

History 103

United States History to 1870

Glendale Community College, Spring 2009

Internet Course

Section: 21424

Location: Online

Instructor: Dr. Karin Enloe

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Office Hours: by appointment

Office Location: N/A

Course Description

"The political, economic, and social development of United States from Colonial through Reconstruction period." (<http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his103&inst=99>)

This course is a basic introduction to American history from its beginnings through the Civil War. It will examine American History chronologically, but also explore themes in American history. There are many different viewpoints in which to examine history. For example we might explore history from political, economic, or cultural points of view as well as race, class and gender. This course will examine how American history is made up of many "truths," taken together they form a "big picture" which continues to inform American history and life in the twenty-first century.

Course Objectives

1. Provide a broad-based understanding of American history.
2. Promote critical thinking and analysis of historical trends and sources.
3. Promote writing skills.
4. Ultimately my goal is to spark an interest in history/current events and a sense of where things are in the world ... and how they got that way.

Required Reading

- Murrin, et al. *Liberty, Equality, Power Vol I*, Concise Fourth Edition, Thomson Wadsworth, 2007.
- Additional readings required for the assignments.

Blackboard: Students will need to access blackboard. Handouts will be available through the system, and exams and assignments will be turned in through it as well.

<https://ecourses.maricopa.edu/webapps/login/>

- Under the Course Materials Tab there will be information for every chapter of the book. Students are responsible for viewing the PowerPoints/Blogs/and "Mini-lectures" and/or voice presentations found in those folders.

Expectations of Students

Responsibility

- Students are expected to complete all reading assignments.
- Students are expected to submit assignments and exams, discussions and assignments on time and meet deadlines. Late assignments may not be accepted, nor may tests be made up.
- Read and understand the information in this syllabus and college policies.
- “Attend” class by participating in the discussions and logging in AT LEAST twice a week. The study of history is about actively engaging the material and discussing issues.
- If students are struggling in the course it is their responsibility to discuss their concerns with me. It is a good idea to stop by during office hours or contact the instructor via e-mail or phone and seek out extra help if you need it.
 - HIS 103 at GCC is the same course as that offered at major universities – for example it is HST 109 at ASU. That means the same quality of work will be required. One of the greatest things about the community college system is the smaller class size and opportunity to work more closely with an instructor. So take advantage of that!
- **Students also have the responsibility to keep their own time on exams. There are three exams and unfortunately the Blackboard system will not shut off when the time limit is reached. Students that go over their time limits will be penalized points off their tests.**
- **Short-term system, computer, and/or site failure is not an excuse for late work— plan ahead.**

Courtesy

- Students are expected to be courteous and respectful to the instructor and their colleagues. This includes engaging in mature conversations about sometimes very personal/partisan topics. Be aware of potentially hurtful comments – be prepared to back up your assertions with evidence.
- Online discussion and e-mails should be respectful. Students tend to let the anonymity of e-mail lessen their regard for courtesy - this is unacceptable. The respectful way to address the instructor is “Professor” or “Dr.” in person as well as e-mails. Rude or disrespectful e-mails will be returned with the suggestion that they be rewritten before the instructor will respond.
- Politeness also applies to your interactions with each other. Although we are all adults please refrain from cursing, when writing to others write with respect, and be aware of how you may come across to others. IN ADDITION, WRITING IN ALL CAPITALS IS AKIN TO YELLING. Please don’t write in all caps.
- If you are participating in the chat I will ask that you please refrain from dominating the “conversation” and try to be objective and balanced in your political remarks. We are not all going to agree with one another so we should be civil. If you are participating in the discussion board I would urge you not to “attack” your colleagues but disagree respectfully and back up your assertions or their “wrongs” with evidence from the text.

Academic Honesty

- Students must do their own work. There are many forms of plagiarism, including cheating on tests and claiming others’ work as your own, doing assignments together, copying information from the Internet without citing it, etc. **This is not acceptable and has serious repercussions.** Penalties for plagiarism include failing the test or assignment to class failure. See current the GCC Student Handbook “Student Rights

and Responsibilities” under Academic Misconduct
(http://www.gc.maricopa.edu/catalog/student_rights.html#acadmisconduct).

