backgrounds), shape the human experience.
• Assess and utilize information about human diversity from a variety of sources.
History Objectives

- Gain an understanding of the history of America, including major issues different groups have faced.
- Demonstrate an understanding of both the different experiences and the commonalities people from a multitude of backgrounds faced.
- Be able to trace important events and themes in American history and critically analyze decisions affecting such events.
- Analyze and interpret primary source material, and relate it to the larger historical context.

Course structure:

This class is divided into three chronological sections: pre-contact to 1775; 1775-1830; 1830-1865. At the end of every section, there will be an exam. Section one covers chapters and modules 1-5; section two covers chapters and modules 6-9; and section three covers chapters and modules 10-13 (Chapter 14 is not included in the scope of this class).

Every module for this course is based on a chapter from the textbook, Exploring American Histories. Every module has a set of goals/objectives to clarify what students are expected to learn. Modules open on Sundays, and will stay open for two weeks. All of the assignments are due during the second week. While there is some overlap of modules being opened, the general thought is that students should not be working too far ahead or behind other students. This will help discussions. Please see the course calendar for due dates of specific items.

Within each module, there is a mini-lecture (in written format) that will provide additional content or analysis to help you understand and interpret the readings from the book. Sometimes the lectures will provide links to more information or to videos. Make sure that you read each lecture. Each module has a chapter quiz and a discussion forum online. Participating in a discussion forum means that you will also read other students’ comments and engage in a conversation with them; this means you can’t just post your own comment and get full points. Discussion forums are to be, as the name implies, discussions. There should be some give and take between students. There is a document analysis essay associated with each chapter/module. Students need to complete two of these essays per section, for six essays total for the semester.

Course Requirements

Syllabus quiz: To make sure that students have read and are familiar with the syllabus and the assignments, I ask that each student take a short multiple-choice quiz. You can use your syllabus to answer the questions. This quiz is due by the end of the first week of class (midnight on Saturday, August 26) and is worth 20 points.

Chapter quizzes: There will be a weekly content-based quiz on every chapter of the book (this course does not cover Chapter 14) beginning in week two. The purposes of the quizzes are to ensure that students are completing their reading and that they have a firm grasp on important figures and events so that they can participate in discussions and analyze the primary documents and materials. These quizzes are multiple-choice and are worth fifteen points each. There are 13 quizzes total and I will drop your four lowest scores (or you can skip four quizzes). Quizzes are worth a total of 135 points for the semester (9 best quizzes @ 15 points each). The quizzes are timed (30 minutes each) and are open for students to take on fixed dates (please see the course calendar). Each chapter quiz will open with its corresponding module on Sunday. The quiz will be due during the module’s second week on Wednesday, but you may submit it at any time before it is due. You are allowed to use your textbook for these quizzes. Because each quiz is open for ten days before it is due, I do not
allow make-ups on these quizzes except for in cases of documented emergencies that took you away from your coursework for more than ten days. If you miss a quiz for any other reason, do not ask for an exception.

**Discussion forums:** There are two discussion threads for each module, each based on a question I pose. You must respond to **ONE** of the questions. In addition, to ensure that this truly is a “discussion,” I require that you also respond to what other students have posted. Your initial response is worth fifteen points, and your responses to other students are worth an additional ten additional points. Every module, then, has 25 points for discussion. I only require that students participate in discussions for 9 of the 13 modules. I can either drop your four lowest scores, or you can skip discussion forums for four weeks. You must post an initial response in a forum before you participate in discussion. You CANNOT just respond to other students’ posts for discussion points; if you have not posted your own initial response, I will not grade your responses to others. Discussion forums constitute 225 points (9 discussion forums @ 25 points each). There is no hard and fast rule as to how long your posts need to be or how many other students posts you need to respond to for full points, but a general rule of thumb is to aim for around 400 words for your initial response and to respond to at least four other students. Quality matters more than quantity, though, so keep this in mind. On the course introduction page, there is a rubric for how I will grade your posts that deals with content, analysis, and etiquette for discussion forums. In your responses to other students, you need to respond fully and not just type a quick, “I agree!” or “Great post!” Again, please see the rubric. Each discussion thread prompt will open with its corresponding module on Sunday. Your responses will be due during the module’s second week. Your initial response is due on Monday of the second week, and your responses to other students’ posts are due on Thursday. You can respond to students’ posts in either thread (not just the one you initially responded to). The only exception to these due dates is for Module 2. Your initial post will be due on Tuesday, September 5, instead of Monday because of the Labor Day holiday.

