

**GREAT BASIN COLLEGE**  
**U.S. HISTORY I TO 1877**

HIST 101, section 1001 – Fall 2016 (29 August 2016 – 16 December 2016)  
Class Number: 91314; Web-Based Course

*Please read this syllabus carefully and let me know if you have any questions.  
Otherwise, I will assume you have read and understand the syllabus.*

**INSTRUCTOR INFORMATION**

Dr. Scott A. Gavorsky  
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Office: DCIT 121, Elko Campus  
Hours: M & W: 2:30 pm – 4:00 pm  
T & Th: 10:00 am – 11:30 am  
F: By Appointment

**CATALOG DESCRIPTION**

Survey of U.S. political, social, economic, diplomatic, and cultural development from Colonial Times through Reconstruction. When taken with HIST 102 or 217, class satisfies the United States Constitution requirement.

Credit and Prerequisites: 3.0 credit hours; no pre- or co-requisites are required for this class.

Note: It is strongly recommended that ENG 101 be completed prior to enrollment.

**COURSE CONTENT**

This course is an introduction to American history from the period of European contact to the end of Reconstruction. We will be examining some of the major themes and events of American intellectual, political, economic, social, religious, and cultural life over this period. A major focus of this course will be the development of American political ideas, their application in the U.S. Constitution and early Republican periods, and the crises leading to the Civil War.

**REQUIRED MATERIALS**

All books are available at the GBC Bookstore. I have also provided the ISBNs for those who desire to purchase them elsewhere. ***It is the student's responsibility to acquire all textbooks.***

TEXTS: George Brown Tindall and David Emory Shi. *America: A Narrative History, Volume I*, brief ninth edition. New York and London: W.W. Norton, 2013. (ISBN: 978-0-393-91265-4)  
Jacobs, Harriett. *Incidents in the Life of a Slave Girl*. Mineola, N.Y.: Dover Thrift Editions, 2001. (ISBN: 978-0-486-41931-2)

WEBCAMPUS: Additional weekly readings are available through the class WebCampus site; assume that any readings not listed above are on the WebCampus site unless noted otherwise.

Students should be familiar with WebCampus software. As a web-based course, regular internet connection and familiarity with basic software (web browser, word processing capable of producing .doc, .rtf, .odt, or .pdf files, pdf reader (Adobe Reader 8 or later recommended), and video/mp3 player) is assumed. No additional special software is required to be downloaded for the course.

## **METHOD OF INSTRUCTION**

Reading assignments, drawn from both the textbook and additional primary source readings, are given each week, and should be completed as listed in the syllabus. The readings will be supplemented weekly by one or two lectures (each usually around 45-60 minutes in length) providing additional details. The lectures include both visual and audio elements. **Note that the lectures are not substitutes for the readings.** Most weeks will require either a quiz or discussion postings. The quizzes, discussions, and assignments will draw from both the readings and lectures, and all assignments are cumulative. Students should expect to spend approximately 6 to 8 hours a week to complete all assignments adequately.

## **COURSE OUTLINE AND WEEKLY SCHEDULE**

### **Week 1 (29 August): From the Old World to the New**

- READINGS: Review Course Information Materials  
Tindall and Shi, Chapter 1  
Lecture # 1a: Europe in 1650  
Lecture # 1b: The World in 1650
- ASSIGNMENTS: Syllabus Quiz (due by Sunday, 4 September 2016, 11:59pm)  
Discussion # 1 (due by Sunday, 4 September 2016, 11:59pm)

### **Week 2 (4 September): Property, God, and Man**

- READINGS: Tindall and Shi, Chapter 2  
Richard Hakluyt, "A Discourse to Promote Colonization"  
John Winthrop, "Why We Should Leave England"  
Lecture # 2a: Mercantilism and Early Modern Empires  
Lecture # 2b: Property, God, and Man
- ASSIGNMENTS: Discussion # 2  
Academic Integrity Quiz (due Sunday, 11 Sep 2016, by 11:59 pm)

### **Week 3 (11 September): Colony and Empire**

- READINGS: Tindall and Shi, Chapter 3  
Lecture # 3a: The Colonies in the Eighteenth Century  
Lecture # 3b: Awakening and Enlightenment
- ASSIGNMENTS: Map Test (due by Sunday, 18 September 2016, by 11:59pm)  
No discussion this week; concentrate on Map Test

### **Week 4 (18 September): Towards Independence**

- READINGS: Tindall and Shi, Chapter 4  
*Declaration of Independence* (Tindall and Shi, A-61 through A-65)  
Lecture # 4a: The Costs of Global War  
Lecture # 4b: Towards Independence
- ASSIGNMENTS: Discussion # 3

