



## School of Liberal Arts

### *Mission*

*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.*

<b>Course Number:</b>	History 2111-03
<b>Course Title:</b>	Survey of United States History I
<b>Term and Year:</b>	Spring 2017
<b>Professor:</b>	Michael Gagnon
<b>Office:</b>	C2219
<b>Open Door Times:</b>	By mutual agreement between professor and student.
<b>Professor's Contacts:</b>	mgagnon@ggc.edu (phone) 678-485-1697
<b>Prerequisites:</b>	ENGL 0989
<b>Course Location:</b>	C2105
<b>Meeting Time:</b>	W 6:30-9:00 PM
<b>Required Software Account:</b>	Twitter Account with alias just for this class. Must provide alias to Instructor.
<b>Required Texts:</b>	James Roark, et al, <i>Understanding The American Promise: to 1877</i> , Second Edition, Volume 1 (Boston: Bedford/St. Martin, 2014). ISBN: 9781457639807. At GGC bookstore: (New) \$67.35 or (eBook Rental) \$31.99 Will be less at your favorite online retailer.  Additional readings in Primary Documents will be found online in the course D2L website
<b>Alternate Texts:</b>	James Roark, et al, <i>Understanding The American Promise: A Brief History to 1877</i> , Volume 1 (Boston: Bedford/St. Martin, 2011). ISBN: 9781457608476. <b>This alternate textbook is available on 2-hour reserve in Library!</b>
<b>Course Goals and Objectives:</b>	<i>Students taking this course will learn to</i> <ul style="list-style-type: none"><li>• Use critical thinking skills to critique and analyze historical data</li><li>• Develop writing and oral skills to present historical concepts and ideas</li><li>• Understand historical events over time and their connection to the present</li><li>• Develop an understanding of diverse cultural perspectives across history</li><li>• Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective</li></ul>

**Course Outcomes:** *Students completing this course should be able*

- Draw conclusions about historical events to determine cause and effect relationships
- Analyze and interpret primary and secondary resources.
- 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

**Integrated Educational Experience (IEE) Goals:**

The course goals and objectives that meet the following are in **BOLD**:

- **IEE1: Clearly communicate ideas in written and oral form.**
- IEE2: Demonstrate creativity and critical thinking in inter- and multi-disciplinary contexts.
- IEE3: Demonstrate effective use of information technology.
- IEE4: Demonstrate an ability to collaborate in diverse and global contexts.
- **IEE5: Demonstrate an understanding of human and institutional decision making from multiple perspectives.**
- IEE6: Demonstrate an understanding of moral and ethical principles.
- IEE7: Demonstrate and apply leadership principles.
- IEE8: Quantitative reasoning.

**Assessment Tools:**

*Course objectives and outcomes will be evaluated through*

**Class Participation:** Class attendance and participation is expected of all students. Consistent tardiness is not only rude, it is disruptive of your classmates learning processes. If you know you need to leave class early, you should tell the instructor at the start of class, and position yourself near to the door so as to minimize the disruption of class when you leave. Roaming about class or leaving to the bathroom is also disruptive and will not be tolerated. Similarly, non-emergency uses of telecommunications are disruptive. Disrupting class in any fashion may result in deductions from a student's course grade.

**Twitter Participation:** Students will be expected to sign-up for a twitter account under an alias for this class and then tweet class notes and questions under that alias every class using the class hash tag (**#GGC16fHist2111**). Each student will provide the alias to the instructor so that the tweets may be monitored. For each week of valid tweets of class materials, notes of class material, questions about readings, answers to other student questions, etc, the student will be awarded up to ten points for a total of 150 points over the course of the semester.

**Online Quizzes:** There will be an online quiz to be completed prior to coming to class as listed in the reading schedule. You have 20 minutes to answer 10 questions, and can take the quiz as many times as you like. Your recorded grade will be the highest score of all your attempts, and each attempt will be a different quiz from any other attempted. Once class begins, the quiz will be turned off so that nobody can take it during class. The next quiz will be turned on as soon as the time spent in class ends. There are 11 online quizzes, which is approximately once per week, but I reserve the right to give additional in-class pop quizzes to determine if you remember what you did online. **You may not make up any missed quizzes; they will count as zeros.** The quizzes can include multiple choice, sequence of events, map questions, essays, or short answer questions, at the instructor's discretion. Each quiz counts 10 points for a total of 110 points.

**Tests:** There will be three tests in this course, which will count a total of 450 points. **Test 1 will be taken in class on February 8**, which will count 150 points. **Test 2 will be taken in class on March 15**, which will count 150 points. Test 3 (which only covers information learned since Test 2), **will be taken in class on April 26**, and will count 150 points. Make-up tests for any missed exam will take place at my discretion. If you know in advance that you must miss the test, you must contact me in advance to let me know. If you fail to contact me in a timely manner after missing a test, I will not permit the make-up. Written documentation of any excuse is always required to allow a make-up. There will always be an essay question on the tests in this class. It will count approximately 50% of the grade for each test.

