

HIST 1301: U.S. History to 1865

Internet Course
Spring 2021
Del Mar College

Contact Information

Instructor: Dr. Bryan E. Stone

Virtual office hours: **M-F 10:00 - 11:00 a.m.**

Canvas: Messages through the Canvas Inbox are my preferred method of communication. You can send them any time, and I will always try to respond within twelve hours. Those received during virtual office hours will get first priority.

Phone: **361-265-8245**. During virtual office hours, this number will forward to my cell phone for calls or texts, and I'll answer immediately unless I'm already on the phone with someone else. Outside office hours, use it to leave me a voicemail or text, and I'll return it as soon as possible.

Appointments: I'll be happy to schedule private conferences with you by phone, text, or videoconferencing. Message me in Canvas to arrange the details.

Notices

Because conditions can change rapidly due to COVID-19, I reserve the right to make adjustments to this syllabus and all course requirements. I will, however, make every possible effort to complete the course as outlined below and in the Canvas calendar without change.

DMC notification: Based on evolving health and safety conditions, on-campus courses and labs may be transitioned into remote, online learning as deemed appropriate. Faculty and instructors will work with students to minimize impact and provide accommodations for courses that cannot fully transition online.

DMC Personal Accountability Protocol: Anyone showing symptoms of COVID-19, who has tested positive, or has had close contact with a person who is lab-confirmed to have COVID-19 must complete the online [COVID-19 Assessment, Acknowledgement and Consent Form](#).

Course Description

This course is a broad-based survey of the history of the United States from the first contacts between indigenous peoples and Europeans through the American Civil War. We will explore the origins and development of the United States and the American people, focusing on such pivotal events as exploration and colonization; the religious and economic motives for establishing North American colonies; the origins and development of American slavery; the effort to separate the colonies from England; the formation of the American republic; westward expansion; the industrial revolution; and the causes and consequences of the Civil War. In addition, we will examine a number of cultural developments that profoundly affected the

nation's history and identity. Among these are the creation of a distinctive American identity and mythology; immigration and assimilation; the crucial influences of women and ethnic minorities; the cultural effects of science and technology; and the tremendous impact of religion on American society.

Time and effort required: Due to COVID-19, this course will be offered entirely online through the Canvas LMS. An ordinary face-to-face class meets for three hours a week and requires, on average, an additional three hours of reading and work at home. This course, because there is even more reading to do, will require more time — *at least ten hours per week*.

Even though the course is online, it is not self-paced. There are deadlines for every assignment, and most can be done only during the week they're due. It will *not* be possible to go back and complete weekly assignments whose deadlines have passed nor to submit them earlier than the week they're due. (There are exceptions. Assigned reading and the two research projects will be available all semester and *can* be done early if you wish.)

Course Objectives

This course will emphasize the following fundamental college-level competencies:

- Critical Thinking Skills, to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills, to include effective development, interpretation and expression of ideas through written, oral and visual communication
- Personal Responsibility, to include the ability to connect choices, actions and consequences to ethical decision-making
- Social Responsibility, to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Text / Readings

It is not necessary to purchase anything for this course. All of our class activities and assignments will take place in Canvas, which is free for students to use. I'll assign weekly readings from *The American Yawp*, a free, open-source textbook available online at www.AmericanYawp.com. You don't need an account or to pay anything to access it. If you prefer to read offline, you can download, from the *American Yawp* home page, a free pdf of the entire book, or you can purchase a print edition for \$25.00.

In addition to *The American Yawp*, I'll post a "Lecture Presentation" each week for you to download and read. These are PowerPoint slides with text, maps, and pictures based on my regular lectures that will take the place of live or recorded presentations.

Finally, there will be a selection of primary documents – first-hand historical testimony – for you to read, annotate, and discuss with your peers each week. These will be available in Perusall, a free app you'll access through Canvas.

