



Course Syllabus

- **COURSE NUMBER:** HIST 131

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- **COURSE TITLE/MODALITY:** American History & Civ I

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- **CREDIT HOURS:** 3

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- **SEMESTER:** Fall 2024

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- **CLASS TIMES:** Asynchronous

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- **ROOM:** Online

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- **FACULTY NAME:** Elisabeth Conn

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- **E-MAIL ADDRESS:** econn@ccsnh.edu

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- **OFFICE LOCATION:** N/A

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- **OFFICE HOURS:** By appointment

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- **PRE-REQUISITES:** None

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- **COURSE DESCRIPTION:**

This survey, from the “Age of Exploration” until approximately 1865, examines the development of American civilization, institutions and culture during this period. The course’s approach to history is an “holistic” one that explores the social, cultural, philosophical, political and economic aspects of that history.

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- **TEXT/INSTRUCTIONAL MATERIALS AND EQUIPMENT REQUIRED:**

Textbook: Our primary text will be an Online Educational Resource (OER) available for free online. The textbook information is as follows:

Openstax *U.S. History*. <https://openstax.org/details/books/us-history>

Primary Source Readings: The Constitution of the United States

The Articles of Confederation
The Declaration of Independence
Thomas Paine, *Common Sense*

All of these sources can be found online

Other Materials:

Handouts, videos, DVDs, online resources, primary sources and other material as determined by the instructor. Some of the material will be posted in the Canvas modules, Students are responsible for all material covered in class and in assigned readings.

• **GRADING:**

Weekly Discussion Boards	100 points
Weekly Quizzes	100 points
Poster #1	100 points
Poster #2	<u>100 points</u>
TOTAL:	400 points

Grading Scale:

Percentage of Total Points Earned	Final Grade
92.5-100%	A
89.5-92.4%	A-
86.5-89.4%	B+
82.5-86.4%	B
79.5-82.4%	B-
76.5-79.4%	C+
72.5-76.4%	C
69.5-72.4%	C-
66.5-69.4%	D+
62.5-66.4%	D
59.5-62.4%	D-
0-59.4%	F

• **COURSE OUTCOMES/COMPETENCIES:**

Upon completion of the course the student will have learned to:

1. Explain the background to and social, political, economic, and ideological reasons for European settlement and conquest of the Americas.
2. Apply historical examples and lessons to contemporary situations.
3. Describe major political, economic, social, and cultural trends in the development of American civilization before 1865.
4. Discuss the diversity of the “American experience” during this period.
5. Identify important historical events, movements, personalities, and places in American history before 1865.

6. Analyze and compare different interpretations of “what happened and why” in American history.
 7. Collect data on a narrow historical topic.
 8. Critically evaluate historical data in order to prepare an historical presentation or research paper.
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- **Diversity, Equity, and Inclusion Statement**

The content of this course is designed to challenge your viewpoints and perspective as part of your learning experience. It is my intent that students from all backgrounds and perspectives are well-served by this course. Students' learning needs will be addressed both in and out of class, and the diversity of students will benefit the class and will be considered a resource and strength. Materials and activities presented in class will respect diversity including gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture.

- Discuss privately with me if you feel your success in the class is being impacted by experiences outside of class. I am always open to listening to students' experiences and want to find acceptable ways to process and address the issue.
- If you feel that something offensive occurred regarding DEI topics in class (by anyone) that made you feel uncomfortable, please let me know.
- Please make me aware if you have a name and/or set of pronouns that are different from those appearing on your official records.
- I encourage you to seek out other resources, such as an academic advisor or another trusted faculty member, if you feel more comfortable addressing issues with these individuals. Anonymous feedback can be submitted [here](#).

It is my hope that this course meets your every expectation as a challenging, engaging, and respectful learning experience. If you find this not to be the case, I would welcome the opportunity to address your concerns. This is not only a courtesy; it is a matter of process and procedure. Should we fail to arrive at a mutually satisfactory understanding, you should take the matter to my immediate supervisor, Professor Freeborn at sfreeborn@ccsnh.edu.

