

HIST 1400 (CTW)
U.S. History I – ONLINE (3 credits)
Summer 2020

History was of absolutely critical importance to me, because it helps you to escape if you will, from the tyranny of the present. It helps you to understand where politicians, political forces, movement are coming from. It also, frankly, allows you to see through a lot of what they say.

-Anatol Lieven

Course Description

This course is a survey of United States History beginning with European colonization and continuing through the era of reconstruction following the Civil War. It examines some of the major economic forces, political conflicts, and social ideals that shaped the nation's development during this period. Using digital history resources, we will focus in particular on exploring the connections between past events and contemporary issues.

Upon completion of this course you will know or be able to do the following.

- Recognize the plurality of the American past before 1877.
- Investigate historical questions, analyze sources, and verify claims with evidence.
- Read perceptively, write to be read by others, and write to reflect on one's learning.

Required Technology & Texts

TECHNOLOGY: This course requires a high speed internet connection and a computer device capable of word processing and streaming media. The course is administrated through Blackboard university email. Hence, you must have and use Fitchburg State Blackboard and email accounts. In order to access course documents, you must be able to view PDF and Microsoft Word files.

TEXTS: There are no required textbook purchases for this course. Instead, assigned readings are all free, online digital sources, including the required textbook, [The American Yawp](#), an open access, collaboratively built textbook featuring the best, most recent historical scholarship available on American history. There is no cost associated with using the textbook. If, however, you desire a hardbound copy, the editors have partnered with Stanford University in order to provide print editions at a low cost. See the textbook for details.

Instructional Design

METHOD: The method of instruction in this course emphasizes active, independent learning. You are expected to read for knowledge and write with the goal of exploring ideas, including those of your classmates.

FORMAT: This course is an ONLINE course. All work will be completed on-line using Blackboard and specified digital sites and resources. The course is not self-paced. You are responsible for knowing all deadlines and submitting assignments on time to keep up with the class.

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INSTRUCTOR ROLE: My role as instructor of the course takes three forms: I grade all assigned work; I use the announcement function to comment on classwork; and I use email to provide individualized feedback. The best way to reach me is by email. If I am unable to respond immediately, I will endeavor to do so before the end of that day.

Behavioral Expectations

I place a high value on everyone meeting these expectations—not only because they are critical to individual students' success in the course, and to the success of the course as a whole, but also because they are critical to one's success in life more generally, especially in the workplace.

CIVILITY: Everyone, including myself, is expected to show respect for others. In a course of this nature, that includes abiding by the rules of written English in all communication (including emails), and thoughtfully and respectfully engaging others in discussion following the rules of "[netiquette](#)."

PROFESSIONISM: Everyone, including myself, is expected to behave in a professional manner. This means being punctual, meeting deadlines, being prepared, completing work diligently, using a polite, respectful tone for all communication, resolving issues in a mature and responsible manner, and behaving ethically.

ACADEMIC INTEGRITY: Academic integrity is an important subset of professional behavior. As I'm sure you're already aware, it is unethical to cheat, or to use the words or ideas of another person without proper acknowledgement. Use appropriate citations to indicate the source of any wording of ideas not your own, including that found on the Internet, or created by another student. There will be serious consequences for your grade in this course, and possibly for your academic standing at the university, if you are found guilty of cheating or plagiarism.

Support Services

TECHNICAL SUPPORT: For assistance with Blackboard, FSU email, and other technical support contact the University's [technology help](#).

EXTENDED CAMPUS CENTER: Extended Campus students are encouraged to take advantage of the university's [online student resources](#), including an online "[Student Resource Center](#)."

UNIVERSITY LIBRARY: The library provides a full range of library services to students enrolled in distance learning and extended campus programs. Information on how to access these services is available on the library DL&EC [libguide](#).

ACADEMIC SUPPORT: Students who wish to deepen their understanding of course concepts, extend their skills, and improve performance in this course are encouraged to take advantage of the University's [Academic Support](#) services, which include an on-line tutoring service.

SPECIAL NEEDS: If you have a documented disability that may require accommodation in this course, please communicate with me as soon as possible. Additionally, you will need to contact [Disability Services](#).

Assignments

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ASSIGNMENTS: There is no midterm or final examination in this course. Instead, course assignments consist of regular textbook reading assignments and online multiple-choice quizzes on this reading, online discussion assignments that explore specific historical problems, and reflective writing assignments. Detailed instructions and evaluation criteria are described below. You can keep track of your grades on Blackboard under "My Grades."

ASSIGNMENT DUE DATES/TIMES: Provided as a separate document under "Course Information."

GRADE DETERMINATION: Overall course grades will be assigned according to the Fitchburg State grading scale. In calculating final grades, scores in each assignment category will be averaged and weighted as indicated. If you have any concerns about the evaluation of your work, please speak with me directly and refer to the grade appeal policy in the university catalog.

