

History 1211-N1—US to 1865--3 Credit Hours

On-Line Course

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Office Hours: MWF 10-11:00 in UU, TTh 12:30-2:00 in LH 175D and by appointment

Course/Catalog Description: A survey of the economic, social and political development of the United States from earliest exploration through the Civil War with some emphasis on the American Constitution and its development as well as the Wyoming Constitution. This course will satisfy the statutory requirement of the U.S. and Wyoming Constitutions for Casper College and the University of Wyoming.

- ***Note on Methodology***—This is a fully on-line course that will utilize a combination of modules, forum discussions, quizzes, and a semester project. It is not a correspondence course—THERE WILL BE WEEKLY DEADLINES!

Course Materials: *American Horizons: US History in a Global Context, Volume I*
On-Line Readings (via Moodle)

Outcomes and Objectives:

- General Education Outcome #4: Students will demonstrate knowledge of diverse cultures and historical perspectives.
 - History 1211 provides the basic information students need to understand the historical development of the United States to 1865. Students will become familiar with the events and individuals that impacted US History in this time period.
 - Students will begin to think critically about the influence history has on modern social, economic, religious, cultural, and political institutions.
 - Students will demonstrate an understanding of how social, political, economic, religious, and cultural forces intertwine to impact history, international affairs, gender, race, and class.
- General Education Outcome #1: Students will demonstrate effective oral and written communication skills, General Education Outcome # 6: Students will use appropriate technology and information to conduct research, and General Education Outcome # 7: Students will describe the value of personal, civic and social responsibilities.
 - Students will research and write about an individual who impacted the course of US History.
 - Students will participate in class discussions.
 - Students will increase their knowledge of the US and Wyoming Constitutions.

Assessment:

- I.e.—how do I know if I've achieved these goals/outcomes? How is my grade determined?
- **Discussion and Reflective Answers**—Each week students will participate in on-line discussions with their classmates. Ten-Twenty points each.

- **Quizzes:** There will be a quiz each week. Ten-thirty points each.
- **Historical Biography Paper:** Each student will write a five page research paper on a man or woman who impacted the course of American history during this time period. Students will be asked to look at “non-traditional” historical figures. In other words, Washington, Lincoln, Jefferson, Grant, Lee, etc. are off limits. Instead, I want you to look at how an individual can impact history significantly without becoming President or a famous war hero. Students must use *at least two primary sources (including statements from the historical figure him/herself and one of his/her contemporaries) and two secondary sources.* Additional information follows the course outline. One-hundred points.

Course Policies:

- **Last Date to Change to Audit Status or to Withdraw with a W Grade**—November 12th.
- **Make-Up Policy:** Missed discussions *cannot be made up.* They can, however, be done ahead of time. Quizzes *can be* made up. Your semester paper will be marked down one letter grade for each day it is late. Don’t forget that this is an on-line course--not a correspondence course. There are weekly deadlines--ones that will be strictly enforced.
- **Student Rights and Responsibilities:** Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
- **Chain of Command:** If you have any problems with this class, you should first contact the instructor to attempt to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take the matter through the appropriate chain of command starting with the Department Head/Program Director, the Dean, and lastly the Vice President for Academic Affairs.
- **Academic Dishonesty - Cheating & Plagiarism:** Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.
- **Wikipedia Statement:** Wikipedia is not considered a credible or appropriate source in the academic setting. Wikipedia may be used for initial information about a subject, but will not be accepted as a source in papers, projects, or presentations.
- **Official Means of Communication:** Casper College faculty and staff will employ the student's assigned Casper College email account as a primary method of communication. Students are responsible to check their account regularly.
- **ADA Accommodations Policy:** To request academic accommodations, students must first consult with the college’s Disability Services Counselor located in the Gateway Building, Room 344, (307) 268-2557, bheuer@caspercollege.edu. The Disability Services Counselor is responsible for reviewing documentation provided by students requesting accommodations, determining eligibility for accommodations, and helping students request and use appropriate accommodations.

