

SOCIAL SCIENCES & HUMAN SERVICES

US History to 1877

HIS-151-OL01, 3 cr. hrs.

Winterim Session 2016-17

On-Line

US History to 1877 covers the historical development of America. Topics include the Native American background, the Age of Discovery and Exploration, the Colonial Era, the Revolutionary Period, the Federal Era, the Age of Jackson, Manifest Destiny, and the Civil War and Reconstruction. (3/0)

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General Course Description:

This is an on-line history course, so there will be no face-to-face meetings. The course is divided into five units. Each unit covers three chapters from your textbook. You will have a test over each unit. There are also three required papers. All of the requirements and due dates are explained in detail later in the syllabus.

Syllabus:

Please read through this syllabus very carefully. You are responsible for understanding and adhering to the course requirements and deadlines. Other on-line courses may have different requirements, due dates, etc. You are responsible for meeting the deadlines of this course.

Text:

Required: American Passages, Volume 1: To 1877. Ayers, Oshinsky, et al. Wadsworth, Brief Fourth Edition, copyright 2012.

Course Set Up:

This course is divided into five units. Each unit covers three chapters of the textbook and there is a test grade for each unit. The five units are as follows:

- Unit 1: Chapters 1 – 3
- Unit 2: Chapters 4 – 6
- Unit 3: Chapters 7 – 9
- Unit 4: Chapters 10 – 12
- Unit 5: Chapters 13 – 15

Along with the five unit test grades, there are also three essays that are required.

All testing is done through the Iowa Western operating system known as ROC. The three essays are also submitted through ROC.

Due Dates:

The following are the due dates throughout the Winterim session. Please make sure you keep track of the due dates as they come very quickly during this abbreviated term.

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|----------------|--|
| Tues. Dec. 20 | - deadline to take syllabus quiz |
| Fri. Dec. 23 | - deadline to take Unit 1 Test |
| Sat. Dec. 24 | - deadline to submit your first essay |
| Mon. Dec. 26 | - deadline to take Unit 2 Test |
| Thurs. Dec. 29 | - deadline to take the Unit 3 Test |
| Fri. Dec. 30 | - deadline to submit your second essay |
| Sun. Jan. 1 | - deadline to take your Unit 4 Test |
| Wed. Jan. 4 | - deadline to submit your third essay |
| Thurs. Jan. 5 | - deadline to take your Unit 5 Test |

Grading:

All tests and written assignments are on a points system. Your final grade will be determined on a 90-80-70-60 grading scale. Points earned for the requirements are as follows:

Syllabus Quiz	-	5
5 Unit Tests (30 points each)	-	150
3 Essays (20 points each)	-	<u>60</u>
Total	-	215

Final grade is viewable on ROC, Self-Services Menu, Students, Academic Record the Tuesday after the end of the term.

Communication With Instructor:

Since this is an on-line course we will not meet face-to-face. The best way to communicate with me is through e-mail at jshorey@iwcc.edu. During the winterim session I will check my e-mails on a daily basis throughout most of the session. There may be a day or two when I will not check my e-mails. I will usually only check my e-mails once a day. So normally I will respond to you within about 24 hours.

Testing:

The main component of this course is the testing. Each unit test will be 30 multiple choice questions from the three chapters for each unit. Ten questions will come from each chapter. You will have two opportunities to take a test for each unit. Each of the two tests for each unit covers the same material, but they are not the exact same test questions. Your final score for the unit will be the better score out of the two tests, not the average. Also, you do not have to take both tests. If you score well on your first test attempt, you may move on.

All testing is open book and open note, but they are timed. You will have a maximum of 30 minutes for each test. In order to do well on the tests, you need to be very familiar with the material prior to taking the test. You will be able to look up some information during the test, but there won't be time to look up everything.

All tests are available in the course shell on ROC. Your tests will be graded and recorded in the grade book immediately upon completion of the test. Once you submit the test for grading, you will be able to view your test results and see which questions you missed. In the first two minutes, you may click in and out of the test. **After two minutes, when you click out of the test you will no longer be allowed to go back in and review it.**

If you do not do well on the first test, think about ways to adjust your studying and preparation before taking the second test. In order to do well on the tests, you need to really study and know the content from the textbook.