			<i>Percent of Grade</i>		
Textbook Chapter Quizzes (15 total)			40%		
Discussions (8 total)			40%		
Reflective Writing (4 total)			20%		
A	4.0	95% - 100%	C+	2.3	74% - 76%
A-	3.7	92% - 94%	C	2.0	71% - 73%
B+/A-	3.5	89% - 91%	C-	1.7	69% - 70%
B+	3.3	86% - 88%	D+/C-	1.5	67% - 68%
B	3.0	83% - 85%	D+	1.3	64% - 66%
B-	2.7	80% - 82%	D	1.0	60% - 63%
C+/B-	2.5	77% - 79%	F	0.0	0% -59%

LATE WORK: I do not accept late work. I have my own schedule to keep and deadlines to meet. I'm sure you can understand that it is difficult to do so if I must constantly deal with late assignments. Moreover, by design Blackboard assignments cannot be individually rescheduled or made up once the due date passes. So be aware: **if you do not complete a course assignment by the due date and time, whether for personal or technical reasons, or you fail to submit an assignment properly, you will earn a score of 0 for that assignment.**

That said, I understand that life happens and that it can take an assignment or two to adjust to a new instructor's expectations, so I have built in some flexibility.

- Reading quiz and discussion assignments for a given week will be available through the weekend. You should, however, always strive to meet the daily assignment deadlines. Doing so is the best strategy for maximizing your learning and your success in the course.
- In calculating your final grade, I will drop your lowest grade in each category of assignment.

ASSIGNMENT DIRECTIONS & SCORING RUBRICS

TEXTBOOK READING ASSIGNMENTS

Textbook reading assignments are intended to give you a breadth of information on American history and to provide contextual information for our in-depth study of specific issues. To enhance your understanding of textbook reading assignments you may find it useful to use a specific textbook reading strategy, such as the [SQ3R or other method](#).

CRASHCOURSE VIDEOS

You may also find it useful to view the recommended *CrashCourse* video identified for each chapter in a handout available on Blackboard along with the link to *The American Yawp*. The videos provide an excellent overview of American history and viewing them is highly recommended (but not required). Keep in mind that, while the videos will enhance your understanding of textbook reading assignments, they are not a substitute; chapter quiz questions are aligned with *The American Yawp*, NOT *CrashCourse*.

TEXTBOOK CHAPTER QUIZZES

You can learn a lot from the textbook, but only if you read it and spend some time thinking about what you read. To encourage you to do so, there is an untimed 10 question multiple-choice quiz administered through Blackboard on each assigned textbook chapter. Quizzes are graded on a point scale (each question is worth 1 point) translated into a percentage. Your overall grade will be a straight average of individual grades.

In general, students have responded positively to the quizzes. They have especially appreciated the control they have over the exact time, location, and pace at which they take them. They have also preferred them to midterm and final exams. However, the questions can be challenging and, as with all multiple-choice quizzes, it can sometimes be difficult to distinguish the correct choice among similar possible answers. Pay careful attention to how the question is worded and read all possible answers before selecting the *best* answer. You should also pay careful attention to Blackboard's directions and make sure you properly submit the quiz. You may find [IT's tips](#) helpful.

Reporting Possible Quiz Errors: If you think that a quiz question may contain an error, email me the question, the answer choices, and the chapter.

DISCUSSION ASSIGNMENTS

Discussion assignments and associated forums are located on Blackboard. These assignments are designed to extend your learning about specific problems relating to course material, and to allow you to learn from each other. Discussion assignments are scored on a 10-point scale (see the rubric below) and averaged for an overall score expressed as a percentage.

You should answer questions in paragraph form, not in a disconnected fashion where you list out or number each answer. Do NOT include the questions in your answers. Be sure to source references and examples by author, title, and date as applicable. Submit work as posts, not attachments, as this makes it easier for others to read. While you can type your answers directly into a text window, it is better to compose outside of Blackboard, and then cut and paste into the text window. The most

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reliable means of doing so is to use the key stroke commands Ctrl+C to copy and Ctrl+V to paste. Composing outside of Blackboard allows you to take more care with your writing, and you will have a copy should any technical problems arise in the process of submitting your work.

There are two required components to discussion assignments and one suggested component:

1. **REQUIRED:** An initial **post**, which consists of your answers to the questions posed in the assignment handout.
2. **REQUIRED:** An **addendum**, in which you should reflect on what you learned from reading others' posts. As you review what others have written is there a comment or two that stands out? Is there an idea or perspective you did not consider? Are there additional questions raised for you? In your addendum, **you must make specific reference by name to at least two other classmates' posts**. Submit your addendum as a reply to your original post. Below are additional suggestions for how to approach the addendum.
 - a. Make a comment that explicitly underscores the link between two or more people's contributions.
 - b. Contribute something that builds on or springs from what someone else has said. Be explicit about the way you are building on the other person's thoughts.
 - c. Express appreciation for the enlightenment you have gained from the discussion. Be specific about what it was that helped you understand something better.
3. **SUGGESTED:** As you read others' posts, you are encouraged to reply directly to the author. Note that some discussion assignments require you to respond directly to other students. Specific directions for doing so are provided in the discussion handout.

