

# History 112-60

## American History since 1865

**“History is to the nation as memory is to the individual.” Arthur Schlesinger, Jr.**

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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 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. 2, (1st ed., 2013) by Nancy A. Hewitt and Steven F. Lawson
  - ISBN-13: 978-0-312-41001-8 or ISBN-10: 0312410018

### **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.

### **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.
- Demonstrate the ability to communicate and interact across cultures with civility and sensitivity.

### **History Objectives**

- Gain an understanding of the major issues in the history of the U.S.
- 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! This class will be fast-paced to cover all of the material in eight weeks. Taking an online class in general, but especially on a shortened schedule, requires a great deal of self-motivation. I'm here to help however I can, but you will really need to keep yourself focused and moving in this class. All of the modules and assignments are open from the first day of class. There are deadlines and specific due dates for all assignments, but you can always work ahead and submit early. Feel free to use this option to make the schedule work for you!

Make sure you read through the whole syllabus, as well as the information in the "Welcome! Begin Here" module. There are fourteen content-based modules (numbered 1-14), as well as the "Welcome" Module, a module on Canvas resources ("Canvas: Overview and Resources for Students), a module with scanned version of the primary documents for essays (see below) and tips for essays ("Primary Document Analysis Essays"), and a module with information regarding your final research paper ("Final Research Project"). Within each numbered module, there is a brief historical overview, a short video from me 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 read each textbook chapter, watch each overview video, and access any links that I may have included in a module. I have also included copies of the "Two Views" documents from each chapter, just in case students have a different edition of the book (see below).

There are fourteen chapters and modules (this course does not cover Chapters 28 or 29). Every numbered module for this course is based on a chapter from the textbook, *Exploring American Histories*. You need to make sure that you have the correct volume (Volume 2) and edition (1<sup>st</sup> edition) of the required textbook or else you won't have the correct documents for the essay assignments (although I have supplied those on Canvas, so you aren't completely out of luck!). For every chapter, there are three **POTENTIAL** assignments: a quiz, a short-answer response (SAR), and a document analysis essay. You **DO NOT** have to complete all the assignments for each module, but you do need to read each chapter and watch the overview video. By the end of the class, you need to have taken 10 quizzes, written on 8 SARs, and submitted four document analysis essays. If you take more than ten quizzes or submit more than eight short answer responses, I will drop your lowest scores. For the essays, you are writing on four of the fourteen chapters. I have blocked them into four different groups for the four total essays with a specific due date for each group: Chapters 14-17 are Group 1; Chapters 18-21 are Group 2; Chapters 22-24 are Group 3; and Chapters 25-27 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 midterm and final exams, you will write a final research paper, with a topic proposal and annotated bibliography associated with that.

For the most part, we will be moving through two chapters/modules per week. The course schedule shows due dates, but a good rule of thumb is that quizzes are due Mondays and Thursdays, short answer responses are due Tuesdays and Fridays, and essays are due March 26, April 16, April 28, and May 6. Again, you don't have to take every quiz, submit every SAR, or write an essay on every chapter.

All of the assignments (quizzes, discussions, and essays) and links for their submissions can be found within their associated modules. The calendar has all of the assignment due dates loaded onto it, and there is a printout in the "Welcome! Begin here" module under the link "Course schedule at a glance" that has all the due dates listed out, and a week-by-week schedule. Everything is due by 11:59 pm 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 and on weekends.

## **Course Requirements**

**Introductory post:** You are required to respond to an introductory discussion forum. This response is worth fifteen points and is due **by 12 pm on Tuesday, March 15**. This post will count as your enrollment verification for the course. It is the easiest 15 points of the course, so don't miss it!

**Chapter quizzes:** There will be a chapter quiz on Canvas for Chapters 14 through 27 (this course does not cover Chapters 28 or 29). 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 understand the content. These quizzes will be multiple-choice and are worth ten points each. There are 14 quizzes total, and I will drop your four lowest scores (or you can just take 10). The quizzes are timed (45 minutes), but must be completed in one sitting. You must finish the quiz once you begin it. You are allowed to use your textbook for these quizzes. **I do not** allow make-ups on these except for in cases of documented emergencies (please see my attendance policy) and documented school-related events. If you miss a quiz for any other reason, please do not ask for an exception. These quizzes will make up 100 points of your final grade (10 quizzes @10 points each). Quizzes are due on Mondays and Thursdays. You need to have completed five of these quizzes by midterm (April 15).

**Short answer responses (SARs):** There are discussion threads for each module, each based on questions I pose. You need respond to at least eight of these for the entire semester (8 different chapters of the 14 chapters for the course). You can respond to more, and I will just drop your lowest scores and take your highest eight. These responses need to be at least 400 words and utilize different material from the chapter (including primary documents, where appropriate). Students may go in and respond to other students' posts and engage in discussions with each other, but this is not a requirement. These short answer responses are worth 25 points each, for a total of 200 points for the entire course (8 SARs @25 points each). There is a grading rubric for these responses, which you can find with each question, that deals with content, analysis, and etiquette for discussion forums. Please see the course calendar for individual due dates for these posts. Short answer responses are due on Tuesdays and Fridays each week. You need to have completed five of these SARs by midterm (April 15).

**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 14-17 and this first essay is due March 26. Group 2 is Chapters 18-21 and this essay is due April 16. Group 3 is Chapters 22-24 and this essay is due April 28. Group 4 is Chapters 25-27 and this final essay is due May 6. 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 two FULL pages (double-spaced, Times New Roman, 12-point font, one-inch margins), minimum, 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).

