"The principal office of history I take to be this: To prevent virtuous actions from being forgotten, and that evil words and deeds should fear an infamous reputation with posterity" - Tacitus (55-120ca), Roman Historian

The last day to drop or withdraw from this course is March 31st

I. Course Description

A study of America’s European background, colonial development, and the American Revolution will be conducted. Also, the early Republic, the rise of sectional controversies, the Civil War, and Reconstruction will be treated in a topical manner.

II. Required Texts


III. Learning Objectives

Required pre-requisites include the ability to write coherent, college level essays, and the ability to understand and comprehend college-level textbooks. The student should complete all developmental reading and writing courses before taking this course. In this course, students will:

- Explain and analyze key historical events or processes in the area and during the period under study which shape individuals, communities, and nations.
Think critically about the diversity of the human experience as influenced by geographical location, race, ethnicity, cultural traditions, gender and class.

- Distinguish between primary and secondary sources, and understand how each are used to make historical arguments.
- Assess, use, and synthesize different kinds of evidence from a variety of historical sources, including primary and secondary sources, to make a coherent argument about the past.
- Effectively conduct research and write a coherent historical essay or research paper that articulates a clear argument, effectively uses and interprets multiple forms of evidence, identifies arguments in secondary historical texts, and uses appropriate citations.
- Understand and demonstrate the difference between opinions and substantiated scholarly claims.

IV. Course Requirements and Expectations

While it is true that your class will meet each week either two or three times a week, there are actually many ways in which the course will be similar to on an online course. This course has an instructor, students, a classroom, and course materials..., but the course also has online components (quizzes and writing assignments) that together with your textbook readings make up your homework for the course.

The amount of time that students spend competing work on a class is roughly equivalent to the amount of time they would spend in the college course. A common formula for figuring out how much time should be spent on a course looks like this:

1. A traditional 3-credit class meets three hours per week per semester
2. The amount of time you should spend outside of class to complete assignments, read the textbook study, etc. - is 3 hours or more
3. You will spend from 6 to 7 hours a week working on this course (some weeks will be heavier than others)

When and where you work on the online components of the course will be up to you! You need to pay close attention to the course schedule and due dates. It will be easy to put off reading the textbook and completing the online components to attend to other responsibilities that may seem more pressing at the time. It is easy to get behind and feel overwhelmed in a hurry. Developing a personal schedule for
completing coursework and appropriately managing your time will be the keys to success. Don’t wait until Sunday to complete your weekly coursework.

The following information will be important in determining how to manage time in this history course:

- The weekly course material introduction and review of key terms will take about 10 - 15 minutes.
- Reading the weekly textbook chapters will take less than one hour.
- You can expect to spend 60 to 120 minutes each week on the module quizzes. The weekly quizzes are based on your comprehension of the reading material and the information in the lectures and videos. The quizzes are open-book and consist of generally 25 to 50 questions. YOU HAVE TWO CHANCES TO TAKE YOUR QUIZ FOR A PASSING GRADE. The course has been programmed to take the highest of the two scores you receive on each weekly quiz.
- You will need 120 to 180 minutes each week, during the first half of the course, to complete the required research writing requirements and deposit them in the course Dropbox.
- You will need the remainder of your time each week to read the textbook and assigned reader on Manifest Destiny.
- The total amount of time expected, per week, in this course about six to seven hours each week.

REMEMBER: You must complete the weekly tasks by Sunday at 11:59pm. You will not be able to access the material from the previous week!!!! Make-ups for missed assignments, which are generally reserved for verified Red Cross emergencies, are at the discretion of the instructor.

V. Course Assignments, Grades, and Weights

40% (17) - 15 Quizzes & 2 Writing Assignments
15% (1) Research Paper
45% (3) Exams
100% of final grade

90-100% = A
80-89% = B
70-79% = C
60-69% = D
59% and below = F
VI. Weekly Quizzes

Students will successfully demonstrate knowledge and understanding of the weekly textbook readings by taking 15 quizzes that will evaluate their comprehension of material covered in the textbook readings. Student will have two attempts to maximize their score on the weekly quiz(s). The computer program will take the higher of the two grades. You can expect to spend 120 to 180 minutes each week on the module quizzes. You will have 120 minutes for each attempt at a weekly quiz. The weekly quizzes are based on your comprehension of the reading material and the information in the course and videos. The quizzes are open-book and consist of generally 25 to 50 questions.

