



School of Liberal Arts

HIST 2111 Survey of US History I, Fall 2016

Instructor Information

Instructor: Dr. Rhiannon Evangelista

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Office hours: Wednesdays 9:15-10:45 (Location: B Building Atrium) or by appointment

Communication

- The fastest way to connect with me is via GGC email. I am happy to set up a face-to-face meeting with you, when possible. However, we may need to establish a time and place via email or by phone.
- At any time you can contact me by email or call me on my GGC cell phone. Please do not text. Communications received Monday through Friday after 5pm EST or on weekends will be returned by the next business day (please leave a voicemail). When I am away from campus (i.e., at a conference), my response may be irregular.
- When corresponding by email, I will communicate with you using only your GGC email. You should check your GGC email every day. Emails from other domains (gmail.com, yahoo.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).
- When you email me you should consider the email as official correspondence. As such, the email should not appear as a text message but should have proper grammar and punctuation. Begin an email with "Dear Dr. Evangelista," and end with a phrase such as "sincerely" or "best regards". Avoid contractions like "can't" or "it's."
- You should also check your Brightspace (Desire2Learn, D2L) course site every day as well.

Technology Covenant

Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within the classroom and in the larger learning community. This covenant provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Expectations of Students

- All students at GGC need to have access to a computer. If you do not have one, computer labs are available on campus.

- Students can access the course materials and grades via Brightspace (D2L).
- Students should check GGC email regularly (at least twice a day).
- Cell phones should be set on silent and stowed during class.
- Because this is a discussion-based class, there will be **no laptop** use during class. Instead, bring a pen and paper to class for taking notes. A Canadian study shows that laptop use can lower grades by 11-17%: <http://www.theglobeandmail.com/life/parenting/back-to-school/laptops-in-class-lowers-students-grades-canadian-study/article13759430/>
- Students must participate in small and large group discussions.
- Professionalism and courtesy are expected and encouraged in this class. In our class discussions, be respectful of the opinions of others, responding to their comments with politeness. Also, encourage quieter students to participate in small group discussions.
- Students must not conduct any activity unrelated to class during class time (i.e. doing homework, sleeping). **Eating is not allowed in class.** Drinking soda/water is permissible.
- Any disruptive or disrespectful behavior will not be tolerated.

Course Information

Class Details

Course Details: HIST 2111 05

Class Time: MWF 8:00-8:50am

Course Location: C2105

Course Description

A Survey of United States History to 1877.

Course Prerequisites

READ 0098 (If applicable)

Course Resources

Required Texts

Understanding the American Promise: A History, Volume I – to 1877, Second Edition by James L. Roark et al., Bedford/St. Martins: 2014. ISBN: 9781457639807

Reading the American Past: Selected Historical Documents, Volume I – to 1877, Fifth Edition by Michael P. Johnson, Bedford/St. Martins: 2012. ISBN: 9780312564131

Other required readings are posted on Brightspace

Course Goals and Objectives

Students taking this course will learn to:

- Use critical thinking skills to critique and analyze historical data
- Develop writing and oral skills to present historical concepts and ideas
- Understand historical events over time and their connection to the present
- Develop an understanding of diverse cultural perspectives across history

- Cultivate an attitude of positive civic engagement and ethical responsibility from a local and global perspective

Course Outcomes

Students completing this course should be able to:

- Draw conclusions about historical events to determine cause and effect relationships
- Analyze and interpret primary and secondary sources
- Present information derived from source material
- Communicate effectively in individual and/or group presentations
- Actively participate in group discussion
- Interpret and understand assigned reading materials
- Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs
- Understand the role of race, gender, ethnicity, religion and class in the evolution of American society
- Identify the historic role of America in the community of nations

History Program Outcome Goals

- An ability to identify, locate, analyze, differentiate, and interpret primary and secondary source data
- A broad knowledge of U.S. historical geography
- An understanding of how human interaction with environments shaped nature
- A broad knowledge and a select mastery of key people, trends, and events in U.S. history