**Week 5 (25 September): The American Revolution**

READINGS: Tindall and Shi, Chapter 5  
Lecture # 5: The American Revolution

ASSIGNMENTS: Constitution Paper Thesis/Provisions (due Sunday, 2 Oct 2016)  
No discussion this week; concentrate on Constitution Assignment

**Week 6 (2 October): Towards Union?**

READINGS: Tindall and Shi, Chapter 6  
*Articles of Confederation* (Tindall and Shi, A-66 through A-73)  
Lecture # 6: Towards Union?

ASSIGNMENTS: Discussion # 4

**Week 7 (9 October): Forging Union**

READINGS: U.S. Constitution and the Bill of Rights (Tindall and Shi, A-74  
through A-88)  
Publius [James Madison], “Federalist # 10”  
Lecture # 7: The U.S. Constitution

ASSIGNMENT: Discussion # 5

**Week 8 (16 October): The Early Republic**

READINGS: Tindall and Shi, Chapters 7 and 8  
Lecture # 8: Early Republican Society

ASSIGNMENTS: *CONSTITUTION PAPER* (due Sunday, 23 Oct 2016, 11:59pm)  
No discussion this week

**Week 9 (23 October): Industrialization and Its Discontents**

READINGS: Tindall and Shi, Chapter 9  
Lecture # 9a: Capitalism and Industrialization

ASSIGNMENTS: *MIDTERM EXAM* (due Sunday, 30 October 2016, 11:59pm)  
No discussion this week

***COURSE WITHDRAW DEADLINE — WEDNESDAY, 2 November 2016***

**Week 10 (30 October): Jacksonian Democracy**

READINGS: Tindall and Shi, Chapters 10 and 11  
Margaret Smith, “The Inauguration of Andrew Jackson”  
Lecture # 10a: Sectionalism and Political Machines  
Lecture # 10b: Jackson and the Second Party System  
Begin reading Jacobs

ASSIGNMENTS: Discussion # 6

**Week 11 (6 November): Reform, Immigration, and Expansion**

READINGS: Tindall and Shi, Chapters 13 and 14  
Lecture # 11a: Reforming American Society  
Lecture # 11b: The Move Westward  
ASSIGNMENTS: Discussion # 7

**Week 12 (13 November): The Peculiar Institution**

READINGS: Tindall and Shi, Chapter 12  
Lecture # 12a: The Rise of King Cotton  
Lecture # 12b: Ante-Bellum Slavery  
ASSIGNMENTS: Discussion # 8

**Week 13 (20 November): The Coming of the Civil War**

READINGS: Tindall and Shi, Chapter 15  
Documents on Secession  
Lecture # 13a: Free-Soilers and Slave Power  
Lecture # 13b: Abolitionism  
ASSIGNMENTS: Discussion # 9

**Week 14 (27 November): “War is Cruelty, and You Cannot Refine It”**

READINGS: Tindall and Shi, Chapter 16  
Lecture # 14: The Civil War  
ASSIGNMENTS: *PRIMARY SOURCE PAPER* (due Sunday, 4 December 2016)  
No Discussion this week

**Week 15 (4 December): Reconstruction**

READINGS: Tindall and Shi, Chapter 17  
U.S. Constitution, Amendments 13, 14, 15  
Lecture # 15a: Reconstruction  
Lecture # 15b: Remembering the Civil War  
ASSIGNMENTS: Discussion # 10

**FINAL EXAM: COMPLETE BY FRIDAY, 16 December 2016, by 11:59pm**

*Final Exam available Sunday, 11 December 2016 at 12:01 am*

**GRADING CRITERIA****Assignment Breakdown:**

Discussions	15 %	(due as noted in syllabus)
Syllabus Quiz	2.5%	(due Sunday, 4 September 2016)
Academic Integrity Quiz	2.5%	(due Sunday, 11 September 2016)
Map Test	5 %	(due Sunday, 18 September 2016)
Constitution Paper Thesis/Examples	5 %	(due Sunday, 2 October 2016)
U.S. Constitution Paper	15 %	(due Sunday, 23 October 2016)
Midterm Exam	15 %	(due Sunday, 30 October 2016)
Primary Source Paper	20 %	(due Sunday, 4 December 2016)
<u>Final Exam</u>	<u>20 %</u>	<u>(due Friday, 16 December 2016)</u>
<b>TOTAL</b>	<b>100 %</b>	

*Failure to take the Final Exam or submit both the U.S. Constitution Paper and the Primary Source Paper will result in Failure in the course. Note that the Final Exam is due by the end of the assigned Final Exam Week (on Friday).*

**Grading Schedule:** Generally, discussions will be graded within a week of submittal; longer assignments will be graded within two weeks. Any delays will be posted on WebCampus.

