

American History to 1865
Spring 2016 Semester HST 009
Class Location: CLCC158
Course Schedule: TuesThurs 9:00-10:15am
Course Section#: 26154

Instructor Information

Anthony Pratcher II

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Contact Information

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Office Hours: Tues 8-9am/Th 10:30-12pm
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Course Catalog Description

Chart the growth of the American Republic from colonial times through the Civil War.

Course Overview

The primary objective of this course is to guide students through a narration of major themes, significant events, and important questions that arise in the land which becomes the United States of America from the establishment of British North America to the American Civil War. This course explores the origins of the American nation-state, the people who came to inhabit it, and the growth and development of the society they created from its colonial origins through 1865. Students will consider political, economic, cultural, and social aspects of life on the North American continent to evaluate changes in boundaries, culture, and government from 1492-1865. This course will emphasize history as a complex network of social processes and personal interactions which is constructed as a series of people, events, and dates. Through course readings, digital media assignments, class discussion, exams, and a final historiographical paper, students will critically analyze themes, continuities, and contrasts that characterize the history of the United States until 1865.

Learning Objectives

At the completion of this course students will be able to:

- Critically assess different source material(s) to contextualize information therein.
- Develop clear, concise, and correct analyses of data for a digital audience.
- Design and curate digital space dedicated to research and self-expression.
- Discuss major themes, continuities, and contrasts which form American History.

Course Requirements

Technology Policy

The use of technology is permitted in class only as it relates to relevant course material. However, since we will use Blackboard and Tumblr to complete this course, you must have access to a computer that can access the internet. You are responsible for having a reliable computer and internet connection throughout the course. You must have an active ASU e-mail account and access to the Internet. Please plan on checking your ASU email and Blackboard account regularly for course related messages. All other uses of technology shall be seen as a distraction and are not permitted.

Studying and Preparation Time

Students are expected to complete all readings before the first class period of each week, unless otherwise instructed. The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore expect to spend approximately 9 hours a week preparing for and actively participating in this course.

Tardy Attendance or Missed Assignments

Students are expected to arrive on time and be present at all class meetings. Students who arrive more than **10 minutes tardy** are considered absent. Please **DO NOT** enter class if you are considered absent. In the end, it is the responsibility of the student to obtain missed class content from another student; you will not be able to make-up any in-class activities unless the instructor is notified before the assignment is due and provides an opportunity for the student to submit his/her assignment late. Points may be taken off for a late assignment.

Course Textbook and Materials

Required

- ***Liberty, Equality, Power (V1) (Required)***
 - 7th edition (2016)
 - ISBN: 9781305252936
 - Publisher: Cengage
 - Author: Murrin
- ***Indian Oratory***
 - ISBN: 9780806115757
 - Publisher: University of Oklahoma Press
 - Wentworth
- ***Narrative of Sojourner Truth***
 - ISBN: 9780140436785
 - Publisher: Penguin
 - Author: Painter/Truth

Course Assignments and Grading

Summary of Assignments

Item	Points	Date
Midterm	200	February 25
Tumblr Participation (60)	300	April 21
Final Exam	200	April 28
Final Paper (3000 words)	300	May 5

Assignment Policy:

The assignments for this course are paced so that coursework prepares students for the development of their final projects. To fulfill the spirit of this structure, students are expected to engage with course material and platforms before, during, and after class.

Students are also encouraged to include information from the broader digital community in their Tumblr posts and in class discussion **with proper attribution**. Students will primarily be assessed on their performance in these conversations and their participation in these digital structures.

Tumblr Participation:

- We will all personally curate a Tumblr focused on American History prior to 1865. Students are encouraged to focus on a specific historical theme (electoral politics, professional sports, fashion, labor conditions, etc.) prominent within American History prior to 1865 to aid in their organization of their final historiographical papers. Students are required to create a minimum of sixty (60) original posts on their Tumblr over the course of the semester to earn full credit for their Tumblr participation. Students are expected to work on their Tumblr both during and outside of class.
- Students will be given significant latitude in determining what content to include in their posts. The Tumblr posts will be judged collectively on content delivery, post design, proper attributions, and grammar/style.
 - *Class Participation*
 - We will create original 50-word Tumblr posts which respond to interesting highlights from class lecture or discussion prior to the end of each class. Students must submit twenty-four (24) out of a possible twenty-six (26) posts before the Tumblr due date to be eligible for their full participation grade.
 - *Reading IDs*
 - Each week, we will post definitions for four (4) ID's from the textbook using text and digital media. These posts are due prior to

Monday night by 11:59pm. These definitions will help provide a foundation for our exam prep and final paper. Students must submit twelve (12) ID posts to be eligible for their full participation grade.

- *Tumblr Updates*
 - We will populate our Tumblr's with at least twenty-four (24) additional Tumblr posts comprised of original material prior to the penultimate week of the semester to be eligible for their full participation grade.
- *Extra Credit*
 - Students will earn 1% extra credit for completing all twenty-six (26) class discussion posts. Students will also earn 1% extra credit for completing thirteen (13) ID posts. Finally, students will earn 1% extra for submitting a post to [The Professor's Notebook](#). All extra credit will be added on top of the final grade at semester's end.

Mid-Terms and Finals

- The examinations will cover the ID posts students populate on their Tumblr to test the extent to which you have mastered the lectures, reading assignments, documents, and other materials. The examinations will be in "listicle" form and will be written with a digital audience in mind. Your Tumblr posts should help serve as your study guides. We will discuss the rubric for these exams early in the semester.