Discussion Scoring Rubric

	9-10 Points Good to Excellent	7-8 Points Acceptable	6 Points Unacceptable
Assignment	<ul style="list-style-type: none"> Follows assignment directions, answers all of the questions asked, and shows a high level of effort. 	<ul style="list-style-type: none"> Follows assignment directions and answers the questions asked. 	<ul style="list-style-type: none"> Shows minimal or no effort to follow the assignment directions.
Evidence	<ul style="list-style-type: none"> Answers are thoroughly illustrated and supported with specific examples from the assigned material. Evidence is thoroughly explained, well integrated, and sourced. Analysis of evidence is unquestionably accurate. 	<ul style="list-style-type: none"> Answers are illustrated and supported with specific examples. Evidence is explained and sourced. Analysis of evidence is accurate, or at least highly plausible. 	<ul style="list-style-type: none"> Answers are not illustrated and supported with specific examples. Evidence is poorly explained, or not explained at all, and is not sourced. Analysis of evidence is inaccurate or implausible.
Addendum	<ul style="list-style-type: none"> Discussion of other students' posts demonstrates serious engagement. Reflects thoughtfully on learning. 	<ul style="list-style-type: none"> Discusses other students' posts. Reflects on learning. <p>NOTE: You are not in the running for 9-10 points if you do not include an addendum in which you make specific reference to at least two classmates' posts.</p>	<ul style="list-style-type: none"> Does not discuss other students' posts or reflect on learning.
Writing	<ul style="list-style-type: none"> Writing is virtually free of sentence-level errors, stylistic problems, and formatting problems. 	<ul style="list-style-type: none"> Writing does not contain errors or stylistic problems that seriously detract from the quality of the writing. 	<ul style="list-style-type: none"> Writing contains numerous errors and/or stylistic problems, making it difficult to read.

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REFLECTIVE WRITING

The reflective writing assignment requires you to reflect on your learning at regular intervals throughout the course. It is designed to enhance your understanding of course material and to help you become a more active, aware, and critical learner. The assignment and submission links are located on Blackboard. Reflective writing assignments are scored on a 10-point scale (see the rubric below) and averaged for an overall score expressed as a percentage.

Although reflective writing assignments are not intended to be read by your classmates, you should still take care to compose your writing so that you and I can read it. As with discussion assignments and for the same reasons, it is better to compose outside of Blackboard, and then cut and paste into the text window.

Reflective Writing Scoring Rubric

	9-10 Points Good to Excellent	7-8 Points Acceptable	6 Points Unacceptable
Reflective Thinking	The reflection explains the student's thinking about his/her own learning processes.	The reflection attempts to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	The reflection does not address the student's thinking and/or learning.
Analysis	The reflection is an analysis of the learning experience and the value of the derived learning to self or others. Clear, detailed examples are provided.	The reflection attempts to analyze the learning experience but the value of the learning to the student or others is vague and/or unclear. Appropriate examples are provided.	The reflection does not move beyond a description of the learning experience. Examples are not provided.
Making Connections	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection does not articulate any connection to other learning or experiences.
Writing	Writing is virtually free of sentence-level errors, stylistic problems, and formatting problems.	Writing does not contain errors or stylistic problems that seriously detract from the quality of the writing.	Writing contains numerous errors and/or stylistic problems, making it difficult to read.

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Topic	Discussion Assignment 9:00 pm Post/10:00 pm Addendum	Quiz 10:00 pm
Welcome!		
	1. Opening Activity: What is History?	
The New World		CH 01
Colliding Cultures		CH 02
	2. Remembering Columbus	
Colonial Society		CH 04
REFLECTION ON LEARNING #1 DUE 10:00 pm WEEKLY FINAL DEADLINE 10:00 pm		
	3. Slavery and New England	
The American Revolution		CH 05
	4. Revolutionary Myths	
A New Nation		CH 06
WEEKLY FINAL DEADLINE 10:00 pm		
REFLECTION ON LEARNING #2 DUE 10:00 pm		
The Early Republic		CH 07
The Market Revolution		CH 08
	5. Sexual Harassment in Historical Perspective	
Religion and Reform		CH 10
WEEKLY FINAL DEADLINE 10:00 pm		
REFLECTION ON LEARNING #3 DUE 10:00 pm		
	6. John Brown: Terrorist or Freedom Fighter?	
The Cotton Revolution		CH 11
Manifest Destiny		CH 12
	7. The Origins of Illegal Immigration	
WEEKLY FINAL DEADLINE 10:00 pm		
Sectional Crisis		CH 13
The Civil War		CH 14
Reconstruction		CH 15
	8. Remembering the Civil War	
WEEKLY FINAL DEADLINE 10:00 pm		
CLOSING ACTIVITY: FINAL REFLECTION DUE 10:00 pm		