Instructor: Allison O’Mahen Malcom, PhD  Days and Time: 10:40-11:50 AM
E-mail: amalcom@carrollu.edu  Location: BA 208
Office Hours: 10-10:30, MWF; 1:20-2:30, MF  Office: Mac B003A

E-mails will be answered weekday mornings on a first-come, first-serve basis. You must have a functioning university e-mail account and be able to use Canvas. I may not answer questions already answered by the syllabus, the class Canvas page, or assignment sheets.

You are welcome to stop by my office hours without an appointment. Appropriate topics for conversations include class material or assignments; drafts of assignments; and professional questions regarding your college experience, history in general, and your future career. Personal conversations may be deflected to an appropriate employee of the university.

Course Description and Learning Outcomes

This course is a study of the American experience through Reconstruction.

Upon successfully completing this course a student will be able to:

1) Identify key individuals, places, events, groups, and trends in early American history and explain how they affected the development of the nation, and therefore modern life.
2) Explain how social categories such as race, class, and gender shaped an individual’s position and opportunities in American society-- this outcome builds upon CCS outcomes, in which students learned about human culture, the institutions people build within those cultures, and the institutions that in turn shape human society.
3) Understand the difference between primary and secondary sources; and how historians use both
4) Be able to critically evaluate and interpret primary documents and secondary sources.
5) Both write and orally narrate a historical argument that displays an understanding of the concepts of continuity and change, and support that argument with evidence from more than one source.

In addition, students will work to develop their reading, collaborative work, oral communication, and writing skills. Students in 100-level history courses are expected to write 10-15 formal pages during the course of the term, as well as complete essays on exams. They are also expected to learn and use Chicago-style citations. The assignments reflect these criteria.

Evaluation

Letter grades will be assigned according to these percentages:

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>AB</td>
<td>88-92.9%</td>
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<td>B</td>
<td>83-87.9%</td>
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<td>BC</td>
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<td>C</td>
<td>70-77.9%</td>
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<td>D</td>
<td>60-69.9%</td>
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<td>F</td>
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Relative weighting of assignments entering into the final course grade:

Quizzes: 15% (All announced quizzes will fall under this category.)
Two Bibliography/Chicago Style Assignments: 10%
Formal Written Assignments: 25%
Midterm and Final Exams: 25%
Participation: 25%

General: 5% (Unannounced in-class assignments and quizzes will fall under this category)
Participation Within Games: 20%
History 105A: America to 1877, Fall 2017

The weight of individual assignments will be based on percentages listed above, not on point values.

Texts and Required Materials

- Mark Higbee, *Frederick Douglass, Slavery, and the Constitution: 1845*, 2016. [I will distribute these books. They are property of the history department and will have to be returned.]
- Additional documents may be added on Canvas or library reserve or distributed in class.

Policies and Expectations of Students:

Participation

Students are expected to act in a professional and respectful manner in class at all times. The catalog calls upon students, in the Carroll University Compact, to strive to live according to certain values as a member of the Carroll community. This class has these expectations as well.

Participation includes taking an active and informed part in discussions as well as bringing reading materials to class. Discussion in the classroom should be on an intellectual level. **Arguments made should be supported with evidence.** People should be willing to examine their own political and religious sensibilities within class and even play devil's advocate for the sake of discussion (as I will). I expect students in this class to be respectful of the political and religious sensitivities of others, but not to the point that it closes off discussion—disagreeing with someone does not in itself constitute disrespect. Warning: within the games, you may find yourself playing a historical role that you find morally repugnant. The same rules apply, though disrespect, at times, is part of the game. We’ll talk about this.

