

History 111-60

American History to 1865

“History is that which is agreed upon by mutual consent.”

M.L. Stedman, *The Light Between Oceans*

GENERAL EDUCATION COMPETENCY AREAS:

Social and Behavioral Ways of Knowing

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Student drop in/office hours:
Mondays 12-1 pm
Tuesday 9-10:15 am
or by appointment

Course Description

This is a survey of American history from pre-contact and the colonial era through the Civil War. The class is designed to provide students with the framework to analyze the nation’s history and to learn how to interpret primary documents so they can better understand the complexity of the nation’s past. Students will examine the major political, social, and cultural trends that shaped the American colonies and the United States. By studying key events, themes, and people in U.S. history, students will develop critical reading, writing, and analytical skills. Students will think like historians to critically analyze evidence and use this to construct arguments to gain a better understanding of how the past influences our lives today.

Textbook

- *Exploring American Histories*, Vol. 1 (**first edition**), by Nancy A. Hewitt and Steven F. Lawson
 - ISBN-13: 978-0312410001 or ISBN-10: 031241000X

General Education Learning Outcomes for Social and Behavioral Ways of Knowing

- Demonstrate knowledge of the theoretical and conceptual frameworks of a particular 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.

History Objectives

- Gain an understanding of the history of the U.S., including major issues different groups have faced.
- Demonstrate a comprehension 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 to critically analyze decisions affecting such events.
- Analyze and interpret primary source material, and relate it to the larger historical context.

Course Structure

Welcome to the class! Make sure you read through the whole syllabus, as well as the information in the “Welcome: Begin Here!” module (Module 1). For the most part, every content module for this course

(content modules are Modules 2-13, which are the weeks we will go through them) is based on a chapter from the textbook, *Exploring American Histories*. You need to make sure that you have the correct volume (Volume 1) and edition (1st edition). To add to your understanding of the historical content, within each module, there is a short historical overview, lecture notes, a short video lecture that will provide additional content or analysis to help you understand and interpret the readings from the book, and learning objectives. Make sure that you access any links that I may have included in a module, watch each lecture video, and read each chapter, the short module overview, and the lecture notes,

The content modules (Modules 2-13) have two **potential** assignments: a quiz and a discussion forum. You **DO NOT** have to complete all the assignments for each module. You will need to take at least ten quizzes (seven by midterms) and participate in at least ten discussions (seven by midterms). If you take more than ten quizzes or submit more than ten discussions, I will take your top ten scores. There are 13 potential options, one for each chapter. Additionally, there is a short essay option for each chapter, but you only need to complete four of these essays by the end of the semester. For the essays, you are writing on four of the thirteen chapters. I have blocked them into four different groups for the four total essays with a specific due date for each group: Chapters 1-4 are Group 1; Chapters 5-7 are Group 2; Chapters 8-10 are Group 3; and Chapters 11-13 are Group 4. Within those four groups, you are just writing on ONE of those chapters. You cannot write on two of the chapters for Group 1, one for Group 2, one for Group 3, and then nothing for Group 4. The goal is to spread the essays out so you are delving into different chronological eras and events. Additionally, instead of a midterm exam and a final exam, you will write a final research paper and submit a topic proposal.

Initial discussion posts are due on Mondays, quizzes are due Tuesdays, and responses to others' discussion posts are due Thursdays. See the course schedule for specific due dates for these and for the essays. Just remember that you are **not** required to do ALL the potential assignments (again: ten quizzes, ten discussions, and four essays by the end of the semester, plus the topic proposal and the final research project). Consequently, the gradebook on Canvas can sometimes be misleading. I have to post a grade for each assignment so that Canvas can tally things accurately, and if you skip a quiz or discussion (which you absolutely CAN do with the semester total requirements!), I have to put a Zero score in. Pay attention to the scores for individual assignments and not the running tally; your total scores will be calculated before midterm and final grades are due.

Modules open on Sundays two weeks before assignments are due. 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. We will usually move through one chapter each week. There are two exceptions to this structure: in two weeks (Week 4 and Week 8) we are covering two separate chapters. Plan accordingly! For those two weeks, there are two potential quizzes and two potential online discussions. All of the assignments (quizzes, discussions, and essays) can be found under the "Assignments" link or within each specific module. The calendar has all of the assignment due dates loaded onto it, and there is a printout in the first module ("Week/Module (August 21-27): Welcome: Begin Here!") under the link "Course schedule at a glance." Everything is due by 11:59 pm Pacific Standard Time (PST) on the date noted. Bear in mind, however, that tech support may not be available late in the evening and I am unavailable after 5 pm PST.