Technical Difficulties with ROC:

If you experience technical difficulties, including problems with a login or password, you need to contact the IWCC IT Department at support@iwcc.edu. I strongly encourage you to check out all aspects of the class on December 19 so that any issues regarding your login or password can be resolved before College Offices close for winter break starting December 21. Technical support will be available throughout the break via support@iwcc.edu. When contacting support, please include your name, username, and course number, as well as a description of the issue.

Essays:

Along with the test grades, there are three papers required. These papers will allow you to explore some topics in more detail and will also offer you the opportunity to earn points other than through testing. Details about the requirements for the written assignments are explained in detail later in this syllabus. **The three papers are required. Your overall grade will probably go down two or more letter grades if you do not do the three papers.**

Submission of Papers:

It is your responsibility to make sure your papers are submitted in a format that I can access. If you submit an assignment as an attachment, it must be done in “Word” or it may be saved as an rtf (Rich Text Format) document. The Rich Text Format is available as one of the drop down options under “save as”. If you attach your assignment using “MS Works” or “Notepad”, I will not be able to open it and it will receive a zero. If I cannot open and read a paper, it will be a zero. Our system also has difficulty opening Google Docs. So, to be sure I can open and read your papers, the best option is “Word”.

I will usually grade submitted papers within a couple days after they have been submitted. I will write comments on papers that are submitted throughout the Winterim session.

Americans With Disabilities Act Statement:

If you are an individual with a disability who requires an accommodation to fully participate in academic programs or campus activities, please email disabilityservices@iwcc.edu or call 712-325-3299. Accommodations are arranged through the Disability Services Office, on

the second floor of the Student Center on the Council Bluffs campus. Please allow for adequate time to implement your accommodations.

Problem Resolution:

If you have a conflict with me, concerns about my teaching and/or material, please discuss this first with me. If we cannot resolve the difficulty, contact Social Science Program Chair Jeff Bonsall in C-218, ext. 3707.

Honor Code - Academic Integrity Policy:

Upon enrolling at Iowa Western Community College, each student assumes an obligation to conduct her/his academic affairs in a manner compatible with the standards of academic honesty established by the College and its faculty. If this obligation is neglected or ignored by the student, disciplinary action will be taken. Please refer to the Student Code of Conduct for the Academic Dishonesty Policy.

Federal Education Rights and Privacy Act (FERPA):

Student rights concerning access to educational records are spelled out in Federal Public Law 98-380 as amended by Public Law 93-568 and in regulations published by the Department of Education. The law and regulations require educational institutions to limit the disclosure of information from the student's record to those who have the student's written consent or to officials specifically permitted within the law. Students who wish to grant access to their educational (class schedule, transcript of final grades, and progress reports) or financial records (grants, loans, financial aid documents, statements and billing) may do so by submitting an Access to Student Information Consent Form to the Records and Registration Office. Access to information is only given at the Records and Registration Office or Financial Aid and Cashier Offices.

Diversity Statement:

Iowa Western Community College values diversity and supports learning experiences that promote intellectual growth and human enrichment.

Academic Support

Academic assistance, including tutoring for a variety of core general requirement classes, is available through the *Academic Support Center* (Clark Hall – Room 025) on the Council Bluffs campus. Support services will vary by subject area, semester availability, and students' needs. Students are encouraged to contact Katharine Ausdemore, Academic Support Coordinator (712-325-3494 or kausdemore@iwcc.edu) for more information.

Dropping Classes:

While we encourage you to do everything you can to complete your classes, it is always better to drop a class than to fail it. If it becomes necessary for you to drop a class you can drop a class online through ROC up to the last day to drop. The last day to drop a class in the Winterim session is Tuesday, January 3. We recommend that you always talk to your advisor and financial aid before you drop a class, however, that may be more difficult to do during the Winterim session. For more information on dropping classes see the Advising Information Site in ROC under the Academics tab.

Equal Educational Opportunity and Non-Harassment:

Iowa Western Community College is committed to a policy of equal educational opportunity. Therefore the College prohibits discrimination on the basis of unlawful criteria such as race, color, creed, religion, national or ethnic origin, ancestry, genetic information, physical or mental disability, age, sex, sexual orientation, gender identity or expression, pregnancy, marital status, veteran status, AIDS/HIV status, citizenship, or medical condition, as those terms are defined under applicable laws, in admitting students to its programs and facilities and in administering its admissions policies, educational policies, scholarship and loan programs, athletic programs, and other institutionally administered programs or programs made available to students. In keeping with this policy of equal educational opportunity, the College is committed to creating and maintaining an atmosphere free from all forms of harassment.