**Final research project:** This project is the major assignment for the course and the paper itself (6-8 pages) is worth 300 points. There is also a topic proposal for this paper worth an additional 25 points and an annotated bibliography worth 60 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 some outside research, but I am available through office hours or meetings via video conference (Zoom) or email or phone to talk with you about your projects if you have questions, need help, or just want to bounce some ideas off of me. **All of the research projects/topics must fall within the chronological time frame of the class (since 1865).**

To help you get started and keep you on track, I am requiring that you submit a topic proposal in Week 3 (Module 5). In this, you need to identify which of the final research topics (again, from the list I am providing) you are choosing 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 your theme you are exploring in the trip, and at least a few of the locations and/or 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 **April 6**, is worth 25 points. I have provided a sample topic proposal in the Module 4, as well as in the Final Research Project module. Make sure you look at this topic proposal example before you submit this assignment! If you change your topic or switch which essay prompt you are responding to after you submit this assignment, you will need to get approval from me.

With your research paper, you are required to also submit an **annotated bibliography**. This will be in addition to a works cited page at the end of your final research paper (in whatever style you are most comfortable with, such as MLA or APA), and you still need to cite your work in the body of the paper itself so I can see where you found specific information. An annotated bibliography includes the basic information of the source (author, title, date of publication, etc.), and it also includes a brief summary of the source and how you used it. Please see the sample on Canvas in the Final Research Project module for how this can be done. 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. There is an example of an annotated bibliography along with some suggestions and instructions in the Final Research Project module. The annotated bibliography is worth 60 points.

Your **final research project** and an **annotated bibliography** (with at least three out-of-class sources) are both due by **11:59 pm on May 12**. There is an example of an annotated bibliography along with some suggestions and instructions in the Final Research Project module and in Module 9. The annotated bibliography is worth 60 points and the final paper is worth 300 points. To give you more time to research and write this final paper, there will be no new content for the last week of the class (Week 8). Again, this course is fast-paced, but you might want to be working on that paper before that final week.

### **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 SARs and essays (not for quizzes, the annotated bibliography, or the final research paper), but will lose 5% for each day late, including weekends. Late work 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. There will be no late work accepted on quizzes, or on the final research paper and annotated bibliography.

**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 office hours:** While I am in my office often, I reserve Mondays from 8-8:45 am and Tuesdays from 9-10:15 am just for students. These times are for students to come in and meet with me, or call me on my office phone. 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 will require masks in my office for the entire semester. I can also meet with students virtually. If you would like to meet on Zoom, you will need to make an appointment with me. Just email me so we can set up a time. If my office hours in general don't work for your schedule, please email me and we can find a better time.

**Classroom Etiquette:** Basic "rules of respect" will be observed at all times in this course. Some of the discussion prompts or responses within the SAR assignments 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.

**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 discussion threads 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.

**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 163. The [Accessibility Services](#) webpage is a helpful place to start, as well. 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. Please communicate with me and the Accessibility Services office so we can do this.

**Email:** I recommend that you use the course email in Canvas to contact me, but if that is not working for some reason, make sure you use my correct email (aecanfield@lsc.edu). DO NOT just rely on the auto-complete feature; type it in fully yourself to make sure it is correct. 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. If you are emailing me outside of the Canvas email system, please put HIST 112 in the subject line.

**\*\*When emailing me (or any professor), 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. Use correct grammar and punctuation, and proofread and spell check your message. Don't send an email until you have used your resources wisely; check the syllabus for clarification before asking when the next assignment is due, for example.\*\***

**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 (the use of someone else's words or ideas without acknowledgement), cheating on assignments, multiple submissions, and 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 the student will fail the course. No exceptions.

**Feedback:** My goal is to provide timely and constructive feedback on all of your assignments. Your quizzes will be graded as soon as you submit them; however, you will not be able to see correct answers until after the due date has passed. 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.** Look for the personal/confidential feedback after I submit your grade.

**Course expectations:** In general, I expect college students to be self-directed and self-motivated learners, and this is especially true in an 8-week course. You need to successfully manage your time and keep on top of all assignments and due dates. 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.). This schedule is most likely a bit heightened in an 8-week course, so make sure you dedicate enough time each week to stay on top of your readings and assignments. 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. Never be intimidated about the prospect of talking with your professors. We really are here to help.

**Incomplete policy:** I understand that unforeseen circumstances can arise in students' lives, especially now, 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 contact 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 right now 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, as things have been prone to do these last few years.**

**Good dates to keep in mind:**

- March 25: Last day to add classes or drop without “W” grade on transcript
- April 15: Midterm grades posted to WarriorWeb
- April 22: Last day to drop from classes or withdraw from college for the semester
- March 28-April 1: Spring Break (no classes)
- May 16: Final grades posted to WarriorWeb

Grade scale:	Points:
A 920-1000 points	Introductory post: 15 points
A- 900-919	Quizzes: 100 points
B+ 880-899	Short answer responses: 200 points
B 820-879	Document analysis essays: 300 points
B- 800-819	Topic Proposal: 25 points
C+ 780-799	Final research project: 300 points
C 720-779	Annotated bibliography: 60 points
C- 700-719	Total points: 1000
D+ 680-699	
D 600-679	
F 599 and below	