- **ACADEMIC FREEDOM AND COURTESY**

History and other social sciences are not “neutral” disciplines. Indeed, every person has their own biases and viewpoints, and one person's take on historical events may be different than your own. My goal in this class is to present you with information about history as thoroughly as I can. This means that we are going to cover uncomfortable or upsetting topics, including slavery, genocide, sexual assault and rape, mistreatment of minority groups, etc. While it is important to engage with the facts of history without trying to whitewash or dismiss atrocities that took place, it may be the case that members of the class view certain events differently from each other. It is perfectly fine to disagree with each other or with me in class, as long as disagreements are handled in a respectful and professional manner. Students will never be graded based on their opinions or ideology – grades in this class are based solely on how well students understand the material and their performance on exams and written assignments. I ask all students to help me in creating a welcoming environment for everyone.

- **ACADEMIC HONESTY**

Class members are expected to adhere to the highest standards of academic honesty and to refrain from academic dishonesty such as cheating and plagiarism. Plagiarism means presenting someone else's words or ideas as your own. Other forms of academic dishonesty include writing a paper for another student, turning in a paper written by another student, obtaining a paper from the internet, and "recycling" a paper that you have previously submitted for this or another class. Proven cases of academic dishonesty may result in an "F" for the course as well as other action per LRCC policy and the instructor's discretion. If you have any questions about an assignment, please contact me *before* the paper is due – I am happy to answer questions to help you avoid plagiarism. The library and tutoring center are also good resources for you to contact if you need help with proper citations.

- **TURNITIN**

Please be advised that the instructor is using an app named Turnitin on all assignments. Any assignment submitted in this course must be your own original work. It is not acceptable to submit anything you have previously submitted for another course or for another assignment in this course. If you are retaking this course, you are expected to write original papers and answers to exams and not to reuse work from previous semesters. Recycling assignments that were used for a previous assignment in any course is an academic integrity violation and will be treated accordingly. If you are unsure of anything regarding citing, paraphrasing, plagiarism, etc. it is always best to ask the professor for clarification before submitting your work.

- **CANVAS AND EMAIL**

Each student is expected to access and regularly check the Canvas site for this course. I expect you to check your email and Canvas on a regular basis for class updates, changes or additions to readings, etc. Readings should be completed prior to the class meeting for which they are listed in the syllabus. **You are responsible for knowing deadlines and exam dates.**

- **CANVAS MODULES**

The semester will be divided into weekly modules. Course material will be posted in these modules including links, videos, lectures, and other materials. In addition, the assignments will be posted in the weekly Canvas Modules in the week they are due.

- **ASSIGNMENT SUBMISSIONS ON CANVAS AND DUE DATES**

Unless otherwise indicated, written assignments must be submitted on Canvas by 11:59 pm EST on the day that they are due. Late papers will be penalized by 5% each calendar day, which means your grade will drop by one letter grade every two late days. **Papers more than one week late will earn a zero** unless prior arrangements have been made.

Out of fairness to all students, makeup exams will only be given in the case of extreme documented emergency circumstances at the discretion of the instructor. If you have an issue while taking the exam (such as technical problems or a personal emergency), you should contact me immediately. Forgetting

to take the exam on the assigned day does not meet the standard of an emergency necessitating a makeup.

- **EXTRA CREDIT**

The instructor *may* provide opportunities for extra credit. *This is at the sole discretion of the instructor.* Extra credit is not “substitute” credit. In other words, extra credit opportunities will only be offered to the class as a whole and not to individual students who have done poorly on other assignments.

- **ASSIGNMENT DETAILS**

Discussion (100 Points)

Participation on our weekly discussion boards is required and is worth 100 points towards your total course grade. You must post a well-thought-out response to one of the weekly discussion questions that I pose as well as responding meaningfully to at least one other student’s post from that week. Simply writing “I liked the readings,” “I learned a lot,” or “That’s a good point!” will not count as meaningful discussion. You must engage critically with the material we read each week and demonstrate that you are thinking deeply about it by asking questions, questioning viewpoints, and applying the readings to your real-world experiences. The purpose of discussion board posts is to aid in your retention of the material, to cultivate a discussion with your classmates, and to aid in the learning of others as well. **Your discussion post is due by Thursday and your response to a classmate is due the Sunday of the week for which they are intended.** The instructor retains absolute discretion in determining what does and does not count towards discussion.