Help!/ Technology

Blackboard: This instructor uses blackboard. Most importantly, the Course Materials tab and Tests tab will be used to turn in assignments and take exams. At any time students can check their grades by clicking on the Grades/Tools. There is technical help if you need it. If ever you have a question or can't find something let me know!

To access blackboard go to <https://ecourses.maricopa.edu/webapps/login/> and type in your MEID and password. If you don't know your MEID or password you can find those out by

clicking on GCC's main webpage and then clicking on the link.



Once you are there click on HIS 103 (our class) and you can click on the Course Materials, Assignments, Discussion/Chats, Tests or Grades/Tools Tabs on your left.

E-mail and Forwarding: Students will receive e-mails from the instructor throughout the session, but more often I will simply post an announcement to blackboard —check your e-mail and course announcements regularly. If you use non-GCC e-mail like yahoo or hotmail you can forward your GCC e-mail account to the other e-mail account. You can make changes from the Personal Information section in Grades/Tools. Many students have their e-mail listed as none@maricopa.edu - if you have not registered your e-mail and e-mail me I will not be able to e-mail you back – so change your e-mail. Also – if you have a nickname or prefer to be called something other than your official name please make a note of that in the Personal Information section in Blackboard.

Questions

General Questions about the course or assignments

- To ask general questions about quizzes, the class, etc. is to post a question on the course discussion board. Often many students have the same questions and I will try to address general questions there – so be sure to read the discussion board.

Technical Questions about blackboard

- Contact GCC's online help directly at the eGCC site (<http://www.gc.maricopa.edu/online/>) or the student help site (<http://web.gccaz.edu/studenthelpdesk/>) – For 24x7 district support, please call the toll-free number: 1-888-994-4433. Remember it is their job to help you!

Specific questions about you or your grade

Specific questions that are personal in nature (such as specific questions about YOUR grades) can be directed to the instructor directly. I will try to respond within 24 hours. In order to receive a meaningful response, please read the syllabus or discussion board before asking questions, write clearly and “sign” your e-mail with your full name. It is also helpful to include HIS 103 in the subject line of the e-mail. Reminder of contact info:

- Dr. Enloe – Karin.Enloe@gcmail.maricopa.edu (also Karin.Enloe@gmail.com)
- (602) 329-5208

If anything happens and blackboard is down for quite a while (which has happened in the past) – please make sure you e-mail me at Karin.enloe@gmail.com and I will make information available via the Internet via gmail or through shared folders on GCC's server.

Policies

Attendance: Students are expected to “attend” class – which means participating in the online discussions. Failure to do so will severely reduce your grade. Students who do not participate or log into blackboard for *3 consecutive weeks* will be dropped from the course.

Make-up Exams: May be given within two class days of the regular scheduled exam only if it has been discussed with the instructor before the date of the exam. You may be asked to come onto campus for a makeup.

Assignments/Late Work: Assignments will be submitted via blackboard. Students will click on the assignment and then upload the paper or PowerPoint directly to blackboard and submit it.

To upload an assignment: sign on then click on Assignments.

The Assignment will be listed – click on the link that says “View/Complete Assignment.”

There are three sections to it: 1. Assignment Information, 2. Assignment Materials and 3.

Submit. To turn in an assignment Go to section 2 and use Attach local file button to find your assignment then click choose file. When that is complete go to step 3 and click on submit. You will see any ungraded assignments listed in your gradebook as ! You can always click on the ! (or score once it is graded) to look at your homework and see the graded comments.

All assignments are due at Midnight on the day listed on the syllabus. I recommend you turn in assignments early. **NO LATE WORK WILL BE ACCEPTED unless discussed with instructor!**

Grading

Assignments will be holistically graded on content, strength of argument, structure, originality, grammar, and criteria listed for specific assignments. **Essentially grades for assignments are based on how well a student answers the question/prompt given and provides supplemental information to back up their answer. Citations are a must!** Often questions are in the form of an argumentative essay – and students must use sources to make a specific point instead of summarize the topic. Grades are also based on grammar and spelling. Remember that this is a college-level class and it will be graded as such, so seek help if you need it! You are always welcome to show a draft of an assignment to me for feedback before you turn it in. There are also resources available through GCC’s Writing Center. Check out the Useful Links tab in Blackboard for more information.