**Participation also requires attendance in class. See below.**

Attendance Policy

**Missing more than three classes may affect your grade.** Persistently tardy students may be additionally docked attendance points, depending on the severity of their lateness. **Missing more than nine classes may result in the automatic failure of this course.**

I do not generally distinguish between excused and unexcused absences. (In other words, I don’t care WHY you missed a class.) Student-athletes or students officially excused from class for other school-related activities will be granted up to two additional absences beyond any sports/activities-related absences, assuming they provide the proper documentation from their coach/advisor, and are otherwise respectful of the requirements of the class. Missing classes during the running of one of the two games may affect your game grade; I will try to offer ways in which your character may participate without being in class; nonetheless the games require attendance in order to run properly so I strongly urge you to do everything within your power not to miss class on game days.

I will not summarize a missed class for you, although I will answer specific questions. Your fellow students will be you best source for notes in case of a missed class.
Classroom Etiquette

Electronic devices (cell phones, etc.) should be turned off during class time. Laptops and tablets are only welcome for the purpose of looking at documents or taking notes. A phone is an inappropriate device on which to take notes. The privilege of using laptops/tablets can be taken away at any time. Class time is a time to work with fellow classmates and the instructor and to build a learning community. *I reserve the right to ask any student to leave class for any reason, including, but not limited to the following:* texting, using social media, eating a full meal in class, being unprepared for class, or disturbing the class in any other way. *Any student who is asked to leave will receive zero credit for the day.* Do not make me police your behavior—*after all, attending college is a privilege, not a right.* If you are truly bored in class, consider improving your note-taking or participation skills. Within games, required game etiquette may differ from normal etiquette depending on your assigned role.

Written Assignments and Quizzes

Major assignments are listed in the syllabus. Short quizzes and in-class assignments may be given at any time. I will drop the lowest grade of any unannounced minor assignments to account for an absence. Late assignments may be docked points, depending on the severity and circumstances of the lateness.

Note: The Learning Commons, located in the bottom floor of the Library, offers tutoring, writing assistance, and study skills assistance as well as group study rooms and places to study. They do offer history tutors upon request. In addition, the Writing Center is a free service available to all students who would like additional help with their writing. Tutors can assist you with any writing problems from brainstorming to citation. To make an appointment, go to http://www.carrollu.edu/learningcommons/writingcenter.asp.

Disabilities

All student requests for accommodation must be made through the Walter Young Center. I may not grant disability accommodations without a written request to do so from Ms. Marty Bledsoe, Director of Services for Students with Disabilities, in the Walter Young Center. Please call (262) 524-7335 or email mbledsoe@carrollu.edu for more information.

Academic Integrity

Cheating on examinations, plagiarism, improper acknowledgment of sources in written material, and inaccurate claims of work done are serious offenses in an academic setting and must be reported to the Office of Academic Affairs. These and other violations of the University’s academic integrity policies are subject to disciplinary action and sanctions by the Academic Integrity Committee. The Carroll University Academic Integrity Policy is located in your student handbook. If a student violates this policy in any way, I reserve the right to impose sanctions. Sanctions will be decided on a case-by-case basis. For instance, a student may be required to repeat an assignment with loss of a letter grade. They may automatically fail or receive a zero on the assignment. Or, in the most egregious of cases, they may fail the course. If you have questions about appropriate citations, please ask. Remember, ignorance of what constitutes academic dishonesty is not an excuse.
Schedule of Classes

WEEK I  (in which the potato is very important)
Friday, September 8  We will briefly cover Foner, Chapter 1. Reading it is optional.

WEEK 2  (in which lots of people die and are enslaved; also there is thanksgiving)
Monday, September 11  READ: Foner, Chapter 2 READING QUIZ
Wednesday, September 13  Pre-reading for game to be assigned.
Friday, September 15  READ: Foner, Chapter 3 READING QUIZ

WEEK 3  (in which English politics matter quite a bit really)
Monday, September 18  RESEARCH AND CITATIONS: Meet in the Library Classroom
Wednesday, September 20  Pre-reading for game to be assigned.
Friday, September 22  READ: Foner, Chapter 4 READING QUIZ