Technology

Because this course will be conducted entirely online, it is critical that you have reliable web service and a computer, tablet, or other device suitable for accessing the course. Most of the required reading and quizzes can be done on any device, but written assignments, essays, and document annotations in Perusall will be *much* easier if you have a computer with a keyboard and full-size monitor. The free Canvas mobile app is good for many things and will be useful to have, but it lacks some of the features you'll need for this course. If you don't have a suitable computer, DMC has a program for lending laptops to students who need them. Information about the laptop loaner program is available at <http://www.delmar.edu/offices/ssc/trc>.

You'll need Word or a similar program for doing the research and writing assignments. The full Microsoft Office Suite, including Word, is available for students to use free in Canvas. Click **Office 365** on the left side of the Canvas home page. If you prefer another program like Google Docs, that works fine too as long as you make sure to save your work as a Word file (.docx) or pdf before you submit it in Canvas.

Because many of the required documents I've posted in Canvas are in pdf format, you'll also need the free Adobe Acrobat Reader installed on whatever device you're using.

Free, unlimited wifi is available in several parking lots on DMC campuses and can be accessed safely from your car. Details on locations and access are available at <https://delmar.edu/offices/cro/cv/public-wifi.html>.

I can help guide you in Canvas, but I'm not a technology expert. If you're having any problems logging into DMC websites, accessing your DMC user account, using online resources, email, wifi, or software and apps, contact the IT Help Desk: www.delmar.edu/offices/it/helpdesk.html, vikinghelpdesk@delmar.edu, or (361) 698-2330.

In all online interactions, please be respectful and courteous to me and your peers. It's fine to disagree with others (even me) and to freely express your opinion, but rude, sarcastic, obscene, threatening, or disrespectful communication makes learning harder and violates the Del Mar College Student Code of Conduct. It will not be tolerated in this course.

Activities and Assignments

The course modules in Canvas provide a step-by-step order for each week's assignments. Click through the first module, called "Welcome! Start Here," immediately. It contains general information about the course, resources available to you at Del Mar, and a trial run of some of the online tools we'll be using all semester. The module with assignments due the first week of class comes right after it.

Begin each week with the first item in that week's module, and work your way through each item in order. Buttons at the bottom of each screen will take you forward or back through the module. Every week you'll see these items in this order:

- a. **Start Here:** a page with a general overview of the week's topic.
- b. **Focus Question:** A single broad question about the week's topic to keep in mind while you read. This question will return in the document readings.
- c. **Lecture Presentation:** a PowerPoint presentation I've written to replace the lecture I'd usually give in my face-to-face classes. Download and read.
- d. **Readings in *American Yawp*:** links to selected sections of the textbook. The amount of reading varies but is never more than a chapter.
- e. **Quiz** (due *Wednesday at midnight*): a 20-question quiz over the week's Lecture Presentation and *American Yawp* readings. I'll drop your *two lowest* quiz scores of the semester.

Completing the quiz confirms you have basic factual knowledge needed to proceed. Submitting it unlocks a second weekly module called "Documents & Connections." The activities in this module will allow you to explore narrower topics in more depth:

- f. **Perusall Document Discussions** (due *Friday at midnight*): Perusall is an external app accessible through Canvas that displays documents for us to read and annotate as a group. The app scores your submissions automatically according to guidelines I'll provide in Canvas. Our reading and discussions in Perusall will address the Focus Questions raised at the beginning of each module. I'll drop your *two lowest* Perusall scores.
- g. **Connection Essay** (due *Friday at midnight*): Each week I'll give you a short article to read (usually no longer than a newspaper column) that brings some of the history we've been studying up to the present — it makes a "connection" between past and present. I'll provide a prompt, and you'll write a **one-page (250-word)** essay in response. *You must submit any four of these essays, of your choice.*
- h. **Stop Here.** When you see this page, you've reached the end of the week's module.

