

Course Information

Semester & Year: Fall 2022

Course ID & Section #: HIST-8-V3488

Instructor's name: Will Meriwether

Day/Time or *Online: Online

Location or *Online: Online

Number of units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: By Appointment

Phone number:

Email address: William-meriwether@redwoods.edu

Required Materials

Textbook title: A People and Nation: A History of the United States Volume I

Edition: 11th Edition (Previous editions of the textbooks are acceptable and the 10th edition is almost identical to the 11th).

Author: Mary Beth Norton and Jane Kamensky

ISBN: 9781337402729

Other requirement: *The Autobiography of Frederick Douglas* ISBN: 978-0486284996 or at [The Autobiography of Frederick Douglas](#)

Catalog Description

An exploration in the history of the United States from the original inhabitants of the North American continent to the end of the Reconstruction period after the American Civil War. Of special importance is how the social, political, diplomatic, cultural, ethnic, economic, and technological/scientific relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Course Student Learning Outcomes (from course outline of record)

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

Accessibility

Students will have access to online course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor.

College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one

week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Evaluation & Grading Policy

4 essay quizzes: 100 points each 400 points

1 research paper: 100 points

14 Discussion Board: 14 x 10 points each 140 points

14 multiple choice quizzes (extra credit): 10 pts each

Total points: 640

Grading Criteria: A= 95%-100% (608-640 pts), A-= 90%-94% (576-607 pts), B+= 86%-89% (550-575 pts), B= 83%-85% (531-549 pts), B-= 80%-82% (512-530 pts), C+= 75%-79% (480-511 pts), C= 70%-74% (448-479 pts), D= 60%-69% (384-447), F= <60% (below 383 pts).

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 8/20/22*
- *Last day to add a class: 8/26/22*
- *Last day to drop without a W and receive a refund: 9/02/22*
- *Labor Day Holiday (all campuses closed): 09/05/22*
- *Census date: 9/06/22 or 20% into class duration*
- *Last day to petition to file P/NP option: 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran's Day (all campuses closed): 11/11/22*
- *Fall Break (no classes): 11/21/22 – 11/25/22*
- *Thanksgiving Holiday (all campuses closed): 11/23/22 – 11/25/22*
- *Final examinations: 12/10/22 – 12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

Prerequisites/co-requisites/ recommended preparation

No Prerequisites required

***ONLINE REQUIREMENTS** - *The following are required for online courses but are recommended for all (see * in contents).*

Special Accommodations Statement

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact Disability Services and Programs for Students. Students may make requests for alternative media by contacting DSPS based on their campus location:

Eureka: 707-476-4280, student services building, 1st floor

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Student Feedback Policy

Timely feedback will be provided throughout the course. Students will receive a response to any email inquiries within 48 hours. Feedback on work submitted will be provided no more than two weeks after the assignment is due but my expectation will be to return work within one week after the assignment due date.

This course will also have regular asynchronous contact through threaded discussion boards and weekly announcements.

Proctored Exams

Proctored exams are not required in this course.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is in the [College Catalog](#) and on the [College of the Redwoods website](#).

Technology skills, requirements, and support

Tech equipment and skills are required for student success and of equal importance as required textbooks and materials.

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills – Ability to log into webadvisor, Canvas LMS, navigate the internet, and use a word processor. Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact <mailto:its@redwoods.edu> or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

Log into Canvas at <https://redwoods.instructure.com>

Initial Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Instructor Expectations of Students: Your commitment will require at least as much time as you dedicate to a traditional class. You will need to carefully read weekly online announcements, textbook chapters, primary and secondary source documents along with participating in online activities, watching online videos, participating in online discussions, completing quizzes and essays, and submitting one paper. Conscientiousness, attention to details, and skills in reading and writing are critical for success.

Netiquette: When participating in online discussions please be respectful to your classmates. Adhere to the same standards of behavior online that you would follow if it was a discussion in an in-person course. If you would not say it in a traditional classroom setting, then it should not be said in the discussion forums.

Student Expectations of Instructor: I dedicate as much or more time to this class compared to a traditional class. I will access the class website regularly and respond to posted questions and messages within 48 hours. Additionally, I read every discussion forum post and occasionally participate. There is also regular instructor-based communication with weekly announcements, lectures, evaluative feedback to your discussion posts, and responding to emails/messages.

Course Communication: General questions (analogous to raising a hand in class) should be posted in the Discussions section using the “Questions for the Instructor” forum. Personal questions should be communicated with Canvas Email.

Course Assignments:

Essay Exams: There will be a total of four essay exams throughout the semester. The essay exams will include at least four but up to ten essay and short answer questions. Each exam will be worth 100 points and they will be open book, open note, and some of the questions will be derived from the additional questions asked in the discussion board assignments. When the essay exam opens you will have one week to complete the exam. You may submit the exams up to one week late with no point deduction. Exams will not be accepted later than one week after the due date without approval.