**Primary Document Project:** The primary document project consists of two parts: leading a classroom discussion of a primary document selected from a list provided by the instructor on the day assigned, and writing a source evaluation paper of the student selected topic based on the primary and secondary sources located by the student. Rubrics will be provided for each step of the project.

**Document Leadership:** 40 points of your course grade will come from leading a 10 minute discussion of a historical document in class. The sign-up sheet is located in the GROUPS tab of D2L, and you should self-enroll yourself to the document of your choice. The documents will be the ones embedded in the on-line syllabus located in D2L. Remember that the document you choose will affect your choices in your source evaluation project.

**Source Evaluation Paper:** Each student will write a 5 page paper that evaluates the primary source chosen by the student to lead a discussion. Your paper should briefly summarize the document, place it within the historical event to which it belongs, analyze the importance of the document and then explore audience and voice of the document. An outline of your paper will be provided by the instructor, along with a rubric for grading your final product. The Source Evaluation Paper will count 150 points, and is **due March 22**.

**Grading Summary:**

<b>Task</b>	<b>Points</b>
Twitter Participation	150
Document Leadership	40
Source Evaluation Paper	150
Online Quizzes	110
Test 1	150
Test 2	150
Test 3	150
<b>Total:</b>	<b>900</b>

<b>Grading Scale:</b>	A	above 809 points (Excellent)	B	720-809 points (Good)
	C	630-719 points (Fair)	D	540-629 points (Poor)
	F	below 540 points (Failure)		

**Extra Credit:** The instructor may offer extra credit opportunities over the course of the semester. Please watch for announcements. Also remember that extra credit is extra. If you cannot fit an opportunity into your schedule, it does not count against you, nor does the instructor need to make up an additional opportunity to fit your schedule.

**Course Changes:** The course syllabus provides a general plan for this course. The professor reserves the right to make changes to the syllabus, including changes to assignments, projects, case studies, examinations, and so forth, in order to accommodate the needs of the class as a whole and to fulfill the goals of the course.

**Academic Integrity:** Violations of academic integrity through cheating, plagiarism or any other means will result in a zero on the assignment, at a minimum, as well as referral to Student

Affairs. The instructor reserves the right to assign more drastic penalties, such as course failure, depending of the severity of the infraction.

**Important Dates:**

<b>Date</b>	<b>Event</b>
January 11	First Day of Class
January 18	Document Sign-Up Due
February 8	Test 1
<b>March 3</b>	<b>Last Day to Drop with a "W"</b>
March 8	Spring Break
March 15	Test 2
March 22	Source Evaluation Paper Due
April 26	Test 3

**Academic Respect:** Students are 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.

**Technology Covenant**

**Course Materials and Grading:** Technology will be used to deliver content, provide resources, assess learning, and facilitate interaction, both within this classroom and in the larger learning community.

You can expect to access the course materials and grades via D2L. Students should check D2L daily, as course changes will always be announced and recorded on the course D2L site.

**Communication**

I want to have face-to-face conversations with you, when possible. However, we may need to establish a time and place via email or by phone.

I prefer that you contact me via email for most situations, which will forward your message to my GGC email address. Expect me to respond within 24 hours to your message Monday through Friday at Noon. Please make sure you include your course name and section number when you contact me so I'll remember the class to which you belong, since your message will show up in my general email account. Communications received after noon on Fridays may wait until Sunday night for a response. Anytime 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 weekday and at least once on the weekend. Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

**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. I expect students to access course or individual communications within 1-2 days excluding weekends.

**Technology Changes:**

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.

**College/School Policies:**

**Affirmative Action and Equal Opportunity Statement:** 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, veteran status or disability.

The college's affirmative action program and related policies are developed in compliance with federal and state laws listed in the college catalogue, and in conformance with these regulations Georgia Gwinnett College does not discriminate against any employee or applicant for employment or against any student or applicant for admission with regard to any opportunity for which the employee or student is qualified.

Every member of this college community is expected to uphold this policy as a matter of mutual respect and fundamental fairness in human relations. The policy has the unequivocal support of the Office of the President. All members of the staff, faculty, and student body are expected to ensure that nondiscriminatory practices are followed at Georgia Gwinnett College.

**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 Center for Disability Services.

**Academic Integrity:** 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. While it is not possible to list all acts of academic dishonesty, examples include knowingly performing, attempting to perform, or assisting another in performing any act of academic dishonesty; cheating; plagiarism; collusion; submitting previously submitted material; misrepresentation or falsification of material; misrepresentation of circumstances such as illness, conflicting responsibilities. Additional details on academic integrity are found in the college catalogue.

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.

**Attendance Policy:** Instructors are required to publish this policy in their syllabi:

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.

Individual instructors may establish additional attendance requirements appropriate to their course's context, e.g., lab attendance.

A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for the interval reasonably required for voting.