In addition to these regular weekly activities, there are *two research assignments* due on set dates during the semester. Detailed instructions for these assignments are available on Canvas, and you can start them at any time. I'll provide reminders and explanations of them later.

Due dates and late work

Our "week" runs from Friday to Friday. Each week's quiz, Perusall assignment, and connection essay will become available Friday at midnight and will only be available for the current week. This is to try to keep our interactive group conversations online as current, timely, and spontaneous as possible. Each quiz is due **Wednesday at midnight**, and completing the quiz unlocks the rest of that week's assignments. All other weekly assignments (Perusall and the connection essay) are due by **midnight Friday**, when the next week's content becomes available. It's always fine to complete assignments earlier in the week, as long as they're turned in by the deadline.

All of the weekly readings in *The American Yawp* and the Lecture Presentations are always available in Canvas and can be started early if you wish.

Quizzes are due Wednesday but can be turned in late until Friday at midnight: *late quizzes will be penalized 20 percent*. Any weekly assignment (quiz, Perusall, connection essay) not turned in by **midnight Friday** will receive a zero. (For the first week of the semester only, because there's so much to do at the beginning, I'll extend the first deadline through Sunday.)

Due dates for the two research papers are posted in the Canvas calendar. *Any papers submitted late will be penalized 20 percent and cannot be revised for a better grade*. I'll continue to accept late, penalized submissions of both research projects until **Wednesday, May 12, at 11:59 p.m.** After that, anything still not turned in will receive a zero.

Keep in mind that your *two lowest* quiz scores, *two lowest* Perusall scores, and *eleven lowest* essay grades *will not count*. If you have to take zeroes on a few assignments, it won't hurt you.

Attendance

This course is *asynchronous*, meaning there are no "live" meetings or simultaneous group activities. As long as you meet the deadlines for assignments, you can work on them each week at your own pace, at any time that's convenient for you.

In this context, "attendance" means accessing Canvas regularly, viewing the required pages and documents, submitting quizzes and assignments, participating in the discussions in Perusall, and communicating as needed with the instructor. A student who does not log into Canvas for a week will be counted absent for that week; absence for any three weeks is grounds for failure in the course regardless of how you've done on other assignments.

It is *not necessary* to notify me in advance if you will miss an assignment or even an entire week. All of our lives and schedules are disrupted and complicated right now, and you don't have to remember to notify me about every unforeseen problem that may come up. If, however, something is going to keep you away from class for an extended period of time – say more than two weeks – please do let me know so we can try to find a way to help you finish the course successfully. *Don't assume that a health, work, or life crisis necessarily means you can't get credit for the course or have to drop*. Let me know what's going on, and let's see if we can work around it!

If for any reason you decide you can't finish the course, it is *your* responsibility to withdraw officially before the Registrar's deadline. *I will not drop you from the roll for any reason, even if you have stopped attending*. If you stop participating without withdrawing with the Registrar's Office, you will most likely receive an F for the course, so be sure to visit the Office of the Registrar at www.delmar.edu/offices/registrar/ for information on how to withdraw.

Assignments

Quizzes

There will be fifteen quizzes, one each week of the semester, that will each have twenty multiple choice questions worth 5 points each, for a total of 100 points. Your *best thirteen* scores will

count toward your final grade (that is, I'll drop the two lowest). Preparing for and doing well on the quiz should be your main focus for the first half of every week.

The quizzes will cover material from two sources: the Lecture Presentations posted in each module and assigned portions of *The American Yawp*, which are provided in web links posted in each module. I strongly recommend completing all of the assigned reading, carefully and thoughtfully, early in the week before beginning the quiz.

The quizzes are *open-book* and *open-note*, so you'll be free to consult the Lecture Presentations, *The American Yawp*, and any online sources you wish while you take the quizzes. You will, however, only have *60 minutes* to complete each quiz. Doing the reading in advance so you know what to expect and where to find information you may need will make it much easier to do well on the quizzes.