Course requirements and assignments

INTRODUCTORY POST: You are required to respond to an introductory discussion forum. This response is worth twenty-five points and is due **by noon on Friday, August 26**. This post will count as your enrollment verification for the course. It is the easiest 25 points of the course, so don't miss it!

CHAPTER QUIZZES: There is a ten-question content-based quiz on every chapter of the book (this course does not cover Chapter 14). 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 fully comprehend

and analyze the larger issues. These quizzes are multiple-choice and are worth ten points each. There are 13 potential quizzes, and I will take your top 10 scores (or you can just take 10 quizzes). The quizzes are timed (45 minutes each) and you are allowed to use your textbook. They must be completed in one sitting, however; once you open it, you have to finish it that time (no going back in later). Quizzes are due on Tuesdays and the course schedule has the specific due dates for each chapter/module. The quizzes are open for two weeks prior to their due date (please see the course calendar), and keep in mind that once a quiz is open you may submit quizzes at any time before they are due. I **do not** allow make-ups or late work on these quizzes except for in cases of documented and legitimate events (including medical and family issues) that took you away from class for two weeks. If you miss a quiz for any other reason, do not ask for an exception. These quizzes will make up 100 points of your final grade (10 quizzes @10 points each).

DISCUSSION FORUMS: For each chapter/module, there are two question prompts in the discussion board section. You will respond online to one of those, so hopefully at least one question is something you are interested in and want to write about. 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 indicates, discussions. There should be some give and take between students. Your initial responses can be short (one-two paragraphs) as long as they fully answer the questions posed with good analysis and evidence, but you also need to engage in discussions and respond to other students. Your initial response is worth 20 points, and your responses to other students are worth an additional 10 points. You are required to participate in 10 discussions total for the semester. Like the quizzes, there are 13 potential discussions (one for each chapter), and you can participate in all of these if you want and I will just take your top 10 scores (or you can just do 10 discussions). 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. Your participation in discussion forums are worth 300 points of your final grade (10 responses @30 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 250 words for your initial response and to respond to at least three other students. Quality matters more than quantity, though, so keep this in mind. Each discussion thread prompt will open with its corresponding module on Sundays two weeks before its due date. Your initial response is due on Mondays, and your responses to other students' posts are due Thursdays. You can respond to students' posts for either question (not just the one you initially responded to). I grade on how well you answered the question posed using historical content, communicated your thoughts in writing, and utilized evidence that demonstrates how you arrived at your analysis. There is a rubric for these responses which you can find with each question. Please see the course calendar for the specific due dates for these posts. The Canvas calendar will give you a reminder on the due dates for initial responses but **not** for responding to others (I can only set one due date per discussion, so I went with the initial post date). Don't forget to respond to others!

DOCUMENT ANALYSIS ESSAYS: You are required to write four short essays for this course based on the **"Two Views" primary documents** that can be found in each chapter. You are not writing on every chapter. There are four groups of chapters, and you will choose one chapter for each group. Group 1 is Chapters 1-4 and this first essay is due **Sept. 16**. Group 2 is Chapters 5-7 and this essay is due **Oct. 7**. Group 3 is Chapters 8-10 and this essay is due **Oct. 28**. Group 4 is Chapters 11-13 and this final essay is due **Nov. 18**. You can always submit early, too. Please see the overview and instructions on Canvas (in the module labeled "Primary Document Analysis Essays"). These papers need to be a minimum of two FULL pages (double-spaced, Times New Roman, 12-point font, one-inch margins), and they are worth 75 points each. They need to be completed in Word and submitted through the course site under the links within the document analysis essays section (found under "Assignments" as well as links in each individual module). Each chapter provides one "Two Views" option for a total of thirteen possibilities. You only need to complete four of these papers for the entire course (one in each of the groups listed above). You **CANNOT**

submit one essay in Group 1, and then three in Group 2, and then none for Groups 3 and 4. These papers are worth 300 points total (4 papers @ 75 points each). There is a rubric for how I will grade your essays on the assignment link page for each essay link. The documents are based on the **FIRST** edition of the book. If you have another edition, you can find the correct documents in the “Document Analysis Essays” module on Canvas, or within each module (each module corresponds to a chapter). You must write on the correct documents (titles, document numbers, and page numbers are noted on each assignment and in the course schedule). Again, please see the instructions and overview in Canvas!