Final Paper

- All students will write a 3000-word paper on the impact of land, labor, citizenship and slavery on the development of American society from 1607 – 1865.

Lateness & Extensions:

Extensions will only be granted in exceptional cases. Students must submit a request for an extension by email at least 48 hours *before* the assignment is due. One full letter grade will be deducted for each day an assignment is late. Make-up exams are only considered after verification of a documented personal or family emergency (e.g., a signed physician's note).

Citations:

All external attributions must be appropriately cited using Chicago style citations.

Grades and Grading Scale

Assignment of letter grades is based on a percentage of points earned. The letter grade will correspond with the following percentages achieved. All course requirements must be completed before a grade is assigned.

A+ 97%+

- A 93-97%
- A- 90-93%
- B+ 87-90%
- B 83-87%
- B- 80-83%
- C+ 77-80%
- C 70-77%
- D 60-70%
- E (Fail) Below 60%

Grade Complaints:

Please email requests to regrade no sooner than 24 hours after receipt of assignment. A regraded assignment may rise or fall if the instructor formally reassesses graded work.

Communicating with the Instructor

Students are encouraged to attend office to discuss course-related questions or concerns. Please email particularly substantive questions to the Professor prior to meeting to ensure a productive discussion. Also, pertinent course material will be sent to your ASU email address through Blackboard. Please make sure that your account is open and active. All electronic communication should be responded to within 24 hours.

Weekly Course Schedule

Week	Topics/Lessons	Activities	Assignments
Week 1 1/11-1/17	<i>What is History?</i>	Syllabus	
Week 2 1/18-1/24	<i>Encounters in the Atlantic World</i>	Start Tumblr Sites	<i>Textbook: Chapter I</i>
Week 3 1/25-1/31	<i>Colonization in North America</i>		<i>Textbook: Chapter II</i>
Week 4 2/1-2/7	<i>Empires, Indians, and the Struggle for a Continent</i>		<i>Textbook: Chapter III-IV</i>

Week	Topics/Lessons	Activities	Assignments
Week 5 2/8-2/14	Reform, Resistance, and Revolution	<i>Indian Oratory</i>	Textbook: Chapter V
Week 6 2/15-2/21	The Revolutionary Republic		Textbook: Chapter VI
Week 7 2/22-2/28	Completing the Revolution	Mid-term	Textbook: Chapter VII
Week 8 2/29-3/4	Northern Transformations and The Old South		Textbook: Chapter VIII-XI
Spring Break	N/A	N/A	N/A
Week 10 3/14-3/20	American Culture and Antebellum Reform		Textbook: Chapter X, XII
Week 11 3/21-3/27	Whigs and Democrats	<i>Writing Center Presentation</i>	Textbook: Chapter XI
Week 12 3/28-4/3	Manifest Destiny		Textbook: Chapter XIII
Week 13 4/4-4/10	The Gathering Tempest	<i>Narrative of Sojourner Truth (pp. 9-85)</i>	Textbook: Chapter XIV
Week 14 4/11-4/17	Secession and Civil War	Final Paper Abstracts Due	Textbook: Chapter XV
Week 15 4/18-4/24	A New Birth of Freedom	Final Paper Outlines/Tumblr Due	Textbook: Chapter XVI
Week 16 4/25-4/29	Reconstruction	Final Exam	Textbook: Chapter XVII
Week 17 5/5	Final Remarks	Final Paper Due	

How to Succeed in this Course

- Participate in class discussion and complete
- Read written assignments and become familiar with key terms
- Explore the broader digital media landscape for course-related content
- Communicate with your instructor if you have an emergency
- Create a study schedule so that you don't fall behind on assignments

Student Conduct Statement

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (<http://students.asu.edu/files/StudentCodeofConduct.pdf>), ACD 125: Computer, Internet, and Electronic Communications (<http://www.asu.edu/aad/manuals/acd/acd125.html>), and the ASU Student Academic Integrity Policy (<http://www.asu.edu/studentaffairs/studentlife/srr/index.htm>).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student's behavior disrupts the educational process under USI 201-10 (<http://www.asu.edu/aad/manuals/ssm/ssm201-10.html>).

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

Plagiarism and Academic Integrity Statement

The full policy and procedures that define and explain plagiarism along with the university's penalties and consequences can be found on the ASU website at Academic Integrity Policy at ASU (<http://www.asu.edu/studentaffairs/studentlife/judicial>) and in your ASU Catalog. Review this website during Week One. Plagiarism can result in being dropped from the class, failed in this class and an "XE" grade notation can appear on your ASU transcript that publicly notes "Failed by Plagiarism." These are serious outcomes and can prevent acceptance to upper division programs, internships and other kinds of long-term consequences.

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity>.

Syllabus Disclaimer

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes through the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

Technical Support Contact Information

For ASURITE User ID, password or activation assistance, contact the ASU Help Desk using the following information:

Email: helpdesk@asu.edu

Phone: 480-965-6500, option 1

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/>.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, in-service training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

Tempe Campus

<http://www.asu.edu/studentaffairs/ed/drc/>

480-965-1234 (Voice)

480-965-9000 (TTY)

West Campus

<http://www.west.asu.edu/drc/>

University Center Building Room 130

602-543-8145 (Voice)