Assignments and discussions will be graded as quickly as possible.

Specific questions about your grade on an assignment can be asked of the instructor via e-mail or phone. Students should think about their grades. Look again at assignment guidelines. Ask yourself, “did I follow the assignment? Did I go above and beyond the assignment? Did I have mistakes? Did I offer a thoughtful discussion of the material or did I simply restate what another student wrote?”

Feedback

I will be posting announcements, blogs and PowerPoint “lectures” regularly so log in AT LEAST twice a week. Most often I will give feedback to the class as a group in the form of an announcement. When grading weekly discussions/chats I will be posting comments within the gradebook – these comments are meant to show you what you need to improve in the future so check them out before turning in your next assignment/completing your next discussion. As for

other graded assignments, when the grade is entered a copy of your assignment will be uploaded into blackboard. At that time you can click onto the grade and it will prompt you to see the document I uploaded. My comments are embedded into a copy of your assignment.

Extra Credit: may or may not be offered.

Withdrawals: Students may receive a W (passing grade at time of withdrawal) through March 6 (the last day for student withdrawal without a signature). From that day on a student can request a withdrawal but they will receive a W or a Y based on their grade at the time of the withdrawal request. A W is passing, a Y means that a student has a failing grade. No students will be permitted to withdraw after April 27.

Incompletes: May be given only under special circumstances.

Special Needs: Students with special needs must be registered with the Disability Services and Resources Office located in TDS 100 (623-845-3080) and inform me at the beginning of the semester.

Deadlines

All deadlines are Midnight, except for exams (9pm). If you plan on participating for the week by joining a chat make sure to be there promptly. You are encouraged to complete assignments in advance. Note that even as discussions and assignments can be submitted in advance, grades will all be posted all at once after the deadline. Also note that discussions require participation from many people – please be considerate and don't wait until the last minute.

Grade Distribution

Syllabus Quiz	25 points
Homepage	25 points
PowerPoint	100 points
Papers (2)	200 points
Chapter Discussions (15 x 20)	300 points
Tests (3)	255 points
Total	905 points

An important note about grades: Doing an assignment is different than doing an assignment well. Grades are based on how well a student does an assignment. An average paper deserves an average grade, which in this course is a C.

A – Superior – is insightful, organized, logical, conveys meaning skillfully and goes “above and beyond”

B – Strong – is thoughtful and conveys meaning clearly, has some editing issues but overall is strong

C – Adequate – develops work in a satisfactory way. Does what is requested in the assignment.

D – Limited – undeveloped work, has many errors

F – Deficient – very poor writing, many major errors, does not follow the assignment

0 – No paper turned in or plagiarized

Grades are based on the following percentages:

A 90-100%, B 80-89%, C 70-79%, D 60-69%, F 59% and below.

This class is not graded on the curve. Students can check their grades at any time using Blackboard.

Assignments

There will be:

A Homepage

2 short papers (5 paragraphs each)

1 PowerPoint presentation (8-15 slides)

Weekly “discussions/chats”

Topics:

Who are you Homepage? Due 1/27/09 by midnight

Prompt: Introduce yourself to the instructor/class.

Assignment: Log onto blackboard and click on Grades/Tools, then Homepage. Explain the following:

1. Who are you?
2. How are you similar or different than people around you at GCC?
3. Describe how you feel about history in general.
4. In the 1950s Edward R. Murrow had a radio program called “This I Believe” where he invited celebrities and average people to write about their core values that guide their lives. If you were to write a short (no more than 100 words) statement for the series, what would it be?
5. Upload a photo of yourself or something that you feel represents you. See the Instructor tab in blackboard to see an example of Dr. Enloe
6. When you are done click submit.

Remember: This is a college course so I expect students to write in a scholarly manner. Be on your best behavior and use spell check and grammar check.