Weekly Quizzes (100 points)

Students are also expected to participate in weekly quizzes via Canvas. The quizzes are based on the readings/assigned videos and podcasts for that week and are due on Thursday of their respective week. Quizzes are worth 30% towards your total grade.

Poster #1 (100 points)

Imagine that one of the original thirteen British colonies in America were interested in developing a tourism industry. Write an ad in the form of a travel poster trying to convince tourists to come visit one of the original thirteen colonies:

- New Hampshire
- Massachusetts
- Rhode Island
- Connecticut
- New York
- New Jersey
- Pennsylvania
- Delaware
- Maryland
- Virginia
- North Carolina
- South Carolina
- Georgia

What sorts of things would the colony brag about, trying to get tourists to come see it? What issues might they try to cover up so tourists weren't scared away? Be sure to reference economic strengths, claims to fame, things to do, and cultural background such as religion and the founding of the colony.

Your poster should be contained on a single page (your works cited can be on a separate page, but nothing else) and must include at least 3 images (with citations) relevant to the colony you chose. Your poster must include at least 3 sources with in-text citations. I encourage you to be creative, but you must cite any sources you use in writing these response papers, including our textbook and class lectures. Use of AI technology for this assignment is not permitted. Poster #1 is due **September 22**.

Poster #2 (100 points)

Create a poster analyzing the changes taking place during the 1800s in *one* of the following regions of the country:

- The North
- The West
- The South

Be sure to discuss the economy, issues facing women and/or people of color, class differences, and pressing issues that developed during the antebellum period in your chosen region.

Your poster should be contained on a single page (your works cited can be on a separate page, but nothing else) and must include at least 3 images (with citations) relevant to the region you chose. Your poster must include at least 3 sources with in-text citations. I encourage you to be creative, but you must cite any sources you use in writing these response papers, including our textbook and class lectures. Use of AI technology for this assignment is not permitted. Poster #1 is due **November 17**.

COURSE SCHEDULE/ADDITIONAL INFORMATION:

Week 1

The Americas, Europe, and Africa before 1492

Read textbook chapter 1

Introductions discussion, discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 2

The Atlantic World, 1492-1650

Read textbook chapter 2

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 3

Colonial Societies, 1500-1700

Read textbook chapter 3

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 4

The English Empire, 1660-1763

Read textbook chapter 4

Discussion post and weekly quiz due Thursday

Discussion response and Poster #1 due Sunday

Week 5

Imperial Reforms and Colonial Protests, 1763-1774

Read textbook chapter 5

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 6

America's War for Independence, 1775-1783

Read textbook chapter 6

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 7

Creating Republican Governments, 1776-1790

Read textbook chapter 7

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 8

The New Republic, 1790-1820

Read textbook chapter 8

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 9

Industrial Transformation in the North, 1800-1850

Read textbook chapter 9

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 10

Jacksonian Democracy, 1820-1840

Read textbook chapter 10

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 11

Westward Expansion, 1800-1860

Read textbook chapter 11

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 12

The Antebellum South, 1800-1860

Read textbook chapter 12

Discussion post and weekly quiz due Thursday

Discussion response and Poster #2 due Sunday

Week 13

Antebellum Idealism and Reform Impulses, 1820-1860

Read textbook chapter 13

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 14

The Tumultuous 1850s

Read textbook chapter 14

Discussion post and weekly quiz due *WEDNESDAY* because of Thanksgiving

Discussion response due Sunday

Week 15

The Civil War, 1860-1865

Read textbook chapter 15

Discussion post and weekly quiz due Thursday

Discussion response due Sunday

Week 16

Wrapping Up

Discussion post and weekly quiz due Thursday

Discussion response due *SATURDAY* (last day of the term)

(Note: The above course objectives, teaching strategies, course requirements, assessments, course calendar and topic outline are subject to change in the event of extenuating circumstances)