WEEK 4  (in which folks support a surprisingly successful revolt against the motherland)
Monday, September 25  READ: Chapter 5 READING QUIZ
Pre-reading for game to be assigned.
Wednesday, September 27  GAME: Patriots, Loyalists & Revolution in New York City, 1775-76
SHORT CHARACTER ASSIGNMENT DUE
Friday, September 29  GAME: Patriots, Loyalists & Revolution in New York City, 1775-76

WEEK 5  (in which we win over New York City to the Patriot Cause!… or maybe not)
Monday, October 2  GAME: Patriots, Loyalists & Revolution in New York City, 1775-76
CHARACTER BIBLIOGRAPHY DUE
Wednesday, October 4  GAME: Patriots, Loyalists & Revolution in New York City, 1775-76
Friday, October 6  GAME: Patriots, Loyalists & Revolution in New York City, 1775-76
LONG CHARACTER ASSIGNMENT DUE

WEEK 6  (in which white men write important documents that they almost believed in)
Monday, October 9  READ: Foner, Chapter 6 READING QUIZ
Wednesday, October 11  READ: Foner, Chapter 7 READING QUIZ
Friday, October 13  

WEEK 7  (in which you take an exam)
Monday, October 16  NO CLASS: FALL BREAK
Wednesday, October 18  READ: Foner, Chapter 8 READING QUIZ
Friday, October 20  MIDTERM EXAM (Covering Chapters 2-7)
FIRST GENERAL PARTICIPATION GRADE ASSIGNED

WEEK 8  (in which there is much cash to be made, and people to philosophize about it)
Monday, October 23  READ: Foner, Chapter 9 READING QUIZ
PATRIOTS AND LOYALISTS ASSESSMENT DUE
Wednesday, October 25  Pre-reading for game to be assigned.
Friday, October 27  NO CLASS: I WILL BE OUT OF TOWN.

WEEK 9  (in which people looked for a Savior, in both literal and religious terms)
Monday, October 30  READ: Foner, Chapter 10 READING QUIZ
Wednesday, November 1  Pre-reading for game to be assigned.
Friday, November 3  READ: Foner, Chapters 11 and 12 READING QUIZ
WEEK 10  (in which The South justifies much immorality)
Monday, November 6  Pre-reading for game to be assigned.
Wednesday, November 8  GAME: Frederick Douglass, Slavery, and the Constitution: 1845
                        SHORT CHARACTER ASSIGNMENT DUE
Friday, November 10  GAME: Frederick Douglass, Slavery, and the Constitution: 1845

WEEK 11  (in which God blessed OR condemned slavery; and the Law agreed with Him)
Monday, November 13  GAME: Frederick Douglass, Slavery, and the Constitution: 1845
                        CHARACTER BIBLIOGRAPHY DUE
Wednesday, November 15  GAME: Frederick Douglass, Slavery, and the Constitution: 1845
Friday, November 17  GAME: Frederick Douglass, Slavery, and the Constitution: 1845
                        LONG CHARACTER ASSIGNMENT DUE

WEEK 12  (in which the United States grows up and falls apart)
November 20  READ: Foner, Chapter 13 READING QUIZ
November 22
November 24  NO CLASS: THANKSGIVING

WEEK 13  (in which there will be blood)
Monday, December 4
Wednesday, December 6  READ: Foner, Chapter 14 READING QUIZ
Friday, December 8  GAME ASSESSMENT DUE

WEEK 14  (in which many promises are made, though eventually broken)
Monday, December 11  READ: Foner, Chapter 15 READING QUIZ
Wednesday, December 13  SECOND GENERAL PARTICIPATION GRADE ASSIGNED

FINAL EXAM: December 18, 11 AM

The final exam will be cumulative, but the bulk of the exam will cover chapters 8-15.

-- The instructor and the University reserve the right to modify, amend, or change the syllabus (course requirements, grading policy, etc.) as the curriculum or program requires. --

--By signing up for this course (and not dropping it by the end of the add/drop period), you have agreed to abide by its terms and conditions as listed in this syllabus.--