PowerPoint – Due 2/6/09 by midnight

MCCD Official Course Competency 3 states that students should be able to “Compare the increasing economic and social importance of the New England, Middle, and Southern colonies and note their cultural and religious denominational differences.” In an 8-15 slide PowerPoint Presentation, explain the differences between the three regions and the reasons behind the differences. More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

Faith Paper – Due 3/6/09 by midnight

Religion is an important part of America. Students will read portions of David L. Holmes’ *The Faiths of the Founding Fathers* and write a 5 paragraph essay on the following question: **Does Murrin’s text do a good job of describing the “faith our of the founding fathers?” Why or why not?** To access the book you should search for it through GCC’s library link (<http://lib.gccaz.edu/lmc/opac.cfm>) and the entire book is available through the library as an electronic resource. If you have questions about electronic resources please ask the library helpdesk. I expect students to read Chapters 1, 3, 4, 11, and 12 and in addition choose a chapter on either Franklin, Adams, Washington, Jefferson, Madison OR Monroe. That means you will read a total of 6 chapters from the book. More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

Abolition Paper – Due 4/17/09 by midnight

Cornell University Library's Division of Rare and Manuscript Collections put together a website entitled "I Will Be Heard! Abolitionism in America." Examine this website (<http://rmc.library.cornell.edu/abolitionism/index.htm>) and write a paper answering the following question: **Is this website something that students of HIS 103 should examine in the future? Why or why not?** More information on specific guidelines will be posted in the Appendix 1 – Papers document in the Course Materials tab of blackboard.

(Course competencies: <http://www.dist.maricopa.edu/cgi-bin/cpr.pl?trm=20082&crs=his103&inst=99>)

Weekly Discussions/Chats (15 x 20 = 300 points)

Discussing history is vital to this course. Historians always refer back to sources when they make claims about the past. This semester you will be the historians and READ, WRITE, and DISCUSS.

In the past I have only had students do "asynchronous" discussions where they log onto the group discussion board (groups are assigned by the end of the first week) and read what others have written and respond to them (see description below). Last semester I added a "chat" option that was very successful so if you are looking for more active engagement this is a good option. Basically what that means is we log in at the same time and "chat" like instant messaging. This will be scholarly instant messaging though!

You may choose to engage in either the group discussion board (asynchronous) or the chat (synchronous) in any given week. I have chosen Wednesdays from 9-9:45pm in which I will be available to moderate the chat.

There will be something to discuss EVERY WEEK. Again – you can choose to take part in the chats or discussion boards but you need to choose one or the other.

Option A: Discussion Boards

There are a number of topics to discuss on the discussion board. The topics for general questions and current events will not be graded and can be posted to anonymously. All the chapters in our text will be graded.

When posting on the discussion board, think about the topics/chapters assigned – do you have any further questions? What were especially important ideas or events to you? Your input on the discussion board should invoke ideas or thoughts and more discussion. In turn, students will respond to the questions or comments in thoughtful and expansive ways in order to gain their points.

How I want them done: This is your opportunity to ask questions and debate issues related to historical events. **I want your ideas and opinions, but they should be rooted in historical topics.** For example, when we discuss religion some of you may want to talk about your own opinions or religious beliefs. Remember it is a discussion about history – so we should discuss the topic always keeping in mind its historical context. **Include quotes from the text in your responses.** Even questions meant to spark discussion should demonstrate thought. Instead of starting the discussion by stating "I thought the Civil War was awesome what do you think?" put the question in context by going into detail. What was it exactly that you found interesting? What page was that on in the text?

I can't stress enough how important it is to refer to the text and cite it in these discussions. You may choose to start your thread as such... The text describes the importance of the Columbian Exchange (Murrin, 28-29). Then pose your thought or question. This tells me that you have a question or comment that is informed by the text. You may also use a quote from the text to start the discussion – ALWAYS put direct quotes in quotation marks – then at the end of the sentence use a parenthetical reference – i.e. (Murrin, 5).

Comments like “yeah, I agree with that” do not really add to the discussion so will not receive points. But if they are followed with “but in the text it states that...” or “I agree but I just saw a piece on *60 Minutes* that describes the opposing view that...” add to the discussion, so will receive points. Some of you may have seen something in a news article or on the web – if so provide the full web address where you saw that information. www.wikipedia.com is not a full web address. I should be able to click the link and find your information immediately.