Multiple Choice Quizzes: Each chapter will have a timed multiple-choice quiz. You will be allowed to take each quiz as many times as you would like, the highest score will be counted, and the points will count towards extra credit. There are enough extra credit points by completing the multiple-choice quizzes that it is possible to not complete one of

the essay exams or the research paper. The quiz will state that each question is worth 0 points. I will have to go into the quiz manually to adjust the extra credit points and will do so weekly. You will be able to see how many questions were correct and incorrect for each attempt.

Discussion Boards: For every chapter you will be required to participate in a discussion board assignment. This assignment will require a series of two separate posts. The initial discussion board post should include a summary of one of the primary source readings from one of two groupings. In addition to summarizing the primary source document you will need to include your analysis on why this primary source document is important and how it improves our context of understanding the American past.

The second post provides you with several options. You can summarize a second primary source document that also analyzes why the primary source document is important and how this document improves our context of understanding the American past. If you choose this option you must summarize a primary source document from the primary source grouping not chosen for the primary discussion board. The second option is answer one of the questions asked by me designed to get you thinking more in-depth about the material. The third option is to adequately respond to one of your classmates that could potentially start a discussion. Simply stating that you like their post and agree with them is not an adequate post to receive full credit.

The readings will come from various online sources and can be found in the corresponding chapter discussion board. The primary and secondary discussion board posts are due by **Sunday at midnight**. All primary source summaries must include the APA citation of that primary source, this is good practice for the research paper. Many of the primary sources I provide will be useful when you begin working on your research paper, especially the primary source documents after chapter five.

The primary and secondary posts should be at least 200 words. The first two paragraphs discussing the discussion board assignments is 201 words, this should provide a guide on the length required. I will respond to some of the discussion boards and any student response to my posts will also count towards the required responses for the week.

Each week I will add personalized comments or questions to each person when I grade the assignment. These may not be visible in the discussion boards section but will be visible in the Speedgrader section of Canvas. By working collaboratively in the discussion board sections it will make completing the essay exams easier.

Research Paper:

Choose one of the following two prompts:

Analyze the political, economic, social, or moral aspects of slavery (only choose one) from a northern and southern perspective. The research paper should examine the perspective of those who are pro-slavery, non-expansionist, and abolitionist. At least six primary sources and two secondary sources are required to be used for the research paper. One of the required sources is *The Autobiography of Frederick Douglass*.

or

The Declaration of Independence was a radical document for 1776. Analyze how the Declaration of Independence inspired the social movements of abolition, racial equality, and/or gender equality. One of the required sources is "[What to the Slave is the Fourth of July](#)" by Frederick Douglass. If you choose this topic do not extend your research beyond 1877.

The research paper should be at least six pages (not counting the title page and the references) and no more than ten pages. The paper must also be typed, double spaced, Times New Roman size 12 font and APA citations. **Any paper submitted shorter than three full pages and/or a “References” page is not included will receive an automatic “0.”**

Citations: All citations and references in this course will use APA citation standards. If you need assistance the [Purdue University Online Writing Lab](#) is an excellent resource as a citation guide.

Mapping Weekly Assignments with Modules: Every Monday the week’s assignments are posted in Announcements and in Modules. The weekly assignments will typically require you to read online lectures, read textbook chapters, read primary source documents, watch videos, participate in discussion forums, and complete chapter quizzes.

HIST-8	Week Starts	Week Ends	Textbook Chapter
Week 1	8/20/2022	8/28/2022	Chapter 1
Week 2	8/29/2022	9/4/2022	Chapter 2
Week 3	9/5/2022	9/11/2022	Chapter 3
Week 4	9/12/2022	9/18/2022	Chapter 4/Exam 1
Week 5	9/19/2022	9/25/2022	Chapter 5
Week 6	9/26/2022	10/2/2022	Chapter 6
Week 7	10/3/2022	10/9/2022	Chapter 7/Exam 2
Week 8	10/10/2022	10/16/2022	Chapter 8
Week 9	10/17/2022	10/23/2022	Chapter 9
Week 10	10/24/2022	10/30/2022	Chapter 10
Week 11	10/31/2022	11/6/2022	Chapter 11/Exam 3
Week 12	11/7/2022	11/13/2022	Chapter 12
Week 13	11/14/2022	11/20/2022	Chapter 13
Week 14	11/21/2022	11/27/2022	Fall Break
Week 15	1/28/2022	12/4/2022	Chapter 14/Exam 4
Week 16	12/5/2022	12/11/2022	Research Paper
Week 17	12/12/2022	12/16/2022	Finals Week