



**HIS 269/270**  
**Civil War and Reconstruction/America in the**  
**Gilded Age--Elite Learning – Spring 2019**

**Supporting Colleges: MECC SVCC WCC VHCC**

**Southwest Virginia Education and Training Network**

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### **Contact Information**

**Instructor:** Anthony Shipley

**Office/Office Hours:** 2:00 - 3:00 P.M.

**Telephone:** (276) 479-2185 (Twin Springs High School)

**E-mail:** The best way to reach me is by sending a message within your Moodle course; however, my email address is [anthony.shipley@scottsschools.com](mailto:anthony.shipley@scottsschools.com). My email should be used only as a last resort. Students should expect to receive responses within 24 hours.

### **Course (Catalog) Description**

#### **VCCS Master Course Description:**

**HIS 269:** Studies factors that led to the division between the States. Examines the war, the home fronts, and the era of Reconstruction.

**HIS 270:** Studies in detail American history during the years from 1870-1900 - The Gilded Age, emphasizing the relationships between various aspects of American life and identifying themes that helped define the era.

Students who successfully complete this course will earn 1 high school credit, 3 hours of college credit for *Civil War and Reconstruction/HIS269*, and 3 hours of college credit for *America in the Gilded Age/HIS 270*, as well as have a basic overview of significant political, military, economic, and social developments of the United States from the mid- to late-nineteenth century.

### **Course Materials**

James A. Henretta, David Brody, and Lynn Dumenil, *America: A Concise History*, Fourth Edition, New York – Bedford/St. Martin's, 2006 (ISBN: 0-312-48541-7)

Collected Internet sites, consisting of primary and secondary source materials, contained within folders for each session's lesson.

Students should contact their facilitator or guidance counselor to receive all textbooks. Any student unable to receive a book within the first few days of class should contact the instructor.

### **Time & Location of Class Meeting:**

This course is asynchronous, which means students will be able to access their course material at any time of the day or night. Students should have a specific time in the day that they will be assigned to work on assignments for this course. It is critical for students to log into the course on a daily basis and complete all assignments.

### **Technology Requirement:**

Students will be required to complete and submit assignments by using Moodle, the learning management system for Elite Learning. The course can be accessed at [www.svetn.org](http://www.svetn.org). Students will need use of the Internet for all coursework. Access to Microsoft Word and PowerPoint are required.

### **Technical Support:**

Technical problems are not common but occur periodically. To receive prompt support, students must submit a trouble ticket by going to [www.svetn.org](http://www.svetn.org) and then selecting the "Contact" tab. The trouble ticket form will be distributed to the informational support team. Students should receive a response within 24 hours (usually much sooner). After students have submitted the trouble ticket, they should send the instructor an email or message to let the instructor know what problems they are having.

### **Course Learning Outcomes/Objectives**

Identify the political, cultural, economic, and social issues dividing America in the years prior to the outbreak of the Civil War and the ways in which the cotton gin, the reaper, the railroad, slavery, states rights, women's suffrage, and abolitionism increased sectional tensions.

Explain the historical significance of specific events and sectional crises leading to the disruption of the Union, as well as efforts at compromise following secession and the formation of the Third Party System.

Identify and explain the significance of key Civil War leaders and battles in the Eastern, Western, and Trans-Mississippi Theaters of battle, explain how "total war" influenced the home fronts of both sections during the conflict and how these changes revolutionized American life, and discuss the human side of the conflict by focusing on the perspectives of soldiers, women, and slaves.

Identify and analyze the major components of Presidential, Congressional, and "Radical" Reconstruction plans and the ways in which Reconstruction policy as implemented influenced the development of the South, as well as the ways in which the cause of human freedom was expanded by the Thirteenth, Fourteenth, and Fifteenth Amendments.

Identify and analyze the major components of Presidential, Congressional, and "Radical" Reconstruction plans and the ways in which Reconstruction policy as implemented influenced the development of the South, as well as the ways in which the cause of human freedom was expanded by the Thirteenth, Fourteenth, and Fifteenth Amendments.