Integrated Educational Experience (IEE) Goals

- IEE1: clearly communicate ideas in written and oral form
- IEE2: demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts
- IEE 5: demonstrate an understanding of human and institutional decision making from multiple perspectives

Course Requirements and Grading

You can expect to access the course materials and grades via our course in Brightspace (D2L). Students should check Brightspace regularly, as course changes will always be announced and recorded on the course site. [Add any other information about your grading policies]

Grading Scale

- A (Excellent) 90-100
- B (Good) 80-89
- C (Fair) 70-79
- D (Poor) 60-69
- F (Failure) 59 and below

Course Assessments

Assessment	Details	% of Grade
Exam 1	9/16/16. A mix of multiple choice and short answer questions.	20%
Exam 2	10/21/16. A mix of multiple choice and short answer questions.	20%
Final Exam	A mix of multiple choice and short answer questions. One short answer question will be cumulative.	25%
Participation	Participation in class discussions.	15%
Attendance		10%
Reading Responses	Reading responses posted to Brightspace for each class period.	10%

Attendance Policy

This is a discussion-based class. Therefore, attendance and active participation are both expected and required. Come to class prepared with questions to guide discussion. Bring the day's assigned reading to class.

Since attendance is so critical to your success in this course, for every absence you incur over six, one percentage point will be deducted from your attendance grade. All absences will be counted – **there are no excused absences!** Arriving more than five minutes late or leaving class early will result in a half absence.

Reading Responses

Students must read the assigned readings for each class (look under "Class Schedule" to find the readings) and post a **reading response** on Brightspace. The reading responses must be posted to D2L by 7:00am on the day the reading response is due. The instructor will not accept any reading responses posted after that time. To post a reading response on Brightspace, go to Discussions, click "[appropriate date] Reading Response", select "Start new thread", write your post, then click "post". **Editing reading responses is forbidden!**

On Mondays, the assigned readings will come from the textbook and students must answer the following questions in their reading responses: 1) What is the most important part/aspect of the assigned reading and why? 2) What is the most interesting part/aspect of the reading and why? For Friday classes, the instructor will post questions on Brightspace in advance to guide reading responses.

All assigned readings beyond the textbook (unless otherwise indicated in the "Class Schedule" below) will be posted to Brightspace.

Makeup Exams

Make up exams will only be given if 1) the student makes the request for a make-up at least 24 hours before the scheduled exam and 2) provides official documentation (such as a doctor's note) within a week of the exam date. The format of the makeup exam is at the discretion of the instructor.

Final Exam Date:

The final exam will be given sometime during finals week as specified by the registrar. The date and time of the final exam is set by the registrar and will be posted. The exam schedule cannot be changed at the convenience

of the student. You should not plan to be absent anytime during that week. A make-up final exam will only be given in cases of a verifiable excused absence.

Course Schedule

Week 1 – Understanding Ancient America

August 17, 2016

- Roark et al., *Understanding the American Promise*, pp. 4-5, 10-25.

August 19, 2016

- “Early American Cities, Settlements, and Centers” by Colin G. Calloway (posted to Brightspace).

Week 2 – The European Invasion (Discovery) of the Americas

August 22, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 34-38, 42-47.

August 24, 2016

August 26, 2016

- “A Mexican Description of the Conquest of Mexico” in *Reading the American Past*, pp. 27-32.
- “Columbus – Hero or Villain” by Felipe Fernández-Armesto (posted to Brightspace).

Week 3 – Founding the Southern Colonies

August 29, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 56-65, 72-78, 123-129

August 31, 2016

September 2, 2016

- “Elizabeth Ashbridge Becomes an Indentured Servant in New York” (pp. 77-81) in *Reading the American Past*.
- “Empire of Outcasts” by Rachel Christian (posted to Brightspace).

Week 4 – Founding the Northern Colonies

September 7, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 84-88, 98-106, 118-119.