**Grade Scale:**

A	Superior: Demonstrates exceptional competence	93% - 100%
A -		90% - 92%
B +		87% - 89%
B	Above Average: Demonstrates competence	83% - 86%
B -		80% - 82%
C +		77% - 79%
C	Average: Suggests competence	73% - 76%
C -		70% - 72%
D +		67% - 69%
D	Below Average: Suggests incompetence	63% - 66%
D -		60% - 62%
F	Failure	Below 59%

A student may opt for a “W” grade through the 9<sup>th</sup> week of class; after **Wednesday, 2 November 2016**, no “W” grades will be assigned. Incompletes are only given in extremely unusual circumstances, generally resulting from medical emergencies. It is the student’s responsibility to inform me if the class is being audited.

## **COURSE REQUIREMENTS**

1) **THIS IS NOT A SELF-PACED COURSE.** Readings and assignments should be completed as they are listed in the syllabus and course modules. The course module containing the materials for the following week will be available at 12:01 am on Sundays.

2) This course requires the fulfillment of all class assignments and participation in class activities. Key to fulfilling these requirements is regular online attendance and turning in assignments on time. GBC policy (given on [page 68 of the GBC General Catalog 2016-2017](#)) sets policy for absences in a 3.0 credit hour course. Students who fail to complete three or more assignments (including discussions) may be dropped from the course. ***It is your responsibility to contact me about any missed absences or conflicts in advance.***

3) Weekly discussion prompts are given to insure that you are keeping up with the readings and to track class understanding of the topics. ***Please note that we will be discussing topics of a mature and/or controversial nature, including racial and sexual violence; I expect everyone to adhere to common standards of courtesy and decorum.*** Failure to abide by common standards of communication behavior can result in removal from the class at the instructor's discretion.

Discussion prompts/questions will be available in the weekly course modules of the week they are assigned. An initial posting to the discussion prompt is due by 11:59pm on Thursdays of the week assigned. Students will answer the discussion prompt (in about 300 words), basing their answers on the week's readings or other scholarly source that is properly cited (a guide will be provided on WebCampus). Wikipedia, other encyclopedias, and dictionaries should not be considered valid sources. More specific details are available in the Discussion Requirements page on WebCampus.

In addition, students will be asked each week to respond to at least two other students' posts in about 150 words each. You will only be able to view other students' posts once you complete your initial response. Responses should engage with the content of the original poster, and NOT be just "good response" or "I agree." Responses should be completed by 11:59 pm on the Sunday of the week assigned.

4) Required assignments include participation in discussions, a Syllabus and Course Policies Quiz, an Academic Integrity Quiz, a Map Test of the United States in 1864, a paper on the origin of the U.S. Constitution, and a Primary Source Paper based on an analysis of Jacob's *Incidents in the Life of a Slave-Girl*, and two Exams. The U.S. Constitution paper will have a sub-assignment. Details on these assignments will be provided over the course of the semester.

All overdue assignments will be penalized 1 letter grade (-10%) per day (including weekends and holidays). **Failure to take the Final Exam or to submit both the U.S. Constitution Paper and the Primary Source Paper will result in Failure in the Course.** No rewrites or re-dos of assignments are allowed. All work must be submitted by 20 December 2016.

No Incomplete grades will be given except under extremely unusual circumstances, and per the policies outlined in [the GBC General Catalog 2016-2017, page 70](#).

5) **Cheating (including the use of unauthorized sources) and plagiarism (including the usage of another's work without citation) will be handled with the greatest possible severity. Penalties can include grade reduction, a zero on the assignment and an automatic failure in the course.**

Unless specifically noted in assignment instructions, all work should be undertaken solely by the student without outside help.

The official Great Basin College Student Conduct policy is given on [pages 38-47 of the GBC General Catalog 2016-2017](#). An Academic Integrity Quiz given in Week 2 will cover these issues more in-depth.

The Social Science Department at Great Basin College has adopted a mandatory reporting policy: “All incidents of unintentional plagiarism or academic dishonesty identified in any social science course require reporting to the Vice President for Student Services (VPSS) and disciplinary action. This policy is in accordance with Nevada System of Higher Education (NSHE) *Code Title 2, Chapter 6* and Great Basin College (GBC) policy on Student Conduct and Academic Honesty as detailed in the GBC catalog.”