Try not to use the phrases “I believe” or “I think.” To tell the truth very few people care what historians think or believe or feel. That's why historians have to come across as intellectual and knowledgeable. How do they do this? By simply stating their opinions as *if* they were facts and then citing books or sources where they received their information.

Often questions will be posed that compare the past to the future. They ask hypothetical questions (what do you think would have happened if the British had won the War of 1812?) or they are really asking about the present/future. **I would suggest if you cannot refer back to something from the text or a relevant website with information or make an informed comment that does not just say simply your opinion on the matter, then do not answer the question – certainly don't expect to receive points for it.**

At other times students will ask a question that is only meant to provide an easy answer for colleagues. “Who was America's enemy in the French and Indian War?” doesn't really foster discussion and thus lacks intellectual curiosity. Lack of intellectual curiosity also loses points.

How to post: From the Discussion/Chats tab click on Discussion Board. From there you will see a list of “Forums.” Click on the Discussion for that week (or Questions, Current Events, or Chapter 1 as an example). To ask a question or start off the discussion you should click on Thread. All new posts are called Threads. To post it for all to see you must click on SUBMIT. SUBMIT is your friend this semester. You will also use it for exams. SAVE isn't very useful and I cannot see anything you have saved but not submitted. To answer someone else's post you can REPLY – but remember to hit SUBMIT to make sure that everyone can see it.

Points/Grading: Students will receive up to 20 points for each week's discussion of the Murrin text. You will receive 5 points for each thoughtful question/response per discussion or less for an inadequate response for a total of up to 20 points per chapter. This means I expect each student to make at least 4 posts per chapter. A truly poor post will not receive credit. This will be a primarily student-run forum, although I will monitor discussions and jump in regularly.

Further Rules:

- Of your 4 posts, only 2 of them can be starting threads. The other 2 must respond to others' posts
 - You may choose to only post 1 starting thread or respond to others with all of your 4 posts. It is up to you. In the past I have had students post 4 threads without ever participating again and that is the reason why I have a limit. These are meant for interaction!

- There is a 100-200 word requirement. Make sure that you write enough to demonstrate an intellectual curiosity of the reading but don't hog all the information away from your colleagues.
- Posts should have a cited reference to the text or a website but also be in your own words. Plagiarized responses will not receive points nor will responses that have 30 words you have written and 70 words quoted from the text. Limit your quotes from the text or websites.
- The use of websites is OK but use them responsibly. Students might think they can be original by looking up an obscure item from wikipedia. Make sure it is relevant and if I find students repeatedly relying on websites I will penalize you.
- If you are responding to someone else's post don't use the same quote they used. You aren't really adding something new if you use the same reference, therefore it won't count for full points.
- There are two weeks this semester where we will discuss two chapters. I expect students in that case to post 2 posts for each chapter – so there are still 4 posts total. Yes I do keep track of this.

I look at the following factors when I grade:

Citations – was this just opinion or were citations used from the text? Was the page number listed? Simply writing (Murrin) isn't the full citation – it should also have the page number. Similarly, wikipedia is not a citation. I should be able to click onto the link you provide and find the exact page you are referring to. *My code for this is BU or P# – you haven't backed up your post or neglected to include the page number from the text.*

Context – Does the student place the question in context by explaining the time period? Does this relate to the chapter or current events? If it does relate to current events it should also be directly related to the chapter. *My code for this is Con*

Word Count – the assignment calls for 100-200 words and I do check it. *My code for this is WC*

Intellectual Curiosity – did students demonstrate that they read the material and have a good point or question to ask and generate discussion on the topic? Or are they just trying to do the minimum for themselves by asking a simple question that can easily be answered by one person without any thought whatsoever? *My code for this is IC*

Originality – Is this a repeat of another post? Does it add to the discussion? *My code for this is DA – doesn't add to the discussion*

Plagiarism – Is this word for word from a website or the text and not credited? *My code is P.* Did a student use a direct quote but not use quotation marks? *My code is ""*

The reason I give you my codes is that when I grade if you did not receive full points I will make a note in the Blackboard gradebook telling you why a certain post did not receive full points.

