



CCHI 113 OL US
History 1: Colonial to Reconstruction
Fall 2015
Moravian College Comenius Center
Online

Instructor Information

Name: Todd Zimmerman
Office: No office, this is an online class
Email: zimmermant@moravian.edu
Blackboard: <http://blackboard.moravian.edu/>

Course Description:

Welcome to History 113: The United States to 1877. This course provides an introduction to the political, economic, ideological, and social developments in the United States from contact to 1877. The first half traces the developments that allowed colonists from thirteen disparate colonies to see themselves as one people who should constitute one nation. The second half explores how Americans struggled with the meaning and consequences of their Revolution. They debated the contradiction between the ideals of liberty and equality and the existence of slavery and other forms of dependence. Within a hundred years of the Revolution, these issues had so polarized the North and South that the election of a Republican president, Abraham Lincoln, in 1860 prompted the secession of eleven slaveholding states. Only four years of bloody civil war restored the Union and destroyed slavery. You will also learn how historians work. Because this course is a 100-level history course that fulfills the M1 LinC requirement, we will be focusing on the methods historians use to assess, utilize, and interpret primary sources (the documents, images, artifacts, and architecture that historians use to know about and interpret the past).

Student Learning Objectives

By the end of the course you should have improved your ability to

- identify and discuss major themes and issues in American history from contact to 1877.
- understand the chronology of American history. You need not memorize dates but in order to understand certain developments, the establishment and destruction of slavery for example, you will need to know the chronological sequence of events.
- critically evaluate and interpret a variety of primary sources, including documents, archeological data, pictures, folk stories/music, and oral tradition. You should be aware of the issues involved in interpreting primary sources.

- think historically and make arguments about the causes of change in history. You should be able to formulate arguments about how and why things have changed in the past.
- use writing conventions appropriate to the discipline of history.
- speak and write clearly.

Text and Articles

Foner, Eric *Give Me Liberty* Volume 1 Third Edition

Eds., Hoffman, Elizabeth Cobbs and Jon Gjerder, *Major Problems in American History: Volume I*, Houghton Mifflin Company.

COURSE SCHEDULE:

Mon., September 7	Chapter 1 Due
Mon., September 14	Chapter 2 Due
Mon., September 21	Chapter 3 Due
Mon., September 28	Chapter 4 Due
Mon., October 5	Chapter 5 Due
Mon, October 12	Chapter 6 Due
Mon., October 19	Chapter 7 Due
Mon., October 26	Chapter 8 Due
Mon., November 2	Chapter 9 Due
Mon., November 9	Chapter 10 Due
Mon., November 16	Chapter 11 Due
Mon., November 23	Chapter 12 Due
Mon., November 30	Chapter 13 Due; Primary Source Research Paper Due
Mon., December 7	Chapter 14 Due
Mon., December 14	Chapter 15 Due

Grading Summary

A student's grade will be assigned on the basis of his/her performance on the assignments given over the course of the semester. This is an accelerated course, so each week TWO assignments will be due. **Since there are no exams, I expect a minimum of FOUR pages of material to answer the questions in each assignment. When you answer the questions, use specific names of people, their actions and other information to reinforce your statements.**

Grading is calculated by dividing the number of questions by 100. If there are 4 questions then each one is worth 25% of the grade. I look for thorough detail that is mentioned above. One page submissions will result in a failing grade, only generalizations an average grade. Those that go into detail and explain their answers fully will receive a B or higher. Those students that take the time to make cognitive opinions of their own interpretations will attain an A.

Click on the assignment link and you will see each assignment and its due date. Remember this is an accelerated course so do not allow yourself to get too far behind. The text book used for this course is condensed. Therefore, you can supplement your research by seeking information on the internet. **Of course rewrite the information in your own words and cite the source. If you copy and paste, that is plagiarism, and an automatic F. Ten points will be deducted from any assignment that is more than 72 hours past due.**

Assignments weighted to 68.5% of final grade

Discussion Board –Several assignments require students to enter in an online discussion blog. Click on the discussion tab on the left of the blackboard home page. Then select the discussion for that particular assignment. Read the question for the assignment and then post your opinion on the board. The next part is critical. This is meant as a discussion. Read the other students' comments and explain why you agree or disagree. This is supposed to take place over a several day period so everyone can respond. For example, post your first comment on Friday, then go back in on Saturday read some other comments and make another post. Then go back on Sunday and see if anyone commented on your posts and respond. The discussion board will be open for about 10 days. If you do not make a post within those 10 days, you will get a 0. 1 post is worth and 80; 2 posts an 88; 3 posts a 92; 4 posts a 95; 5 or more a 98. Failure to take part in the discussion board over the entire course will significantly lower your final grade.