Identify reasons for westward movement in the late nineteenth century and the features of the mining, farming, and cattle frontiers, how expansion led to the creation of new states, and how expansion had a negative consequence for Native Americans in the Southwest and on the Great Plains.

Indicate the factors behind and the major developments involved in America's shift from primarily an agricultural to a modern industrial economy, including the rise of big business, the growth of industry and cities, increased immigration, and new inventions, as well as how these developments posed a challenge to the traditional order.

Identify the reasons for and the manifestations of the political, social, and economic development of the "New South," focusing on the subjugation of African Americans in the years after the Civil War and Reconstruction, the impoverished state of Southern agriculture, and efforts of the South to "modernize."

Identify the features of racial segregation and discrimination during the late nineteenth century in the era of "Jim Crow" and the responses offered by African Americans such as Booker T. Washington and W. E. B. DuBois.

Indicate the key political developments of the Gilded Age, including the tariff and money questions, civil service reform, and the Populist challenge.

Identify the reasons for and the results of the Spanish-American War and the "New Imperialism" of the late-nineteenth century.

## **Method of Evaluating Student Achievement**

### **Grading Policy & Scale:**

This course will be graded on a ten-point scale:

100-90 %= A      89-80 % = B      79-70 % = C      69-60 % = D      59 % or less = F

All grades will be reported by SVETN to each school with a numeric grade and a recommended letter, but assignment of a final letter grade will be at the discretion of the student's school.

#### History 269 Civil War/Reconstruction

- "How to Avoid Plagiarism" Quiz                      5%
- Personal Introduction Discussion Post              5%
- Internet Resource Discussion Posts                  30%
- Essay Responses (2)                                      30%
- Exams (2)    30%

#### History 270 America in the Gilded Age

- Internet Resource Discussion Posts                  40%
- Essay Responses (2)                                      30%
- Exams (2)    30%

Discussion Posts and Essay Assignments will be graded according to rubrics included in the course content; examinations are objective assessments. Students should expect to receive feedback from the instructor on all discussion board posts within 48 hours. Because it takes much longer to grade essays, you can expect feedback within 7 days of your submission (usually sooner). Examinations will be graded in Moodle and transferred to the course gradebook as soon as answers are submitted.

## **Teaching Methods:**

Textbook Readings and Internet Resources. Each student should complete all assigned readings in a timely manner.

Study Guides. Students will receive study guides for each course exam. It is the student's responsibility to complete the study guides in preparation for course examinations. Study guides should not be submitted to the instructor.

Handouts: Instructor-prepared handouts are included within the course. These handouts will also assist students on examinations.

Examinations. Students will take four ninety-minute objective online examinations during the semester. The material on examinations will come from course study guides and handouts.

Each student will be allowed two attempts on each examination, and only the higher of the two scores will count toward the student's final grade.

Videos. Links to videos may be included within each session's lesson. These videos will assist students in preparing and reviewing for examinations. In addition, students may post their responses to videos in various discussion forums.

Essay Responses. Each student will complete four essay responses during the course. Essays must be a minimum of 750 words in length, and students are expected to demonstrate correct grammar, mechanics, spelling, and documentation of sources in their responses. Online writing labs will be part of the course content, so students may wish to consult those sites for assistance. Students may use the MLA, APA, or Chicago (Turabian) style guidelines in documenting source materials used, and the guidelines used should be consistent within the essay. Essay responses will be evaluated on the criteria established in the Essay Response Scoring Rubric.

Discussion Posts. Students will participate in online discussion forums based on assigned course readings. Student discussion will be evaluated on the criteria established in the Discussion Forum Scoring Rubric.

## **Late Work Policy:**

Please be aware that this is a rigorous college course which requires disciplined work habits and the meeting of deadlines. Due dates are located on the calendar and throughout the course. Students should allow plenty of time on assignments and not wait until the last minute to get started. The instructor will not extend deadlines unless contacted by the student's school with an approved excuse, and the instructor will not reopen an assignment after it has closed. Examinations will close on the exam deadline, which will be indicated at numerous points within the course, and examinations will not be reopened after that time. If a student does not complete an examination by the deadline, he or she will receive a grade of "0." Late discussion forum posts will be penalized one point per day for each day the assignment is late; submissions will not be allowed after ten days past the due date. Essay responses will be penalized five points per day for each day the assignment is late; submissions will not be allowed after ten days past the due date.