September 9, 2016

- “Wampanoag Grievances at the Outset of King Philip’s War” in *Reading the American Past*, pp. 66-69.

Week 5 – The British Empire and the Colonial Crisis

September 12, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 150-169

September 14, 2016

September 16, 2016

- Exam 1 – No readings

Week 6 – The American Revolution

September 19, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 174-189, 192-200.

September 21, 2016

September 23, 2016

- Documents in *Reading the American Past*, pp. 131-141

Week 7 – Building a Republic

September 26, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 206-214, 223-231

September 28, 2016

September 30, 2016

- “The American Monarchy” by Frank Prochaska

Week 8 – Forming the New Nation

October 3, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 236-252

October 5, 2016 – Last day to withdraw with a “W”

October 7, 2016

- Presentation from the Career Development and Advising Center

Week 9 – A Maturing Republic

October 10, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 267-279, 284-289

October 12, 2016

October 14, 2016

- “A Farmer’s View of his Wife” in *Reading the American Past*, pp. 242-244
- “The Saviour of Canada” by Graeme Garrard

Week 10 – The Expanding Republic

October 17, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 303-312, 315-318

October 19, 2016

October 21, 2016 – Exam 2

Week 11 – The New West and the Free North

October 24, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 328-349

October 26, 2016

October 28, 2016

- In class video: *How We Got to Now: Clean*

Week 12 – Understanding the Slave South

October 31, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 360-386

November 2, 2016

November 4, 2016

- Documents on pp. 246-250, 253-261 of *Reading the American Past*

Week 13 – The House Divided

November 7, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 392-394, 398-400, 408-418

November 9, 2016

November 11, 2016

- “Pride and Prejudice in the American Civil War” by Susan-Mary Grant

Week 14 – The Civil War

November 14, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 424-430, 438-444, 448-452

November 16, 2016

November 18, 2016

- “Susie King Taylor Describes Her Wartime Experiences” and “General William T. Sherman Explains the Hard Hand of War” in *Reading the American Past*, pp. 294-305
- “Combat Trauma in the American Civil War” by John Talbott

Week 15 – Reconstructing the Nation

November 21, 2016

- Roark et al., *Understanding the American Promise Vol. I*, pp. 458-482

Week 16 – Reconstructing the Nation continued

November 28, 2016

- No reading response

November 30, 2016

- “The Truth Behind ‘40 Acres and a Mule,’” pbs.com - <http://www.pbs.org/wnet/african-americans-many-rivers-to-cross/history/the-truth-behind-40-acres-and-a-mule/>
- “The Black Codes,” History.com – <http://www.history.com/topics/black-history/black-codes>

December 3, 2016

- Exam review, no reading response

Final Exam

December 5, 8:00-10:30am

Course Changes

This course syllabus provides a general plan for this course. The instructor reserves the right to make changes to the syllabus at her discretion.

School of Liberal Arts

Vision/Mission Statement

The School of Liberal Arts provides an innovative, multidisciplinary, student-centered, flexible curriculum that prepares the student for further study or work in a global economy. The School seeks to develop the student’s learning through faculty engagement in cross-disciplinary teaching, research and service with a flexible curriculum that responds to increased globalization.

Academic Integrity

Students are responsible for avoiding every aspect or appearance of plagiarism by appropriately citing the sources of ideas, thoughts, or words of others that appear in their academic work.

Please note: Copying reading responses is plagiarism.

Examples of plagiarism include:

- Directly quoting another’s words without appropriate citation and punctuation;
- Overusing quotations in a written work;
- Paraphrasing another’s words without appropriate citation;
- Submitting assignments and other work that is not your own;
- Citing primary and secondary sources incorrectly.

Examples of academic dishonesty include:

- Submitting a single assignment for multiple courses without the instructors’ knowledge or permission;

- Using assignments submitted by other students;
- Using unauthorized materials during an exam.