6) Writing is an important component of the course, and essential to an active life as a professional and a citizen. Exams are written and two written papers are required. These will be graded on both content (accuracy, argument, and evidence) and writing (grammar, syntax, clarity, structure, and style). All citations for this class will need to follow the MLA format; a guide is provided on WebCampus.

7) On WebCampus is a discussion forum if anyone would like to post comments or questions about the syllabus or any other class issues.

8) E-Mail Policy: I will be checking e-mail regularly, but I am not necessarily online constantly. Please do not expect immediate replies, although I will do my best to respond to all e-mails within 24 hours.

9) Reasonable Accommodation Statement: Great Basin College is committed to providing equal educational opportunities to qualified students with disabilities in accordance with state and federal laws and regulations, including the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. A qualified student must furnish current verification of disability. [The Disability Services Office](#), located in Leonard Student Life Center, will assist qualified students with disabilities in securing the appropriate and reasonable accommodation, assist qualified students with disabilities in securing the appropriate and reasonable accommodations, auxiliary aids, and services. For more information or further assistance, please call 775.753.2271.

10) Campus Security: GBC is committed to the safety of our students and has a duty to promote awareness and prevention programs for violence on campus under the Jeanne Clery Act as well as the Campus SaVE (Sexual Violence Elimination Act) and VAWA (Violence Against Women Act), which are amendments to Clery. Acts of violence include, but are not limited to, sexual assault, domestic violence, dating violence, and stalking. Acts of violence can occur on the physical campus or centers of GBC in addition to field placement sites, clinical practice settings, and other places where college or class activities occur. As well, the online environment at GBC is considered a GBC site. If you experience any incidence where your safety has been threatened or violated, or if you feel threatened or harassed, immediately report this to me, any center director, faculty, or staff member, or directly to the Director of Environmental Health, Safety & Security (775.753.2115) or the Vice President for Student Services (775.753.2282).

**STUDENT LEARNING OUTCOMES**

As a General Education Course within the Social Sciences area, HIST-101 is designed to help students to acquire and to exercise ability in the four General Education Objectives: Communication Skills, Critical Thinking, Personal/Cultural Awareness, and Technological Understanding.

The content-specific learning outcomes, measurement tools, and relation to the General Education objectives are given below:

<b>HISTORY 101: U.S. History I to 1877</b>		
<b>Learner Outcome upon Course Completion</b>	<b>Measurement Tool(s)</b>	<b>Applicable General Education Objectives</b>
1. Demonstrate knowledge of chronological sequence and major events of U.S. History through 1877.	<ul style="list-style-type: none"> <li>• Exams (ID and Chronology questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural Awareness (Sense of Past)</li> </ul>
2. Recognize the major themes and issues of U.S. History through 1877.	<ul style="list-style-type: none"> <li>• Exams (Chronology and Essay questions)</li> <li>• Discussions</li> <li>• Map Test</li> <li>• Primary Source Paper</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking (Reasoning and Independent Thought)</li> <li>• Cultural Awareness (All)</li> <li>• Communication Skills (Writing)</li> </ul>
3. Demonstrate knowledge of the unique context of the drafting of the U.S. Constitution and its provisions.	<ul style="list-style-type: none"> <li>• U.S. Constitution paper</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada U. S. Constitution Requirement</li> <li>• Cultural Awareness (Sense of Past / Sense of Individual in Society)</li> <li>• Communication Skills (Writing)</li> </ul>
4. Construct an understanding of the past by critically analyzing historical documents.	<ul style="list-style-type: none"> <li>• Primary Source Paper</li> <li>• U.S. Constitution paper</li> <li>• Discussions # 2, 3, 4, 5, 6, 9, 10</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking (Reasoning and Independent Thought)</li> <li>• Communication Skills (Writing)</li> <li>• Cultural Awareness (Sense of Past / Sense of the Individual in Society)</li> </ul>
5. Argue an understanding of the past utilizing historical evidence, reasoning, and clear communication.	<ul style="list-style-type: none"> <li>• Primary Source Paper</li> <li>• U.S. Constitution paper</li> <li>• Exams (Essay questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Critical Thinking (Reasoning and Independent Thought)</li> <li>• Communication Skills (Writing)</li> </ul>

For a complete description of [GBC's General Education Objectives](#), see the [GBC General Catalog 2016-2017, page 73](#).