

HISTORY 113 – 49X: American History Before 1865

SPRING 2012

Credit Hours: 3

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Course Description: This course provides a study of America from the European exploration of the New World to the end of the Civil War.

Text: American Destiny - Vol. I To 1877 (4th edition), Mark C. Carnes & John A Garraty.

Objectives: Students should acquire a general knowledge of the fundamental political, social, economic, cultural, and diplomatic developments that have contributed to the formation of North American civilization and to the position of the United States in the community of nations from discovery through the Civil War. Students will be introduced to the nature of history: that it involves a process of interaction between change and continuity, that individuals and groups—minorities and majorities—and the societies and cultures they create, are important parts of that process; that the study of history improves skills in critical thinking and comparative analysis of human relationships through understanding of cause/effect relationships, and that a thorough understanding of the past promotes understanding of the present and recognition of the probabilities and possibilities for the future. Further, students should produce historical analysis rather than passively observe the evidence and realize that the study of history requires logical organization of evidence together with long-term retention of factual information. This course begins the process of teaching students that change is a constant in human society, that every event in history results from a variety of causes, and that each generation interprets its past in a way that satisfies its needs.

Instruction Method/Mode of Delivery: Readings, Internet, Discussion, Writing and Research.

Requirements & Assessment Method: There will be two quizzes, and a final exam; also a critical essay and weekly Discussion Board assignments and responses.

Weekly Thesis Assignments: Each student must compose a clear, concise response of no less than 350 words on ONE of the issues presented under the Assignments tab. The responses may include information gained from the readings, from on-line discussions, news media, and personal research, and must include your conclusions based on the evidence you present. You may wish to include documentation of your evidence, most especially if direct quotes/facts/figures are used to support your argument. Each will be worth a maximum of 20 points. You are to upload your Microsoft Word document by following the View/Complete Assignment link. An essay that receives an 'A' grade will have a logically formulated argument that is supported by evidence and includes the author's own perspective and interpretation of the materials. **These assignments are due by midnight on Sunday of each week with the exception of week eight, which is due that Friday.**



Discussion Board Assignments: Each week, you will be asked to respond to the Discussion Board prompt question as well as responding to TWO of your peers in an effort to generate class participation. You are asked to write a critical review of the discussion board assignments. Comments must be professional and they must be analytical. Note that this is not the time to ply your colleagues with flowery compliments and support. If you simply agree with everything that is said, you are not thinking critically. On the other hand, thinking critically does not mean that comments must be “critical.” For example, “You are all wrong. How can you be so stupid?” would be critical, but not appropriate. “Given the following evidence, I disagree with . . .” would be both critical and appropriate. Evidence is the key. The original posts will be a minimum of 150 words in length. These reviews will be worth a maximum of ten points per week. **The original posts are due by midnight on Friday of each week assigned while the two peer responses are due by Sunday of each week.**

Quizzes: The two quizzes will be composed of multiple choice questions each and cover only the material since the previous exam.

Exam: The final exam will be composed of multiple choice questions in the same style as the quizzes, only more questions. These questions will cover all assigned readings and lecture/discussion material to that point. **Failure to take a scheduled exam within the allotted time period will result in a zero unless permission has been obtained from the instructor before the exam day.** Essay make-up exams will be given if the absence is due to documented illness or college-sponsored activity or event.

Critical Essay: Each student will write a 500 word minimum essay due by Sunday of week six. It will be worth 100 possible points. Specific information on the essay will follow.

Assessment Information:

Discussion Board Intro.	10 points
Weekly Thesis Questions	160 points
Weekly Discussion Board	80 points
Quizzes (2 @ 50pts)	100 points
Essay	100 points
Final Exam	100 points

TOTAL: 550 points

Incomplete Coursework: To designate a student’s work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course’s major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless the Faculty Senate approves an extension, if the student does not fulfill



contract obligations in the allotted time, the incomplete grade automatically becomes an F. Students who have filed an application for graduation are not eligible for a grade of incomplete.

Academic Dishonesty: Academic integrity is a basic principle that requires the student to take credit for only the ideas and efforts that are his/her own. Cheating is defined as the submission of materials or assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Cheating shall include, but not be limited to, those situations in which a student:

1. Refers during an academic evaluation to material sources not authorized by the faculty member.
2. Utilizes devices during an academic evaluation not authorized by the faculty member.
3. Provides assistance to or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
4. Presents as his/her own work, ideas or words of another person without customary and proper acknowledgement of sources.
5. Knowingly permits his/her to be submitted by another person without the faculty member's permission.
6. Acts as a substitute or utilizes a substitute in any academic evaluation.
7. Fabricates data in support of laboratory or field work.
8. Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration.
9. Alters grade records of his/her own or another student work in a course or a component of a course.

Accommodation Statement: The Rehabilitation Act of 1973 (public law 93-112) section 504 provides that "no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from participation in,

be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance."

It is the student's responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.

While students are encouraged to self-identify at the earliest time, students may not know or choose to self-identify, but can still receive services at any time once they self-disclose and document.

Students should contact the office of Student Support Services, Vice President for Student Affairs or the Director of Admissions for further advisement.

Note About On-Line Courses: History 113 On-Line is designed to be the equivalent of the same course offered in person on campus. The difference of course is found in the method of delivery. On-line courses require discipline and commitment. Deadlines are crucial and students' must prioritize to be successful. The course is writing (and reading) intensive-all of your major assignments are written. Quality of content, expression and mechanics all count. While we may not meet in person, you must participate freely in on-line discussions. Remember that the ability to think critically and to communicate your thoughts and the evidence you have used to form your conclusions are crucial to your success, not only in this course but in your



academic, professional and personal lives as well. I will be available to help you as necessary. Please feel free to contact me at any time, be it by phone, e-mail or in person .

Title IX Compliance Notice

Peru State College is an equal opportunity institution. PSC does not discriminate against any student, employee or applicant on the basis of race, color, national origin, sex, disability, religion, or age in employment and education opportunities, including but not limited to admission decisions. The College has designated an individual to coordinate the College’s nondiscrimination efforts to comply with regulations implementing Title VI, VII, IX, and Section 504. Inquiries regarding non-discrimination policies and practices may be directed to Eulanda Cade, Director of Human Resources, Title VI, VII, IX Compliance Coordinator, Peru State College, PO Box 10, Peru, NE 68421-0010, (402) 872-2230.

Students requesting reasonable accommodation and tutoring services should contact the Center for Achievement and Transition Services (CATS).