***Additionally, you are required to respond to an introductory discussion forum. This response is worth twenty points and is due by **11 AM Friday, August 25. This post will count as your enrollment verification for the course.***

**Document analysis essays:** There are numerous primary documents in each chapter, and learning how to analyze and interpret primary documents is an important aspect of this class and for understanding history in general. Students need to be familiar with and able to analyze all of the documents for the exams (see below). For this assignment, however, students need to focus on the “Two Views” documents in each chapter. These documents present two different perspectives on the same topic, demonstrating how even at the same point in time there was never a single, monolithic way of viewing what was happening. These side-by-side comparisons will help you attain a deeper understanding of how different people could view the same event, and they should therefore demonstrate the complexities of history in general. Analyzing documents created by the people who experienced particular moments in history will allow you to understand bias and perspectives in documents and how historians work to understand the past.

Following the “Two Views” documents, there are “Interpret the Evidence” and “Put It in Context” questions. You need to answer each of these questions (it typically works best to respond to each in a separate paragraph). These questions will form the basis of your document analysis essay as you answer them. **You need to write a fluid, connected essay, though, and not just simply answer each question independently of the other questions.** You need to have an introductory paragraph that provides a brief overview of the two documents and their
place in history as well as a preview of your analysis (what did they mean?). Use transitions in your paragraphs to connect everything. Don’t just summarize what the documents said; analyze them for their meanings and contributions to our understanding of history. There is an example of a successful document analysis essay on the main Document Analysis Essay page.

These papers need to be two FULL pages (Times New Roman, 12 point font), minimum, and they are worth 50 points each. These papers need to be completed in Word and submitted through the site under the links within the document analysis essays section. Each chapter provides one “Two Views” section for a total of thirteen possibilities. You only need to complete SIX of these papers for the entire course, two for each section. You CANNOT submit one essay in section 1, one in section 2, and then four in section 3. You can choose to write one additional essay in each section, and I will just take your top two scores (they will not be extra-credit; they will simply replace a previous essay). These papers are worth 300 points total (6 papers @ 50 points each). There is a rubric for how I will grade your essays on the course introduction page and attached to each individual assignment link. Your document analysis essays are due on Fridays (please see the course calendar).

**Exams:** There will be three exams, one for each section of the class (pre-contact to 1775; 1775-1830; 1830-1865). Exam 1 will cover modules 1-5, Exam 2 will cover modules 6-9, and Exam 3 will cover modules 10-13. These exams are a combination of short historical identifications (IDs), document analysis responses, and short essays. A study guide will open two weeks before the exam opens. Questions, identifications, and essay topics will come from module lectures and the textbook. There will be a choice of five identifications on the exam, from which you will choose three to write on. These identifications are worth 10 points each, for a total of 30 points. For these terms, you will need to know the who, what, when, where, and why associated with each, as well as the item’s historical significance. The significance is worth half of the points for each term. For examples of successful IDs, please see the link under the study guide section. The next section will be responses to primary documents. The primary documents will be from the textbook. I will have four documents on the exam, and you will need to respond to question prompts for two of them. These responses are worth 15 points each, for a total of 30 points. The rest of the exam’s 40 points comes from a short (2-3 paragraphs) essay. There will be two essay prompts on the exam; you will write on one. These exams are worth 100 points each, and are not cumulative. Exams for the whole semester are worth 300 points (3 exams @ 100 points each). The first exam will open on October 1 and is due by **October 5**. The second exam will open October 29 and is due by **Nov. 2**. The third exam will open December 3 and is due by the end of the day **December 11**.

**Miscellaneous class information**

**Late assignments:** Assignments are due on the day noted on the course calendar, although you can always submit early. Late work will be accepted, but will lose five points for each day late, including weekends. There is a two-week window for late work. Meaning: if an assignment is due by September 2, I will not accept it after September 16.

**Classroom Etiquette**

Basic “rules of respect” will be observed at all times in this course. Some of the discussion prompts or responses might bring up sensitive subject matters in this class including, but not limited to, issues of race, ethnicity, class, gender, religion, and politics. Since history is open to multiple interpretations, disagreement is fine—but disagreements are to be grounded in historical interpretation. They must be targeted at **ideas** and they must be delivered respectfully. Personal
attacks against individuals will not be tolerated. You can expect the same respect from me that I expect from you. Please see the rubric on discussion forum assessment for further details.

**Disability Accommodations:** Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should consult their course instructors and the LCSC Student Counseling Center immediately (RCH 111, 792-2211). Official documentation may be required in order to provide an accommodation and/or adaptation.