Each week's quiz is due on *Wednesday at 11:59 p.m.* You can still take it after that deadline until midnight Friday, but it will be penalized 20 percent. You can take the quizzes whenever it's convenient for you, but your 60-minute timer begins as soon as you start, and it won't be possible to pause and return. Be sure to choose a time when you'll be able to finish!

Perusall Document Discussions

Once you submit a quiz, a module called Documents & Connections will unlock. Here you'll find a few additional readings and assignments to let us focus more deeply on more narrow aspects of the material you've already read. Each week, there will be a selection of documents to read in Perusall, an external app accessible through Canvas. Using Perusall, you'll read each document (usually two or three short items each week), highlight and comment on important passages, and discuss the documents with other students in your class (and me).

The Focus Question I provide at the beginning of each module is where our conversation in Perusall will begin. The documents we'll discuss should offer ideas and evidence for thinking about the Focus Question.

There will be fifteen Perusall assignments, and I'll drop your two lowest scores: your *best thirteen* will count toward your grade. Perusall submissions are scored automatically, not by me. There's information on Canvas about how the automated scoring works, as well as details on accessing and using Perusall. *You must post at least five comments on each week's reading to get full points for that assignment.* Posting more than five times could help improve your score, as could starting your reading and commenting early and returning to the documents more than once, for example to post replies to others' comments.

You may notice during the semester that there is a lag between completing an assignment in the Perusall app and being able to see that grade in Canvas. There's a separate gradebook inside Perusall where you can see your score immediately, but it does take some time — as much as a few hours to overnight — for those scores to migrate over to Canvas. Be patient, but please do let me know if a grade never appears.

Connection Essays

A big piece of studying history is seeing how events of the past continue to shape the present. The world we live in didn't just materialize this way, but it's the product of centuries of events, choices, and accidents. Connecting the past to the present requires imagination and an understanding of who people were in the past, how they behaved, and why. Once we've looked deeply at the past, therefore, we should be able to understand the present with more subtlety and awareness.

We'll conclude each week with an article I'll provide that makes such a connection. Read the article (all are accessible free online, or you can download them as pdfs). Think about the prompt, and write a **one-page (250 word)** essay responding to it. The prompt is the same every week: "What did you learn from this article about events in the past? What did you learn from it about recent or current events? What similarities and differences can you see between past and present?"

There will be one connection essay assignment each week — fifteen in total — and your *best four* will count toward your course grade. You may do whichever four you choose, and you can submit as many connection essays as you want to get the best four scores you can. You must submit *at least four*, however, to get full credit for the assignment.

You'll need to write your connection essays in Word or a similar program, then submit them on the appropriate Canvas assignment page using the blue "Submit Assignment" button at the top of the page. Your document must be saved as a .doc, .docx, or .pdf file for Canvas to accept it. I'll grade your essays based on their use of detail, development, quality of content, and writing, so they should be long enough and thorough enough to convey these qualities. The 250-word guideline is a target, not a limit, so you may write more if you wish. In scoring the essays, I'll use a rubric you can view on the Connection Essay assignment pages in Canvas. It would be a good idea to look it over before you begin working on an essay so you know exactly what I'm looking for.

Research Assignments

You'll be required to complete two research assignments, due on the dates noted in Canvas. The directions for both are available now on Canvas under **Assignments**, you can get started on them at any time, and it's always fine to turn them in early. The Canvas page for each project provides the scoring rubric I'll use in assigning grades.

More detail is available in Canvas, but briefly, these assignments are:

- *Art Evaluation*. You'll select a work of art from a list I'll provide, locate it online, and describe it and its historical context.
- *Historic Newspapers*. You'll locate a famous person of your choice in a historic newspaper using an online database, then analyze the information you find there.

For both assignments, you'll download a blank form where you can type in your answers, then save the file and submit it to me in Canvas. You'll need web access and Word (or an equivalent)

for both of these assignments, and they'll be *much* easier if you use a computer with a full-size screen — not your phone.

