E-mails will be answered weekday mornings on a first-come, first-serve basis. You must have a functioning university e-mail account. I may not answer questions already answered by the syllabus, the class eLearning 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.

I will make use of eLearning. You should familiarize yourself with eLearning and use it when necessary. However, notes from the lectures and discussions will not be posted on eLearning I will not summarize a missed class for you. You should get to know someone else in the class who can help you in case of a missed class.

**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. Write 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>AB</td>
<td>88-92.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-87.9%</td>
</tr>
<tr>
<td>BC</td>
<td>78-82.9%</td>
</tr>
<tr>
<td>C</td>
<td>70-77.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
</tr>
<tr>
<td>F</td>
<td>0-59.9%</td>
</tr>
</tbody>
</table>

Relative weighting of assignments entering into the final course grade:

- Reading Quizzes and Responses: 10%
History 105A: America to 1877, Fall 2015

Map and Timeline Quizzes: 8%
Bibliography Assignment: 12%
Three Short Responses and One Longer Paper, Totaling 10-15 Pages: 30%
Exams: 25%
Participation, assessed at two points in the term; includes attendance and in-class work: 10%
Slavery and the Constitution Game: 5%

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

Texts and Required Materials

- A number of documents and articles available either in the Public Domain online or via Library Reserves. The instructor will add these as the term goes on, so pay attention to announcements. These documents must accompany you to the class for which they are assigned in either electronic or paper form. The textbook fee for this class is not high; I therefore expect you to print your own documents when necessary.

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. Participation also requires attendance in class. See below.

Attendance Policy

I will take attendance every day. 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. Note: MyCourses forces me to choose whether an absence is “excused” or “unexcused.” I mark absences as unexcused.
History 105A: America to 1877, Fall 2015

Classroom Etiquette

Electronic devices (cell phones, etc.) should be turned off and put away 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 talk 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—who all, attending college is a privilege, not a right. If you are truly bored in class, consider improving your note-taking or participation skills. It is not the instructor’s job to entertain you.

Written Assignments and Quizzes

Major assignments are listed in the syllabus. Short quizzes and in-class assignments may be given at any time. You will not be allowed to make up in-class work. I will drop the lowest grade of any unannounced minor assignments to account for an absence. Late assignments will not be accepted, except under extraordinary circumstances.

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. For more information, go to: http://divisions.carrollu.edu/library/LearningCommons.asp. For information about the Writing Center and upcoming workshops go to: http://divisions.carrollu.edu/library/LC/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 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 1
Wednesday, January 25
Friday, January 27
READ: Foner, Chap. 1, Zinn, People’s History

WEEK 2
Monday, January 30
Wednesday, February 1
Friday, February 3
MAP QUIZ
Finding Sources: Meet in Library Classroom

WEEK 3
Monday, February 6
Wednesday, February 8
Friday, February 10
TIMELINE QUIZ: READ: Foner, Chap. 3
Chicago Style: Meet in Library Classroom

WEEK 4
Monday, February 13
Wednesday, February 15
Friday, February 17
READ: Foner, Chap. 4
PAPER 1 DUE

WEEK 5
Monday, February 20
Wednesday, February 22
Friday, February 24
READ: Foner, Chap. 5
READ: Foner, Chap. 6

WEEK 6
Monday, February 27
Wednesday, March 1
Friday, March 3
READ: Foner, Chap. 7

WEEK 7
Monday, March 6
Wednesday, March 8
Friday, March 10
MIDTERM EXAM
READ: Foner, Chap. 8
CHICAGO STYLE ASSIGNMENT DUE

SPRING BREAK

WEEK 8
Monday, March 20
Wednesday, March 22
Friday, March 24
READ: Foner, Chap. 9
READ: Foner, Chap. 10

WEEK 9
Monday, March 27
Wednesday, March 29
Friday, March 31
READ: Foner, Chapter 11
READ: Foner, Chap. 12
Second Response Due

WEEK 10
Monday, April 3
Wednesday, April 5
READ: Finkelman, First Half
READ: Finkelman, Second Half
Friday, April 7  
Slavery and the Constitution Game Prep

**WEEK 11**  
(in which God blessed OR condemned slavery; and the law agreed with Him)

| Monday, April 10 | Slavery and the Constitution Game |
| Wednesday, April 12 | Follow Up: Slavery and the Constitution |
| Friday, April 14 | NO SCHOOL, GOOD FRIDAY |

**WEEK 12**  
(in which the United States grows up and and falls apart)

| Monday, April 17 | READ: Foner, Chap. 13 |
| Wednesday, April 19 | NO CLASSES CELEBRATE CARROLL |
| Friday, April 21 | |

**WEEK 13**  
(in which there will be blood)

| Monday, April 24 | |
| Wednesday, April 26 | READ: Foner, Chap. 14 |
| Friday, April 28 | |

**WEEK 14**  
(in which many promises are made, though eventually broken)

| Monday, May 1 | READ: Foner, Chap. 15 |
| Wednesday, May 3 | FINAL PAPER DUE |

**FINAL EXAM: May 9, 2017, 11:00 AM**

--- 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.--