VII. Writing Assignments

Students will be expected to successfully demonstrate knowledge of historical research skills by completing two writing assignments that are geared to successfully complete the research paper for the course. The skill units are in preparation for the term paper, and you should consider them critical building blocks for the research paper. These assignments are weighted the same as a quiz grade, and are counted in the quiz grade category of your final course grade.

The grading rubric for the writing assignments is as follows:

9-10 points - student met or exceeded the assignment requirements. The assignment was grammatically correct and free of spelling, punctuation, and/or capitalization issues. The assignment was formatted correctly.

7-8 points - student met the assignment requirements. The assignment was largely grammatically correct and free of spelling, punctuation, and/or capitalization issues. The assignment was mostly correct in formatting.

5-6 points - student did not meet the assignment requirements. The assignment was grammatically incorrect and was not free of spelling, punctuation, and capitalization issues. The assignment was not formatted correctly.

4 points or less (instructor’s discretion) - student did not meet the assignment requirements and/or did not complete the assignment correctly. The assignment was full of grammatical errors, and/or had significant spelling, punctuation, and/or capitalization issues. The assignment was not formatted correctly.
VIII. Research Paper

Students will write one short paper (4 full pages of text - excluding the cover sheet, endnotes page, and bibliography page), based upon Greenberg's *Manifest Destiny and American Territorial Expansion*. Your paper will be based on a series of questions which you will find posted in the content page with the first writing assignment (although you have significant latitude discussing Manifest Destiny in your paper). Jackson State Community College's rules on plagiarism applies to all papers and written assignments in this course. The skill units and term paper will be completed using Turabian's style documentation methods. Multiple resources will be available to help the student complete this project. Be advised that plagiarism detection software will be used in grading the assignment to determine either if you copied and pasted your work from another source or used excessive quotes. Students that plagiarize or excessively quote will have their grade significantly penalized. No late grades will be given and no make-up work will be allowed for this assignment. The student should assume that each page of the paper is 15% of the total grade for the assignment.

The grading rubric for the research paper is as follows:

90-100 points - Paper met or exceeded the four full pages of text requirement, but was no longer than six pages of text. Paper had a correct cover sheet. Paper had correct in-text endnotes, had a correct endnotes page, and had a correct bibliography page at the end. The bibliography page had more than three scholarly sources (general reference encyclopedia are not considered scholarly, and only web sites with .edu or .org are considered acceptable). The paper was grammatically correct and free of spelling, punctuation, italicizing, and capitalization issues. All the documentation was formatted and finished correctly.

80-89 points - Paper met the four pages of text requirement, and was no longer than six pages of text. Paper had a correct cover sheet. Paper had in-text endnotes, had an endnotes page, and had a bibliography page at the end. The bibliography page had a least three scholarly sources (general reference encyclopedia are not considered scholarly, and only web sites with .edu or .org are considered acceptable. The paper was grammatically correct and mainly free of spelling, punctuation, italicizing, and capitalization issues. Paper had minor formatting issues.

70-79 points - Paper was slightly short of the four full pages of text requirement. Paper had a cover sheet. Paper had in-text endnotes, had an endnotes page, and had a bibliography page at the end. The bibliography page had a least three scholarly sources (general reference encyclopedia and children's books are not
60-69 points - Paper was at least one full page less than the four full pages of text requirement. Paper had a correct cover sheet. Paper was missing in-text endnotes, an endnotes page, and/or a bibliography page at the end. The bibliography page may have had less than three scholarly sources (general reference encyclopedia are not considered scholarly, and only web sites with .edu or .org are considered acceptable. The paper had grammatical errors and/or had spelling, punctuation, italicizing, capitalization issues, and/or formatting issues.

50-59 points - Paper was more than one full page less than the four full pages of text requirement. Paper may have been missing the correct cover sheet, in-text endnotes, endnotes page, and/or a bibliography page at the end. The bibliography page had less than three scholarly sources (general reference encyclopedia are not considered scholarly, and only web sites with .edu or .org are considered acceptable. The paper had many grammatical errors or many spelling, punctuation, italicizing, capitalization, and/or formatting issues.

50 points or less (at the discretion of the instructor) - Paper may have been significantly less than four full pages of text, may have not had a cover sheet, bibliography, in-text endnotes, or an endnotes page. The instructor will determine the completeness of the assignment. Generally, 15 points will be deducted for each of the following from the 100 points - no in-text endnotes, no endnotes page, no bibliography page, cover sheet, and each page less than four full pages of required text.