Georgia Gwinnett College Policies

Attendance Policy

The classroom experience is a vital component of the college learning experience. Interaction with instructors and with other students is a necessary component of the learning process. Students are expected to attend regularly and promptly all class meetings and academic appointments. Students who are absent from classes bear the responsibility of notifying their instructors and keeping up with class assignments in conjunction with instructor provisions in the course syllabus. An individual instructor bears the decision as to whether a student's absence is excused or unexcused and whether work will be permitted to be made up; the decision of the instructor in this case is final. Students who are absent because of participation in college-approved activities (such as field trips and extracurricular events) will be permitted to make up the work missed during their college-approved absences, provided that the student discussed with and obtained approval from the instructor to make up the work missed prior to the student's going on the field trip.

Americans with Disabilities Act Statement

Georgia Gwinnett College will provide reasonable accommodation to employees, applicants for employment, students, and patrons who have physical and/or mental disabilities, in accordance with applicable statutes. Georgia Gwinnett College will take affirmative action to employ and advance in employment persons who are qualified disabled veterans, veterans of the Vietnam Era, or other covered veterans. If you are a student who is disabled as defined under the Americans with Disabilities Act and require assistance or support services, please seek assistance through the [Office of Disability Services](#). A CDS Counselor will coordinate those services.

For more information, refer to the [Americans with Disabilities Act Policy](#).

Equal Opportunity and Affirmative Action Policy

Georgia Gwinnett College adheres to affirmative action policies designed to promote diversity and equal opportunity for all faculty and students.

As an equal opportunity institution, Georgia Gwinnett College is committed to nondiscriminatory practices consistent with federal and state requirements and objectives. Georgia Gwinnett College affirms its commitment to keeping its workplace and academic programs free of discrimination and harassment and maintaining an environment that recognizes the innate worth and dignity of every person.

It continues to be the policy of Georgia Gwinnett College to implement affirmative action and equal opportunity for all employees, students and applicants for employment or admission without regard to race, color, creed, religion, national origin, sex, age, sexual orientation, gender identity, pregnancy/parental status, veteran status or disability.

For more information, refer to the [GGC Equal Opportunity and Affirmative Action Policy Statement](#).

Academic Respect

The college exists to foster educational excellence. To this end, a classroom atmosphere that supports learning must be maintained. Students are expected to be active, attentive participants in the class. Students are also expected to abide by class policies and procedures and to treat faculty and other students in a professional,

respectful manner. Students are expected to be familiar with the student conduct code published in the [Student Handbook](#).

Academic Integrity

Student Honor Statement: We will not lie, steal, or cheat, nor tolerate the actions of those who do.

Georgia Gwinnett College students are expected to adhere to the highest standards of academic integrity and are expected to encourage others to do the same. Further, students are expected to take responsible action when there is reason to suspect dishonesty on the part of others.

Academic dishonesty carries severe penalties ranging from a grade of "0" on the affected assignment to dismissal from Georgia Gwinnett College. Each faculty member at Georgia Gwinnett College bears the responsibility for assigning penalties for cases of academic dishonesty. Students may appeal a penalty as outlined in the [Student Handbook](#).

Academic Enhancement Center

The Academic Enhancement Center provides free drop-in tutoring for GGC students. Tutoring is available in many subjects including reading college texts, writing assignments, grammar focus, research and citation, college algebra, calculus, chemistry, and physics, and IT. The Academic Enhancement Center for math/science/IT/Business is located on the 2nd floor of the library. The hours of operation of the AEC can be found at the [School of Transitional Studies Academic Enhancement Center](#) web page.

Safety and Security

View the [GGC Safety and Emergency Communications web page](#) for information important to you. To avoid confusion and rumor ensure you (1) sign up for [RAVE](#) alert notification and (2) download the In Case of Crisis app for [iPhone](#) or [Android](#). View the 15 minute [Active Shooter Video](#). You are the additional eyes and ears for first responders. Follow the adage, "If you see something, say something" to a GGC employee. Your community needs your increased vigilance and awareness.