Learning Objectives:

Objective A: Describe the major events, trends and individuals that impacted the course of American History prior to 1877.

Course Competency 1: Identify individuals and events that impacted historic

trends and how they impacted them.

Course Competency 2: Analyze cultural specific events, trends and significant individuals for historical patterns.

Course Competency 3: Describe cause and effect relations between individuals and events from different time periods ranging from pre-historic times to Reconstruction.

Objective B: Compare and contrast events, trends and individuals that impacted the course of American History prior to 1877 with other time periods including recent and current events, trends and individuals.

Course Competency 1: Analyze foreign policy decisions and events in early American History in their contemporary setting along with their historic relevance today.

Course Competency 2: Analyze domestic policy decisions and events in early American History in their contemporary setting along with their historic relevance today.

Course Competency 3: Evaluate cultural patterns in early American History and how they evolved and relate to contemporary America.

Objective C: Analyze the development of an American identity, along with diversity in American culture and history.

Course Competency 1: Evaluate groups, movements and events that impacted and shaped the American character.

Course Competency 2: Critique the diverse nature of the American experience and the contributions of all groups.

Essays

There are many questions in history that have been analyzed and debated over the years. The essays are your opportunity to participate in these intellectual debates. You are required to select three essays from the list of five choices provided. Each essay is worth 20 points. The guidelines for the essays are as follows:

Paper Guidelines:

1. minimum length is 300 words
2. heading: Your essay should include a heading at the top so I know for sure which topic you are discussing.
3. writing style: Your paper should use good grammar, correct punctuation, spelling and word use. It should be well organized and logical in its development.

Content Guidelines:

1. The essays are pretty much your opinion, so there are no right or wrong answers. However, opinions with no facts or logical arguments is not worth much. Your essays need to have facts or arguments that support your point of view. You obviously may consult your textbook or numerous other sources for information in formulating your ideas.
2. On some of these topics, you may be split in terms of your opinion and so you may also bring up both sides of the issue and assess the merits of each side.
3. If you are not real knowledgeable about the topic, you will also need to do some research and educate yourself about the particular topic.
4. I am mainly looking for some critical thinking and analysis of the topics that you select to write on.

Essay Topics:

Please select three of the following five topics for your essays.

1. One of the most famous people in the history of the world is Christopher Columbus. He is credited with the discovery of America which resulted in both positive and negative changes. In your opinion should Columbus be mainly viewed as a hero or a villain?
2. Thomas Jefferson penned the immortal words "...all men are created equal" in the Declaration of Independence. Yet Jefferson was also a slave owner. Was Thomas Jefferson a hypocrite or was he a man of his times and should not be judged by 21st century standards?
3. In 1828 Andrew Jackson was elected the seventh President of the United States. He represented a major departure from the first six Presidents who all came from prominent families and were well educated. By contrast, Andrew Jackson came from a very humble beginning, and had little formal education. At the same time that the Jackson era unfolded, voter participation increased from roughly 27% to almost 80% (only white males voted) in less than one generation. Was Andrew Jackson, being the first "common man" President, the cause of this increase in democratic turnout, or was he the product of more "common people" voting as states eased their suffrage requirements?

4. Manifest Destiny was the term that was coined to describe the United States' preordained destiny to spread across the continent to the Pacific Ocean as part of our westward movement. As the U.S. expanded westward, it displaced many indigenous people and took away about half of the country of Mexico. Was Manifest Destiny a positive expression of U.S. growth and spreading our way of life, or was it mainly negative exploitation of weaker groups?

5. The North obviously won the American Civil War and many believe that the superior resources of the North made their victory inevitable. Do you agree with that assessment or do you feel that the South could have won the Civil War? How?

Due Dates and Submission Process:

1. Please submit your essays in the appropriate drop box in the course on ROC.
2. If you submit your paper as an attachment, you must use "Word" or submit it as an .rtf document. Otherwise, I will not be able to open it.
3. You may select whichever three essays you choose, and you may do them in any order.

Due Dates:

Essay 1	- Sat. Dec. 24
Essay 2	- Fri. Dec. 30
Essay 3	- Wed. Jan. 4