FINAL RESEARCH PROJECT: This project is the major assignment for the course and the paper itself (6-8 pages) is worth 250 points. There is also a topic proposal for this paper worth an additional 25 points. You are going to spend a good amount of time researching this, so make sure it is a topic or project in which you are interested. There are a variety of project types that will be allowed for this assignment, and you can find your options on Canvas in the module labelled “Final Research Project.” Some are traditional research papers (with prompts to guide you), but most are creative ways to approach history and are designed to get you to delve more deeply into a topic or theme that interests you. All the options require outside research, but I am available by phone, video conference, or email to talk with you about your projects if you have questions, need help, or just want to bounce some ideas off of me. I recommend looking at that module early in the semester to get a good overview of this assignment (the topics, the goals, and the instructions).

To help you get started and keep you on track, I am requiring that you submit a topic proposal in Week 9. In this, you need to identify which of the final research topics (again, from the list I am providing) you are choosing for and how you think you are going to approach it. The goal with this is to make sure you are thinking about your topic early enough to really get going on your research. For this topic proposal, you need to do more than just restate which prompt you will be exploring; you need to be specific on how you are approaching it. For example, if you choose the prompt on the historical road trip, you need to identify the theme you are exploring in the trip, and at least a few of the locations/destinations. You cannot just say you are going to research the road trip option. I can provide you book or article suggestions once I know your topic area. This short topic proposal, due **Oct. 20**, is worth 25 points. I have provided a sample topic proposal in the module for Week 9, as well as in the Final Research Project module. Make sure you look at this topic proposal example before you submit this assignment! There will be no other assignments due that week, which sounds great except to accommodate for that, I am combining Chapters 8 and 9 into one module the week before (which means reading two chapters, and potentially taking two potential quizzes and potentially participating in two online discussions). Plan accordingly!

You need at least **THREE** out-of-class sources for your final project. Primary sources are those created at the time, such as letters, diaries, speeches, photographs, newspaper articles, etc. Secondary sources are written later, are researched, and include analysis or interpretation of events. In our course textbook, you will see a variety of primary sources (and they are explicitly labeled) and you will be analyzing some of them in your document analysis essays. The textbook itself is an example of a secondary source. While you can and should use the textbook, you still need three additional out-of-class sources.

Your **final research project** is due by **11:59 pm on Tuesday, Dec. 13**. Again, the final paper is worth 250 points. To make sure you have enough time to research and write this final paper, there will be no new content for the last three weeks (Weeks 14-16) of the semester. The course content will be focused in the first 13 weeks of the semester. The last three weeks of the semester, including finals week, will be spent working on final research projects. This will require us to move rather rapidly through the material. Again, in general we will cover one chapter per week in class, but there are two weeks (Weeks 4 and 8) where we will cover two chapters, so make sure you are ready for those!

Miscellaneous class information

Late assignments: Assignments are due on the day noted on the course schedule and in the Canvas calendar. All work will be submitted through Canvas. Late work will be accepted for the discussions, essays, and the topic proposal, but not for quizzes or the final research project. Late assignments will lose five percent off for each day late, including weekends, and **won't receive any feedback**. Late assignments also have a one-week deadline, after which I will no longer accept them without documentation demonstrating why you could not get your assignments in on time.

Excused absences: If you need to take some time away from classes due to events in your life, just let me know. Stay in communication with me if issues come up and I can be understanding. Excused absences can include jury duty, school-related activities, documented emergencies, etc. If you have a documented excused absence, let me know as soon as you can so I can work with you.

Student drop-in/office hours: On Mondays from noon to 1 pm and Tuesdays from 9 to 10:15 am, I will be in my office (Spalding 218). These times are for students to come in and meet with me. If you have questions about assignments or course content, or just want to discuss history, class, or even college in general, this is a great time to stop in. I can also meet with students virtually. If you would like to meet on Zoom, you will need to make an appointment with me. Email me so we can set up a time, within or outside of my normal student drop-in hours.

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 interpretation with evidence. They must be targeted at *ideas* and they must be delivered respectfully. Personal attacks against individuals *will not* be tolerated.