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS*</b> 2e = Second Edition 1e = First Edition Additional web readings found on D2L	<b>ASSIGNMENTS</b>
<b>Module 1</b> January 11	Course Intro Columbian Encounters Invasion of America <b>Drop/Add Ends Jan 15</b>	Syllabus 2e: 2-53 1e: 3-53	
<b>Module 2</b> January 18	<b>Colonial South</b> Colonial Chesapeake Carolina & Middle Passage	2e: 54-81,123-129 1e: 54-81,123-128	<b>Document Choice</b> <b>Online Quiz Due</b>
<b>Module 3</b> January 25	<b>Colonial North</b> Founding New England From Puritans to Yankees	2e: 82-97, 104-109 1e: 82-98, 103-109	<b>Online Quiz Due</b>
<b>Module 4</b> February 1	<b>Becoming American</b> Middle Colonies War for the Empire Crises of Empire	2e: 98-103, 110-122, 130-175 1e: 99-102, 110-122, 129-175	<b>Online Quiz Due</b>
<b>February 8</b>	<b>TEST 1</b> Continues following Break after test		<b>Online Quiz Due</b>
<b>Module 5</b> February 15	<b>Revolution &amp; Independence</b> Revolution & CounterRevolution Washington & Adams Administrations	2e: 176-259 1e: 176-247	
<b>Module 6</b> February 22	<b>Early Republic</b> Jefferson War of 1812	2e: 260-279 1e: 248-265	<b>Online Quiz Due</b>
<b>Module 7</b> March 1	<b>Rising Conflict</b> Missouri Compromise Nullification Bank War Indian Removal	2e: 284-293, 304-312, 310-312, 319-324 1e: 266-275, 284-292 1e: 287-289	<b>Online Quiz Due</b> <b>Last Day to</b> <b>Withdraw</b>
<b>March 8</b>	<b>Spring Break</b>		
<b>March 15</b>	<b>Test 2</b> Continues following Break after test		<b>Online Quiz Due</b>
<b>Module 8</b> March 22	<b>Capitalism &amp; Reform</b> Economic Revolutions Religion & Reform Movements	2e: 280-283, 294-302, 313-318, 326-335, 339, 350-354 1e: 276-283, 293-315, 319, 328-335	<b>Source Paper Due</b>
<b>Module 9</b> March 29	<b>The South &amp; Slavery</b> The Cotton Kingdom Slave Life Plantation Society	2e: 358-387 1e: 336-363	<b>Online Quiz Due</b>
<b>Module 10</b> April 5	<b>Manifest Destiny &amp; Consequences</b> Texas Mexican War Failure to Compromise	2e: 336-349, 355-357, 390-414 1e: 316-327, 364-383	<b>Online Quiz Due</b>

<b>DATE</b>	<b>TOPICS</b>	<b>READINGS*</b> 2e = Second Edition 1e = First Edition Additional web readings found on D2L	<b>ASSIGNMENTS</b>
<b>Module 11</b> April 12	<b>Civil War</b> Secession Military Strategies Total War	2e: 414-455 1e: 383-407, 412-425	<b>Online Quiz Due</b>
<b>Module 12</b> April 19	<b>Reconstruction</b> Emancipation Reconstruction Redemption	2e: 456-485 1e: 408-411, 426-453	
<b>April 26</b>	<b>Test 3</b>		<b>Online Quiz Due</b>

## Course Objectives and Outcomes Matrix

<b>Course Objectives</b> <i>Students taking this course will learn to:</i>	<b>Course Outcomes</b> <i>Students completing this course should be able to:</i>	<b>Assessment Tools</b>
<ul style="list-style-type: none"> <li>• Use critical thinking skills to critique and analyze historical data</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and interpret primary and secondary resources</li> <li>• Draw conclusions about historical events to determine cause and effect relationships</li> <li>• Interpret and understand assigned reading materials</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion participation</li> <li>• Activity participation</li> <li>• Source Evaluation project</li> </ul>
<ul style="list-style-type: none"> <li>• writing and oral skills to present historical concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Present information derived from source material</li> <li>• Communicate effectively in individual and/or group presentations</li> <li>• Actively participate in group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay questions on Exams</li> <li>• Document Discussion Leadership role</li> <li>• Source Evaluation project</li> </ul>
<ul style="list-style-type: none"> <li>• Understand historical events over time and their connection to the present</li> </ul>	<ul style="list-style-type: none"> <li>• Master knowledge of historical themes and events, and demonstrate how these events have shaped current affairs</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion participation</li> <li>• Activity participation</li> <li>• Quizzes</li> <li>• Exams</li> <li>• Source Evaluation Project</li> </ul>
<ul style="list-style-type: none"> <li>• Develop an understanding of diverse cultural perspectives across history</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the role of race, gender, ethnicity, religion and class in the evolution of American society</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion participation</li> <li>• Activity participation</li> <li>• Outside the Classroom Activity participation</li> </ul>
<ul style="list-style-type: none"> <li>• Cultivate an attitude of positive civic engagement, ethical responsibility from a local and global perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the historic role of America in the community of nations</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion participation</li> <li>• Activity participation</li> </ul>