IX. Exams

The three course exams must be taken during class and with class when they are scheduled. Be aware, that the age-old excuse of, "I didn't know the test was scheduled for this week" is not an acceptable excuse. Exams dates are announced in class and posted in the elearn "News" section generally a week before they are given in class.

Once you enter the exam you will have 30 minutes to take the exam, with a 5 minute grace period at the end. Understand this . . . Once you enter the examination you cannot leave it for any reason until you have completed your work! If you leave the
exam you will not be allowed to reenter. Of course, there are circumstances which could, and have, caused some students to be "kicked" out of their examinations. Sometimes there are power outages. And, Google Chrome, wireless, and Respondus Lockdown Browser have problems operating together and their combined use must be avoided. So, please do not bring your computer to test with on test day. If you have a problem, and you should not since the exam will given in class, your instructor may reset the exam for you one time (it is the instructor's discretion if they want to reset the exam for you after that).

The exam grading rubric is as follows:
90-100 points - Student exhibited a high degree of conceptualization, synthesis, understanding, and/or application of historical knowledge.

80-89 points - Student completed above average conceptualization, synthesis, understanding, and/or application of historical knowledge.

70-79 points - Student showed average conceptualization, synthesis, understanding, and/or application of historical knowledge.

60-69 points - Student completed below average work on conceptualization, synthesis, understanding, and/or application of historical knowledge.

59 points or less - Student showed a minor degree of conceptualization, synthesis, understanding, and/or application of historical knowledge.

X. ADA Accommodation Statement and Universal Accessibility Instructions

A. Students With Disabling Conditions: Jackson State does not discriminate on the basis of disability in admission and access to academic programs, services or employment. Students with disabilities should inform the instructor and contact the Disability Resource Center (DRC) inside the Counseling Office so that appropriate accommodations can be made, based on the Americans with Disabilities Act. It is the responsibility of the student to provide current, documented evidence of their disability to the DRC. Contact Linda Nickell, Dean of Students, at ext. 50354 for additional ADA information, or go to the JSCC website at https://www.jscc.edu/about-jackson-state/student-services/disabled-student-services/
B. In the online components of this course, some audio/video is in Youtube and may be used. Youtube uses experimental speech recognition technology to provide machine generated captions, or "auto-captions." And, although this technology is not perfect, the auto-captions help make video content accessible. For students with access needs, please use the following instructions to view subtitles for the Youtube videos:

1. Click the up arrow button on the bottom right of the video player.
2. Click the left arrow button in the [cc] menu. This button will only be clickable if there are captions/subtitles for the video.
3. When viewing a video, hover over the caption menu and choose the Transcribe Audio button.
4. Wait a few seconds for Youtube to generate the captions and click Ok to view them.

In the online components of this course, some content may have National Public Radio (NPR) websites linked to the course content. To access this content, you will need the following instructions:

1. When you arrive at the website, you will see the main toggle switch with the word Listen on it.
2. Just to the right of the word Listen is the word Transcript.
3. Click on Transcript

XI. Course Operations and Tech Requirements for Quizzes and Writing Assignments

A. System Requirements for D2L elearn assignments
   o Minimum Windows 7 operating system
   o Minimum 64 MB of RAM

B. Software Requirements - Be advised that Google Chrome with wireless does not work good with Respondus Lockdown Browser
   o Java-Plug In
   o Flash Media Player
   o Internet Explorer
   o Respondus Lockdown Browser

C. Student Operations
o Do not email assignments to the instructor. Assignments are timed to open and close on a weekly basis (from 12:01am on Mondays to 11:59pm on Sundays)

o Communications - By enrolling in this course you are automatically part of the course mailing list, and you are encouraged to check your Elearn email and view the "News" section on the course main page once a day. Go to Classlist under the Communication tab on the main page to find the instructor and communicate with the instructor by email in this manner. When communicating with the instructor, identify yourself and which class you have registered for. The "News" section on the main page is periodically updated by the instructor to post important course information.

o Weekly Quizzes - The weekly quizzes are accessed from the weekly course module, and they can be found under the GoToClass tab in Testing.

o Dropbox - The dropbox replaces the need for you to mail, fax, or email assignments to your instructor. You will use the dropbox tool to submit your two research-preparatory writing assignments and your research/term paper. DO NOT EMAIL THEM TO THE INSTRUCTOR! The two research-preparatory writing assignments and the research/term paper must be deposited in the course dropbox from the weekly course module, or deposited in the course dropbox under the GoToClass tab. After an assignment is graded, you can view the instructor's feedback.

o Exams - On testing day in class, the exams are accessed from either the weekly course module where it is listed or they can be found under the GoToClass tab in Testing.

o Instruction content pages - The "Instruction" pages in each module should be followed sequentially/numerically by the student for maximum learning potential and engagement.