## **Attendance Policy:**

At least once every school day, students are required to log in to the course and work toward course objectives and deadlines. The student will be required to log in to this course on a regular basis, which will be checked by the teacher.

The school and/or parents will be notified if a student has not logged into their course for a three-day period. Contacts will also be made if a student is logging into their course with only a minimum amount of work. Students should expect no less than 60-90 minutes of work each day.

## **How to be Successful:**

- Students should ensure they understand the requirements of this course by reading the course syllabus.
- Students should plan ahead and avoid procrastination. The dual-enrollment classes are college classes. An asynchronous class requires discipline. If a student is not self-disciplined in his or her studies, the student should rethink the decision to take this class.
- Students should stay focused and keep a steady pace, or they will fall behind.
- Students should be aware that technical difficulties may occur. Remember that technical difficulties happen with online courses. Report technical problems as soon as possible by submitting a trouble ticket at [www.svetn.org](http://www.svetn.org) under the "Contact" tab.

## **Disabilities:**

Students who participate in this class are also high school students. Each high school has resources available for students with disabilities (IEP). Please contact the guidance counselor at your school to request academic accommodations. Each community college also has the Office of Student Services, which may be able to provide additional services. A representative from your school (guidance counselor) may make a request for services at the college. That office will evaluate the request and make recommendations for appropriate and reasonable accommodations, which the student will provide to the instructor. Students should contact their guidance counselors or SVETN for more information.

## **Emergency Policy:**

Follow all emergency policies for your home school.

## **Academic Integrity:**

Each student will be bound by the academic codes of their school. Any violations will be reported to the student's school for appropriate disciplinary action. Cheating will not be tolerated. Because these courses are considered college courses, each student is considered a responsible adult, and will face the consequences of their chosen actions. It is assumed that students will maintain standards of conduct appropriate to membership in Elite Learning as well as the community college. Emphasis is placed on standards of student conduct rather than on limits or restrictions. Guidelines and regulations governing student conduct are developed by the Elite Learning faculty, staff, and administration. More detailed information is found in the *Elite Learning Student Guide*.

**It is critical that all students read the Elite Learning Guide for Students. This guide is located at [www.svetn.org](http://www.svetn.org) as well as within your course. Contact Dawn Stafford, SVETN Executive Director, if you have questions or concerns.**

**Course syllabus and schedule is subject to change at the discretion of the instructor.**

## Course Information

<b>Session</b>	<b>Textbook Readings</b>	<b>Assignment(s)</b>
1 (1/14-1/20)		Personal Introduction Forum Discussion Forum #1
2 (1/21-1/27)	Pages 260-89, 319-48	Discussion Forum #2
3 (1/28-2/3)	Pages 349-406	Discussion Forum #3 Essay Response #1 Due
4 (2/4-2-10)		Discussion Forum #4 Exam #1
5 (2/11-2/17)	Pages 407-36	Discussion Forum #5
6 (2/18-2/24)	Pages 437-51	Discussion Forum #6
7 (2/25-3/3)	Pages 452-67	Discussion Forum #7 Essay Response #2 Due
8 (3/4-3/10)		Discussion Forum #8 Exam #2
9 (3/11-3/17)	Pages 468-94	Discussion Forum #9
10 (3/18-3/24)	Pages 495-550	Discussion Forum #10 Essay Response #3 Due
11 (3/25-3/31)		Discussion Forum #11 Exam #3
12 (4/1-4/17)	Pages 551-79	Discussion Forum #12
13 (4/8-4/14)	Pages 608-35	Discussion Forum #13
14 (4/15-5/3)		Discussion Forum #14 Essay Response #4 Due Exam #4