I'll be happy to discuss your works-in-progress, and if you'd like additional help on written projects, please take advantage of the DMC Stone Writing Center (www.delmar.edu/swc). They provide writing and research assistance for free, including online tutoring.

You may also revise both research assignments for a better grade *as long as you submitted the first version on time*. I'll accept rewrites for two weeks after I've returned an assignment to you, and you can rewrite a project as many times as you wish within that two-week period.

In revising an assignment, it's fine to start with the paper you originally turned in and make any changes and adjustments necessary to address the issues I noted when I graded it. See the pdf I return to you and the rubric on Canvas for details on where improvements are needed.

To submit a rewrite, use the "Re-Submit" button on the assignment's Canvas page and upload your revised paper. When you resubmit an assignment, I'll read it again, compare it to the original, regrade it, and record it with the higher of the two grades. There is no limit to how much you can improve an assignment through revision.

One note: When you submit a rewrite, because it will usually be after the original due date, Canvas will indicate that your assignment is late. Don't panic. I'll know if you turned the original in on time, and I definitely won't penalize the rewrite.

Grading

I'll determine your final grade as follows:

Quizzes (best 13, averaged)	30%
Perusall annotations (best 13, averaged)	20%
Connection Essays (best 4, averaged)	20%
Research: Art Evaluation	15%
Research: Historic Newspapers	15%

The Canvas gradebook keeps a running, calculated total of your semester grade, with all the weighted percentages and arithmetic built in, so you can check your status there at any time.

There will be no curve on final grades, although I will round decimals up or down to the nearest whole number. I'll bump borderline grades (59, 69, 79, and 89) to the next letter grade *if* your class participation in the course has been regular and consistent. I'll use your Canvas log-ins as my gauge of your class participation and attendance.

And yes, you read that correctly: *There are no exams in this course.*

Academic Honesty

I encourage you to discuss the course material or project ideas with other students and to work together whenever possible. On written projects, discussions, and quizzes, however, your work must be entirely your own. Using another's words or ideas, either verbatim or paraphrased, without giving them proper acknowledgment is *plagiarism*, a type of cheating, and it is strictly prohibited. Here is how I will deal with plagiarized work:

- **Plagiarism Policy:** If you plagiarize a paper or other written assignment, you will receive an F (50 points) for that assignment, and it can not be revised for a better grade. **Nevertheless, it must still be completed to my satisfaction within a week of my returning it to you or you will automatically and immediately fail the course.**

It's very easy for you to copy passages, or even entire papers, from the web and to pass them off as your own work. But remember that it's just as easy for me to find out: my Internet is exactly the same as yours, and I can Google anything you can! If you care about passing this course, write the papers yourself.

For more detail on students' rights and expectations, see the DMC Standards of Student Conduct at <https://delmarcollege.smartcatalogiq.com/en/2019-2020/Catalog-and-Student-Handbook/Your-Rights-Responsibilities-Safety/Rights-and-Responsibilities/Standards-of-Student-Conduct>.

Tips for online instruction

Taking a course online presents unique challenges, and you should be aware of them and be ready to deal with them. Without a class time to meet together, it will be easy to get distracted by your many other responsibilities and concerns. Try to set aside a regular time each day to work on this class — it doesn't have to be much — and stick to that routine as much as possible. This is a very reading-intensive course, and the more you can develop a habit of keeping up with the reading each week, even staying a little ahead of the due dates, the easier it will be.

Use the Canvas calendar to look ahead to assignments coming down the road. Our weekly schedule of reading, quizzes, and connection essays will become pretty routine, but the research projects will take time to complete and should not be put off until the last minute. Look ahead, read the instructions early, and plan to get them done in plenty of time. Submitting work early is always a good idea, but never more so than in such unpredictable times as these. Any work you can get out of the way early will reduce stress later and help you focus better on the rest of the course.