XII. Attendance

After a student has missed three weeks of class (6 absences for a class meeting twice a week and over a 15 week course), the student should consider dropping the course. At that point, the student is in serious danger of not successfully completing the course. Failure to attend less than 80% of all the course classes will be considered an administrative fail grade for the student. Attendance will be taken at the beginning of class. Two tardies or early departures is equal to one absence.

XIII. Getting Started Quiz

After you have completed reading the course syllabus take the Getting Started Quiz at the following link: Getting Started Quiz.
Optional **Community Service** (for **Hope Scholarship** hours) and **Service Learning** hours may be performed at Parker’s Crossroads Battlefield Association, the Big Black Creek Historical Association, Shiloh National Military Park, and Green Frog Village for some extra credit. Service Learning or Community Service, in the form of labor directed at the preservation and enhancement of these site’s existing infrastructure for educational purposes, may be conducted at the rate of one (1) hour of service for one (1) extra credit point (with a maximum per student each semester of eight hours of service for each class taken). The service learning form must be filled-out by the student, signed by the form’s listed site supervisor, scanned as a .jpeg file or MS Word document, and the file deposited in the course dropbox by the due date. Service Learning and Community Service opportunities for Spring 2020 **service learning must be completed by March 15th**. The student must call the site supervisor in advance to coordinate service work activities. Failure to comply with all instructions will void student of any rights to possible points associated with service learning. The completed forms will be turned in no later than March **15th** to the course “Dropbox.” In addition, students opting to use the Community Service/Service Learning hours for extra credit AND Hope Scholarship service hours will be required to fill out the required State form at: [http://www.redtn.com/component/option,com_rsform/Itemid,35/](http://www.redtn.com/component/option,com_rsform/Itemid,35/). Your submission of the course required form in the course "Dropbox" serves as verification for me that you completed the work, and as a digital record for State auditors should they require additional proof of your community service hours for your scholarship funds.

An additional option for those student completing 8 hours of service learning is to sign up for the Service Learning Graduate program. For another two hours, for a total of 10 hours of service in one course (this course) and a 150 word “experience paper”, the student can count these service credits towards their three service learning courses needed to get the Service Learning Graduate distinction (cords) at graduation.

This course is an Honors Graduate (cords at graduation) option for students. Should you want to take the course as an honors section, please inform the instructor the first week of classes to begin the process of registration as an honors student.

If extra credit is going to be completed by the student, the following forms will need to be printed and the appropriate site form signed by the site supervisor, dated, and deposited in the course Dropbox by the due date:
SERVICE LEARNING EXTRA CREDIT (PARKER’S CROSSROADS - PCBA)

I, (PRINT) __________________________________________, have performed 1 2 3 4 5 6 7 8 (circle one) hours of service learning extra credit with the not-for-profit Parker’s Crossroads Battlefield Association. Furthermore, I understand that simply showing up at Parker’s Crossroads on the inclusive dates given will not constitute earned extra credit points. Hours worked equal the number of extra credit points (for no more than 8) earned. In addition, I understand it is my responsibility to get to and from Parker’s Crossroads, Tennessee (located at exit 108 going South off of Interstate 40), and to contact the site supervisor (Ms. Parker) in advance. I understand that it is my responsibility to first check in with the site supervisor at the PCBA Visitor’s Center on arrival. I absolve Rep. Steve McDaniel, Ms. Parker, Dr. Lawrence Gundersen, Parker’s Crossroads Battlefield Association, and Jackson State of any and all claims or damages I may incur as a result of my participation in extra credit service learning. Finally, I understand that Sue Jordan’s signature must be obtained on this form, and that she will circle the number of hours (next to signature line) worked to fulfill this extra credit agreement. The dates available for service learning at PCBA are available until March 15th (excluding Sundays). Generally, hours of service may be completed between the hours of 9 am and 5 pm, but you must call in advance. Assigned work could range from running a weed wacker, to picking up trash, to painting and staining. Dress appropriately for the task you are assigned.