Diversity/inclusivity: One of my goals for this class is to create and foster a learning environment that supports a diversity of thoughts, perspectives and experiences, and allows for feelings of inclusivity for all students' identities (including race, gender, class, sexuality, religion, ability, etc.). If you have a name and/or set of pronouns that differ from those that appear on my class roster, please let me know. As we all work with each other, let's be mindful that we are all constantly in a learning process, especially as it comes to diverse perspectives and identities. If something was said in one of the online discussions that made you feel uncomfortable, please talk to me about it. As we will be discussing sometimes sensitive and challenging material in class, we need to work together to create an atmosphere of trust and safety in this class. We will work together to foster an environment in which each class member is able to hear and respect each other. If this is not happening, please let me know so we can find solutions. If you need to miss class for any cultural or religious reasons (including holidays), please let me know so we can find a way to keep you caught up.

Disability Accommodations: Students requiring special accommodations or course adaptations due to a disability and/or a health-related issue should contact Accessibility Services at 208-792-2677 or by visiting their office at LIB 161. Official documentation may be required in order to receive an accommodation and/or adaptation. I am happy to work with you so that you can be successful, and will find the best possible solution. Please communicate with me and the Accessibility Services office so we can do this.

Email: I highly recommend using the email feature in Canvas. If you use my LC email, make sure you use the correct email (aecanfield@lcsc.edu). I do not have an lmail.lcsc.edu address. I am not responsible for emails sent to an incorrect address. 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 it. I only check my work email during work hours (Monday-Friday, 8am-5pm PST), so don't worry if you don't get a response from me to an email sent in the evening or on the weekend. If you are emailing me outside of the Canvas email system, please put HIST 111-60 in the subject line.

Academic Integrity: Academic honesty is expected of all students. Academic dishonesty includes plagiarism (the use of someone else's *words or ideas* without acknowledgement), cheating on assignments or exams, multiple submissions, or assisting someone else in committing academic dishonesty. Academic dishonesty is a serious offense and will be treated as such. Violations of academic honesty will be reported to the appropriate school officials and you **will fail the course**. No exceptions.

Feedback: My goal is to provide timely and constructive feedback on all of your assignments. For discussion posts, you will receive feedback and grades within seven days following when responses to others students were due. For all other assignments, you will receive feedback and grades within two weeks (but my aim is still closer to one week). If for some reason I am unable to meet these deadlines, I will announce it. Barring any unforeseen emergencies, though, this shouldn't be a problem. **Late work will not receive feedback.**

Course expectations: 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. 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.). For this class, I expect you to be logged on at least two times each week and you should expect to spend between 9-12 hours per week on this course. I want you to be successful, and am here to help you. If you need assistance, have any questions, or are struggling at any time, please contact me. Reminder: you do not need to participate in every discussion or take every quiz. There may be some weeks that are assignment-heavy for other courses—keep this in mind as you plan your work for this class. Also keep in mind that working on your final research paper will take time throughout the semester. Plan accordingly.

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 discuss the issues and options with me, and then make a "formal" request (an email is fine). You need to have completed at least 80% of the work for the course. 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. My mantra over the last year has been all about flexibility and compassion. There is much out of control in everyone's lives and I am here to help you succeed in this class however I can. Just try to stay in communication with me if things change suddenly on you.

Good dates to keep in mind:

- September 3: Last day to add classes or drop without "W" grade on transcript
- September 5: Labor Day (campus closed)
- October 21: Midterm grades posted to WarriorWeb
- November 3: Last day to drop from classes or withdraw from college for the semester
- November 21-25: Fall/Thanksgiving Break (no classes)
- December 20: Final grades posted to WarriorWeb

Technical Support:

For help with Canvas:

- [Canvas help and community](#)
- [LC's e-Learning Service's website](#)

For help with LCMail and WarriorWeb:

- IT Helpdesk: 208-792-2231 (M-F, 8am-5pm PST) or helpdesk@lsc.edu

Grade scale:
A 920-1000 points
A- 900-919
B+ 880-899
B 820-879
B- 800-819
C+ 780-799
C 720-799
C- 700-719
D+ 680-699
D 600-679
F 599 and below

Points
Introduction: 25 points
Chapter quizzes: 100 points
Discussions: 300 points
Document analysis essays: 300 points
Topic proposal: 25 points
Final research project: 250 points
Total points: 1000