There are advantages to online learning. It allows all of us to keep a more flexible schedule, as we don't have to be in the same place at the same time. It allows us to use online tools like Perusall to read a document together in a way that would be impossible in a classroom. But it also puts much more responsibility on each student to stay focused, use their time well, and get the required work done. I'll be as available and encouraging as I possibly can be from a distance, but it will ultimately be up to each of you to make sure you keep checking in, stay on top of the assignments, and put in your best effort.

Using Canvas

To find Canvas, go to www.delmar.edu/canvas. Log in using your DMC username and password. (If you don't know your credentials or they don't work, visit the Help Desk at www.delmar.edu/offices/it/helpdesk.html.) Select this course from the list of classes you're enrolled in to go to our course home page. Open the first module at the top of the page (titled "Start Here"), and click the first link to begin. The introductory module includes lots of information about the Canvas features we'll use most and where to find them, and it provides information about Del Mar College resources available to you as you take this course.

Please familiarize yourself with our Canvas page as soon as you can. Click through some of the modules to see how they work. Make sure you know where to find the syllabus, announcements, assignments, inbox, grades, and calendar. The online Canvas Student Guide (<https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>) is a great source of information on how to navigate Canvas and set up your profile and user settings. Be sure to set up notifications so you'll be contacted when I've returned work to you or when other students have posted to discussions you're participating in.

Thanks for taking this course, and I'm looking forward to getting to know you!

Student Support Services

The following are campus services available to Del Mar students. All are easy to contact and free to use. I'll be happy to help you with problems related to the course, but these are places to go if you are facing issues beyond my expertise.

Help Desk. www.delmar.edu/offices/it/helpdesk.html

Help Desk is a central location for Del Mar College faculty, staff, and students to communicate their computer related questions and/or problems. It is the central point of contact for all computer, software, and web related questions. In addition to the web page above, you can reach them at vikinghelpdesk@delmar.edu or 361-698-2330.

Counseling Center: www.delmar.edu/offices/counseling

Free, individual, and confidential counseling is available to all DMC students. If you are struggling with anxiety, family crisis, school pressures, life transitions, work or relationship troubles, eating disorders, identity exploration, or any other personal issues, they can help. Contact the Counseling Office at 698-1586.

Disability Services: www.delmar.edu/disability

Individuals with disabilities, senior citizens, adult reentry students, and students who qualify for federal funds programming can find assistance in the Office of Disability Services, located in the Harvin Center, Rm. 188 on the East Campus (361-698-1298) and in the Coleman Center, Rm. 106 on the West Campus.

ESOL Lab: www.delmar.edu/offices/comm/esol/esol-lab-facilities.html

For students whose first language is not English, the ESOL Lab provides support, instruction through tutoring, conversation sessions, computer software, videos, books for study and pleasure, and opportunities for interaction in English. The lab is open to any student or member of the community. Coles Classroom Building, Rooms 102, 103, and 104; Lab (361) 698-1695.

Tutoring: Student Success Center: www.delmar.edu/ssc and Stone Writing Center: www.delmar.edu/swc

Del Mar College offers a variety of tutoring services. The Stone Writing Center provides assistance with papers, research, and other class assignments. In addition, discipline-specific tutoring is provided in many of the learning laboratories for most courses.

Veterans Services: www.delmar.edu/veteran

Del Mar College's programs are approved for those who wish to attend and receive benefits under the Post-9/11 GI Bill (Chapter 33), Montgomery GI Bill-Active Duty (MGIB-AD-Chapter 30), Montgomery GI Bill-Selected Reserve (MGIB-SR-Chapter 1606), Reserve Education Assistance Program (REAP-Chapter 1607), Veterans Education Assistance Program (VEAP-Chapter 32), Education Assistance Test Program (Section 901), Survivors' and Dependents' Educational Assistance Program (DEA-Chapter 35), Vocational Rehabilitation (Chapter 31), and the National Call to Service Program.