**Email:** I recommend that you use the course email to contact me, but if that is not working for some reason, make sure you use my correct email (aecanfield@lcsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself. I am not responsible for emails sent to an incorrect address. Do not delete any emails to me unless I have responded. I will always respond to let you know that I received your message. If I have not replied within two working days, assume that I did not get the email. I only check my work email during work hours (Monday-Friday, 8am-5pm), so don’t worry if you don’t get a response from me to an email sent in the evening or on the weekend.

Also, when emailing me (or any professor), please be sure to use basic email etiquette. Always use a polite salutation at the beginning of your message. “Hey” or “Hey Prof” is not suitable. I am not your buddy; I am your professor. Use correct grammar and punctuation. Again, you are not sending a text message to a friend. Always proofread and spell check your message. Do not send an email until you have used your resources wisely; always check the syllabus for clarification before asking when the next test is scheduled, for example. If you need to contact me, email is typically the best way to get the quickest reply. You can always call my office phone, as well.

**Academic Integrity:** Academic honesty is expected of all students. Instances of academic dishonesty will result in the failure of the class. Academic dishonesty includes plagiarism (using someone else’s words or ideas without acknowledgement), cheating on assignments or exams, multiple submissions, and assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. I’ll report violations of academic honesty to the appropriate school officials and the student will fail the course. No exceptions. Make sure in your papers and exams that you cite your information, whether it is from the book, the module lecture, or an outside source. Parenthetical citation is fine.

**Feedback:** Your quizzes will be graded as soon as you submit them; however, until the quiz closes, you will not be able to see correct answers. Once the quiz has closed, I will allow you to see all the correct answers to help you prepare for the section exams. For discussion posts and document analysis essays, you will receive feedback and grades within seven days. For discussion posts, this means seven days following when responses to other student were due. For exams, you will receive feedback and grades within two weeks. If for some reason I am unable to meet these deadlines, I will announce it to the class. Barring any unforeseen emergencies, though, this shouldn’t be a problem.

**Course expectations:** In general, I expect college students to be self-directed and self-motivated learners. This is even more important in an online class. You need to successfully manage your time and keep on top of all assignments and due dates. Please take responsibility for your own learning. For this class, I expect you to be logged on at least two times a week and you should expect to spend between 9-12 hours per week on this course. The general rule of thumb for all college classes is that for every credit hour in class, you are also spending 3 hours outside of class. This means that
for a 3-credit class, you are spending 3 hours/week in the class and 9 hours/week preparing for it (studying, reading, writing, etc.). The same expectation holds for this course. I want you to be successful, and I am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me.

**Incomplete policy:** I understand that unforeseen circumstances can arise in students’ lives, making them unable to complete a course. You can request an Incomplete Grade (I) in certain circumstances, however, you will only have one semester to make up the work before the I turns into an F grade. To receive an Incomplete, you need to meet with me to discuss the issues and options, and then make a “formal” request (an email is fine). You need to have completed at least 60% of the work for the course (including written assignments, participation, and attendance). Please see me as soon as you can if you believe you will need an incomplete. Pay attention to the dates in the syllabus for dropping courses and withdrawals, as well.

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### Technical Support:

- For help with Blackboard:
  - Blackboard helpdesk: 208-792-2635 (M-F, 8am-5pm PST) or blackboard@lcsc.edu
  - e-Learning website: [http://www.lcsc.edu/e-learning/](http://www.lcsc.edu/e-learning/)
  - Tech support: [http://lcsc.edusupportcenter.com/](http://lcsc.edusupportcenter.com/)
- For help with LCMail and WarriorWeb:
  - IT Helpdesk: 208-792-2231 (M-F, 8am-5pm PST) or helpdesk@lcsc.edu
  - IT Helpdesk website: [http://www.lcsc.edu/it/for-students/](http://www.lcsc.edu/it/for-students/)

### Academic Support Services:

- TRIO Academic Services: [http://www.lcsc.edu/trio/current-trio-students/](http://www.lcsc.edu/trio/current-trio-students/)
- LCSC Library: [http://www.lcsc.edu/library/](http://www.lcsc.edu/library/)

### Good dates to keep in mind:

- Sept. 1: Last day to add classes or drop without “W” grade on transcript
- Sept. 4: Labor Day (campus closed)
- Oct. 20: Midterm grades posted to WarriorWeb
- Nov. 9: Last day to drop from classes or withdraw from college for the semester
- Nov. 20-24: Thanksgiving break
- Dec. 18: Final grades posted to WarriorWeb