_________________________________       ______________________________
Ms. Parker       1 2 3 4 5 6 7 8
Student’s Signature

731-968-1191
SERVICE LEARNING EXTRA CREDIT (COTTON MUSEUM)

I, (PRINT) __________________________________________, have performed 1 2 3 4 5 6 7 8 (circle one) hours of service learning extra credit at the not for profit Cotton Museum of the South. Furthermore, I understand that simply showing up at the Cotton Museum on the inclusive dates given will not constitute earned extra credit points. Hours worked equal the number of extra credit points (for no more than 8) earned. In addition, I understand it is my responsibility to get to and from the Cotton Museum in Bells, Tennessee (15 miles north of I-40, off exit 79, and on highway 412), and to contact the site supervisor in advance of my arrival. I absolve Dr. John Freeman, Dr. Lawrence Gundersen, the Cotton Museum, and Jackson State of any and all claims or damages I may incur as a result of my participation in extra credit service learning. Finally, I understand that Dr. Freeman’s signature must be obtained on this form and student must circle the number of hours worked to fulfill this extra credit agreement. The dates available for service learning at this site are available until March 15th (no Sundays). Generally, hours of service may be completed between the hours of 9 am and 5 pm.

_________________________________       _______________________________

Dr. John Freeman  1 2 3 4 5 6 7 8          Student’s Signature

731-695-4758 cell

731-663-3319 home

SERVICE LEARNING EXTRA CREDIT (DENMARK - BBCHA)

I, (PRINT) _________________________________, have performed 1 2 3 4 5 6 7 8 (circle one) hours of service learning extra credit with the not for profit Big Black Creek Historical Association. Furthermore, I understand that simply showing up in Denmark on the inclusive dates given will not constitute earned extra credit points. Hours worked equal the number of extra credit points (for no more than 3) earned. In addition, I understand it is my responsibility to get to and from Denmark, Tennessee (10 miles south of I-40, off exit 76, and on highway 223), and to contact the site supervisor in advance of my arrival. I absolve Billy J. King, Dr. Lawrence Gundersen, the Big Black Creek Historical
Association, and Jackson State of any and all claims or damages I may incur as a result of my participation in extra credit service learning. Finally, I understand that Billy J. King’s signature must be obtained on this form and the student must circle the number of hours worked to fulfill this extra credit agreement. The dates available for service learning at this site must be completed by March 15th (no Sundays). Generally, hours of service may be completed between the hours of 9 am and 5 pm.

_____________________________       _______________________________
Mr. Billy J. King  1 2 3 4 5 6 7 8       Student’s Signature

731-234-3497 cell
731-427-7897 home

SERVICE LEARNING EXTRA CREDIT (Shiloh National Military Park/Battlefield)

I, (PRINT) __________________________________________, have performed 1 2 3 4 5 6 7 8 (circle one) hours of service learning extra credit with the National Park Service at Shiloh Military Park. Furthermore, I understand that simply showing up at Shiloh Military Park will not constitute earned extra credit points. Hours worked equal the number of extra credit points (for no more than 8) earned. In addition, I understand it is my responsibility to get to Shiloh, Tennessee, and to contact the site supervisor before and when I arrive. I understand that it is my responsibility to first check in with the site supervisor on arrival. I absolve the National Park Service, Park Superintendent Woody Harrell, Dr. Lawrence Gundersen, and Jackson State of any and all claims or damages I may incur as a result of my participation in extra credit service learning. Finally, I understand that one of the officials listed below must have their signature on this form to verify participation, and that official will verify the number of hours (next to signature line) worked to fulfill this extra credit agreement. Assigned work could range from guiding tourists, to picking up trash, to painting and staining. Bring extra sets of clothing (and gloves) because you may be working hard or you may be participating in guiding visitors. Dress appropriately for the task you are assigned. You must call the park ahead of time to arrange your service learning. Your service learning must be completed by March 15th (no Sundays).

(signature line for any one of the following)
Call 731.689.5696 to arrange time for community/service learning.

This course and syllabus are maintained and a copyrighted presentation therein owned by Dr. Lawrence Gundersen, Professor of History and Political Science