US History to 1865—Tentative Schedule and Reading Assignments

- Week I (8/24-8/30) **Introduction, Native Americans, Early European Exploration**
- Module I
 - Chapter 1
 - On-Line Readings as assigned
 - Discussion I
 - Quiz I
- Week II (8/31-9/6) **Early English Exploration and Colonial Activity**
- Module II
 - Chapters 2 & 3
 - Discussion II
 - Quiz II
- Week III (9/7-9/13) **British Colonies in North America**
- Module III
 - Chapters 3 & 4 and on-line readings as assigned
 - Discussion III
 - Quiz III
- Week IV (9/14-9/20) **British Colonies—Women, Social Issues, 18th Century Developments**
- Module IV
 - Chapter 5 and on-line readings as assigned
 - Discussion IV
 - Quiz IV
- Week V (9/21-9/27) **American Revolution, Part I**
- Module V
 - Chapter 6 and on-line readings as assigned
 - Discussion V
 - Quiz V
- Week VI (9/28-10/4) **American Revolution, Part II**
- Module VI
 - Chapter 7 and on-line readings as assigned
 - Discussion VI
 - Quiz VI
- Week VII (10/5-10-11) **Constitution**
- Module VII
 - Pp 245-255 and on-line readings as assigned
 - Discussion VII
 - Quiz VII
- Week VIII (10/12-10/18) **Federalism**
- Module VIII
 - Chapters 8 & 9 and on line readings as assigned
 - Discussion VIII
 - Quiz VIII

- Week IX (10/19-10/25) **Republicanism**
- Module IX
 - Chapters 8 & 9 and on-line readings
 - Discussion IX
 - Quiz IX
- Week X (10/26-11/1) **Nationalism, Sectionalism, Expansion, and Growth**
- Module X
 - Chapters 9 & 10 and on-line readings
 - Discussion X
 - Quiz X
- Week XI (11/2-11/8) **Jacksonian Democracy**
- Module XI
 - Chapters 10 & 11 and on-line readings
 - Discussion XI
 - Quiz XI
- Week XII (11/9-11/15) **Antebellum Reform Movements**
- Module XII
 - Chapter 12 and on-line readings as assigned
 - Discussion XII
 - Quiz XII
- Week XIII (11/16-11/22) **Sectional Conflict**
- Module XIII
 - Chapter 13 and on-line readings as assigned
 - Discussion XIII
 - Quiz XIII
- Week XIV (11/23-11/29) **Toward Civil War**
- Module XIV
 - Chapter 13 and on-line articles as assigned
 - Discussion XIV
 - Quiz XIV
- Week XV (11/30-12/6) **Civil War**
- Module XV
 - Chapter 14 and on-line articles as assigned
 - Discussion XV
 - Quiz XV
- Week XVI (12/7-12/13) **Historical Biography Paper Due on December 13th @ 6:00 p.m.**

Historical Biography Paper

One of the themes of this class is “Effective Citizenship.” To demonstrate this theme, each student will write a research paper on a man or woman who impacted the course of American history. Students must choose someone who lived in the time period covered by this class—someone who was neither President nor a military hero. (In other words, Washington, Lincoln, Jefferson, Grant, Lee, etc. are off limits.) I want you to look at how an individual can significantly impact history without becoming President or a famous war hero.

Each paper will include the following:

- 1.) Identification and (credited) photos of the individual.
- 2.) Description of the individual’s contributions to history.
- 3.) Analysis of the individual’s impact on history.
- 4.) Quotations by the individual.
- 5.) Quotations about the individual by one of his/her contemporaries.
- 6.) A Works Cited page that clearly identifies primary and secondary sources used.
 - A. This must include at least two primary sources.
 - B. This must include at least two secondary sources.

Note on Sources

Primary Sources

*A primary source is something written by the historical figure you choose to study or by someone who directly knew him/her. Autobiographies, letters (often found in other books or on websites), newspaper clippings, trial transcripts, and Congressional Records are acceptable primary sources. **Quotations from on-line quotations pages DO NOT COUNT.** You may use them, but they will not help you fill the two primary sources requirement.*

Secondary Sources

*Secondary sources are books and journal articles written by historians. You can find them in the library, on one of the library’s subscription databases, or on-line. I might also have some books that will work that I am willing to check out on a limited basis. **WIKIPEDIA does not constitute** a valid source. You may use it, but it will not help you fulfill the two secondary sources requirement.*

Assessment

Your paper is worth a maximum of 100 points to be earned as follows:

- Analysis and description of the historical figure’s importance to US History -- 50 points
- Proper citation/use of sources (including required quotations)– 30 points
- Works Cited Page – 10 points
- Presentation (neatness, grammar, etc) – 10 points