I have found that these discussion boards will prepare you for the exams. Look at them as an added study tool.

A further thought:

Use spell check – the function is there so please use it.

Deadlines: Deadlines for the Discussion Board are Midnight on Thursdays. You are highly encouraged to start before then to give others a chance to participate.

So!!!! To Sum this Up:

- There should be 4 posts per chapter (or week in the 2 weeks we have more than one chapter)
- Students can only start 2 threads per chapter – the other 2 posts should be replies to other students work on the Discussion Board
- Posts should be between 100 and 200 words
- Posts need to have citations from either the text or web – but don't rely on the web too much
- Posts should contain primarily your own words and should be properly cited
- Posts need to be submitted by the deadline

I know this sounds overwhelming at first but bear with me – after a few weeks you will really get the hang of it!

Option B: Chats

I have scheduled one 45-minute session (Wednesdays 9-9:45pm subject to change) and we will discuss the reading basically by allotting a certain number of minutes to discussion per each major section of the chapter/chapters. Students will attend for credit for the week and will be responsible for asking questions and bringing up topics in the reading for further discussion at that time. Students will be responsible for “speaking up” in the chat and making points or what I call intellectual curiosity. All ideas should relate back to the reading, to personal experiences, and/or current news events. A transcript of the discussion will be available for those not able to attend the chat. When the chats are graded I look at how students demonstrate they have done the reading and can comment on it based on the textbook. Pretend we are all sitting around in a circle with our books in front of us and commenting about the reading but instead we are at computers.

To access the chats go to the Discussions/Chats Tab and then click on Collaboration. From there you will see Office Hours (Chat). Click on the Join button to the right and you have access to the system. To take part simply type into the compose window and hit enter or click on send. You will be a part of the chat.

Students that simply agree with others or make comments about current events and not new points in the reading will not receive full points for the week. If you are referring specifically to something in the text cite it in your comment. Similarly, it is important for students to attend the entire session. Students arriving late and leaving early will not receive full points either, regardless of whether their contribution was good.

Chats will be on Wednesday evenings from 9-9:45pm. We might need to adjust these hours a bit. Please arrive at the designated time and plan to stay for the entire session.

Option C: (Only Used in Dire Circumstances)

If you cannot make the chat and for whatever reason you could not participate in the discussion board that week contact Dr. Enloe and you will be given an alternate assignment. Students may not use this option more than once for participation points. You will be writing up what would be discussion board points (see Option A) but they will be at least 250 words each and sent directly to Dr.E.

Grading

All work will be holistically graded on content, strength of argument, structure, originality, grammar, proper use of citations, and criteria listed for specific assignments.

All assignments should cite references and be on their best “scholastic” behavior. Try not to use personal pronouns (we, us) – The text describes America’s past – and while many of us think of it as “ours” scholars need to appear detached.

Assignments and discussions will be graded as quickly as possible.

Specific questions about your grade on an assignment can be asked of me via e-mail. Students should think about their grades. Look again at assignment guidelines. Ask yourself, “did I follow the assignment? Did I go above and beyond the assignment? Did I have mistakes? Did I offer a thoughtful discussion of the material or did I simply parrot what another student wrote?”

Tests/Exams (3 x 85 = 255 points)

Tests/exams are multiple choice, short answer/essay and ordering and will cover information examined in class discussion boards and the text.

Exam “a” is multiple-choice – 25 questions at 2 points each.

Exam “b” is one question answered in a short answer/essay format worth 25 points.

Exam “c” is an ordering question where students will place people or events in chronological order worth 10 points.

Exams are located in the Tests button on the Toolbar. Students are responsible for reading the text, examining the supplemental information under the Course Materials tab, and taking the exam by the deadline. Take exams early enough that in case of system outages or personal computer problems you will not miss the deadline (9pm). If for whatever reason you do have problems don’t expect that just sending an e-mail will resolve it. Tests are very important and students are responsible for making sure that they take the exam BY the DEADLINE. For the essay/short answer it is best to write as much as possible about the topic.

Do not click on the exam until you are ready to take it!