Discussions weighted to 16% of final grade

Research Paper- In addition, students are required to write a ten-page research paper using only primary source documents. Remember, a primary source would be written by the person – a diary, speech, interview, or government document. There are three websites listed in the “Primary Source Link” on the Blackboard menu. However, thousands of other websites exist. Select an area or person of interest for any time period that is used in the class. You could be interested in colonial history, warfare, plantation life, or the life of newly freed slaves. For example, the Moravian library should have an incredible amount of primary documents

regarding to the Bethlehem settlement and the college. Focus on the daily activities that people experienced during the time and relate that to the general era. **You must use a minimum of TEN separate primary sources.** In addition to these primary source documents, students are required to use **TWO secondary source books – current historians that wrote about the subject.** **Students must cite sources using MLA or Chicago manual style.**

The paper will be worth a maximum 100 points and due on Friday, November 25th.

Research paper weighted to 15.5% of final grade

Grade determination:

A > 94; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 64-66; D- 60-63; F < 59

Other Important Information

Academic Honesty

Please familiarize yourself with the Moravian College's Academic Policy Manual. Students caught cheating or plagiarizing could risk getting an "F" grade for the course.

Attendance

Students should submit all assignments by midnight of the due date in each Lesson module. Any assignments submitted more than 72 hours late, **will have a deduction of ten points.**

Withdrawal from Class

Friday, November 6, 2015 is the last day to withdraw with an automatic "W" grade.

Blackboard

This is an online class and students must know how to use and access Blackboard.

Copyrights

Only the copyright holder has the right to make copies of books, articles, cases, software, and other copyrighted material. Anyone else (you, the reader) must have the copyright holder's permission to make copies unless the item being copied falls under the fair use proviso or is a work in the public domain. You must get permission from the copyright holder to make any copies legally of any copyrighted material.

Disabilities

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located on the first floor of Monocacy Hall (extension 1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

e2Campus

In the event of an emergency the system called e2Campus allows Moravian College to send text messages to the cell phones of registered members of the campus community with information about what is happening and/or what precautions should be taken. Up to two cell phone numbers and two e-mail addresses per user may be registered. This service is an integral part of the College's emergency response system. If you are not already registered on the system, please do so as soon as possible. To register for e2Campus visit <http://intranet.moravian.edu/e2campus/index.asp> from a computer on Moravian's campus.

Grading Judgment

A grading rubric will be provided in the "Start Here" link of the Blackboard course.

Inclusion

Moravian College is a welcoming community that embraces and values the diversity of all members of the campus community. We acknowledge the uniqueness of all individuals, and we seek to cultivate an environment that respects, affirms, and defends the dignity of each member of the community. Moravian College complies with all federal and state laws regarding nondiscrimination in recruitment, admission, and employment of students, faculty, and staff.

You may wonder what that statement means. For the purposes of this class, the statement means that all persons, regardless of actual or perceived race, color, sex, religion, ancestry, genetic information, national origin, sexual orientation, gender identity or expression, familial status, marital status, age, mental or physical disability, use of guide or support animals and/or mechanical aids have an equal opportunity to participate and learn in this class and are to be treated equally in an inclusive and supportive manner.

In other words, in this class we all promote a culture of inclusion that welcomes and supports people of varying backgrounds, different viewpoints, experiences, talents, and ideas. By respecting and valuing these differences we can make problem solving and decision making multi-dimensional leading to more learning and better outcomes for all, including project clients.

Behaviors such as those listed in the table below will lead to an inclusive classroom culture.

Behavior	Description
Listening to understand	Listening with an open mind to fully understand all aspects of a situation
Seeing multiple points of view	Understanding that our perspective is not the only one when looking at a situation, issue, or person
Giving and receiving feedback	Inviting and giving feedback
Enhancing inclusion	Helping others feel included and involved

Addressing inappropriate behavior	Acknowledging inappropriate behavior; communicating expectations and consequences for repeated behavior.
-----------------------------------	--

Source: MIT Human Resources, Diversity & Inclusion,
<http://hrweb.mit.edu/diversity/affirmative-action-plan-admins/resources>

Syllabus Status

This syllabus and the course contents are subject to change at the discretion of the instructor. Generally changes will be finalized only after discussion of the change with students in the class.

Workload

Students can expect to work at least nine hours on average outside of class in reading, preparation, and project activities for each hour of class time.

I am here to help you succeed!!!!