You are only allowed into the exam once.

There is a time limit of 30 minutes per exam a and b, 10 minutes for c.

Pay careful attention to the clock. I suggest keeping your own time as Blackboard does not do this.

Going over the 30 minute mark will cause you to forfeit your score.

Students will lose 2 points for every minute they go over the allotted time.

Keep in mind that submitting the exam takes about 30 seconds.

There is a study guide posted with questions to consider for the exam. Questions might ask you to identify people, trends or ideas from the text. A sample question would be:

The Philadelphia Centennial Exposition of 1876

- a. focused on demonstrating the efficiency of American farms.
- b. Demonstrated the success of the industrial revolution in America.
- c. Showcased American democracy.
- d. Demonstrated the superiority of British industries.

In that particular question – think about what was happening (trends) in America in 1876. The correct answer was b.

The short answer/essays might ask questions like: which was more significant in American history – the Declaration of Independence or the Constitution? Write as much as possible when answering the question, and if it asks about more than one thing tell the reader about both of them.

Ordering questions ask students to number a series of 5 people or events in chronological order.

Everyone’s exam is slightly different. I have a pool of over a hundred questions and 25 randomly appear for each person on exam a, 1 randomly appears for exam b, and 1 ordering question appears for exam c.

There is no midterm or final exam. All exams are taken through Blackboard.

Course Schedule

Remember that you can choose to take part in the discussion boards OR the chat for weekly discussion points. If you can make the chat – great! If you can’t then the discussion boards will be a better option as they will allow you to work at your own pace as long as you complete everything by the deadline.

January

Monday	Tuesday	Wednesday	Thursday	Friday
19 MLK Holiday	20 Welcome! Go Over the Syllabus Read Chapter 1	21 9-9:45pm Chat	22 4 posts due to Discussion Board by Midnight	23
26 Read Chapters 2 and 3	27 Syllabus Quiz and Homepage due by Midnight	28 9-9:45pm Chat	29 4 posts due to Discussion Board by Midnight	30

February

2 Read Chapter 4	3	4 9-9:45pm Chat	5 4 posts due to Discussion Board by Midnight	6 PowerPoint due by Midnight
9 Read Chapter 5	10	11 9-9:45pm Chat	12 4 posts due to Discussion Board by Midnight	13
16 Read Chapter 6	17	18 9-9:45pm Chat	19 4 posts due to Discussion Board by Midnight	20 Test on 1-6 – Take Exams A,B, C by 9pm
23 Read Chapter 7	24	25 9-9:45pm Chat	26 4 posts due to Discussion Board by Midnight	27

March - March 6 Last day for Withdrawal without Instructor's Signature

2 Read Chapter 8	3	4 9-9:45pm Chat	5 4 posts due to Discussion Board by Midnight	6 Faith Paper Due by midnight
9 Read Chapter 9	10	11 9-9:45pm Chat	12 4 posts due to Discussion Board by Midnight	13
Spring Break!				
23 Read Chapters 10 and 11	24	25 9-9:45pm Chat	26 4 posts due to Discussion Board by Midnight	27
30 Read Chapter 12	31	4/1 9-9:45pm Chat	4/2 4 posts due to Discussion Board by Midnight	4/3 Test on 7-12 – Take Exams A,B, C by 9pm

April

6 Read Chapter 13	7	8 9-9:45pm Chat	9 4 posts due to Discussion Board by Midnight	10
13 Read Chapter 14	14	15 9-9:45pm Chat	16 4 posts due to Discussion Board by Midnight	17 Abolition Paper due by Midnight
20 Read Chapter 15	21	22 9-9:45pm Chat	23 4 posts due to Discussion Board by Midnight	24
27 Read Chapter 16	28	29 9-9:45pm Chat	30 4 posts due to Discussion Board by Midnight	5/1

April 27 – last day student initiated withdrawal

May

4 Read Chapter 17	5	6 9-9:45pm Chat	7 4 posts due to Discussion Board by Midnight	8
11 Test on 13-17 – Take Exams A,B, C by 9pm	12	13		

*Students will be notified by the instructor of any changes in course requirements or policies.
This syllabus is subject to change.*