



HIS 121/122, United States History I and II Elite Learning—Fall 2020

Supporting Schools: MECC SWCC VHCC WCC

Southwest Virginia Education and Training Network

Contact Information

Instructor: Dr. Terry W. Mullins

Office/Office Hours: T/W/R, 8:30-10:30

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E-mail: The best way to reach me is by sending a message within your Canvas course; however, my email address is tmullins@concord.edu and is for emergency purposes only. Students should expect to receive responses within 24 hours. I will post if I will not be available in the Announcements, so be sure to read the Announcements!

Course (Catalog) Description

VCCS Master Course Description:

HIS 121 U.S. History I: Surveys United States history from its beginning to the present. Lecture 3 hours per week. Part I of II. 3 credits

HIS-122 U.S. History II: Surveys United States history from its beginning to the present. Part II of II. Lecture 3 hours per week. 3 credits

Prerequisite: None

Students who successfully complete this course will earn one high school credit and six hours of college credit for *HIS 121-122* as well as have a basic overview of United States History and related topics.

HIS 121-122 is a survey of United States history from its beginning in early colonial times to the present. The political, economic, and social development of the people of the United States will be examined with specific references to the era of discovery, the colonial period, the Revolution, the emergence of sectionalism, the Civil War, Reconstruction, the frontier experience, industrial development, reform movements, expansion of governmental activity, and the emergence of the United States as a world power.

Course Materials

All course material is provided within the course. No textbook is needed. All course materials were selected to meet the course goals and objectives.

Teaching Methods:

Discussion board posts are an important part of this asynchronous course participation grade. Participation grades will be determined based on the number of postings made and the quality of the student's work. Web quests and other web-based activities are also required periodically during the semester. The syllabus will provide much information about how your grade will be determined as well as other essentials such as required texts and contact information. You will be required to complete background reading, twelve PowerPoint lecture assignments, discussion board posts, web based project or essay responses, and three timed objective tests for each course. In order to complete a full year or two semester college course during one semester class

assignments will be rigorous. This asynchronous online course requires a very dedicated and committed student. Make sure that the exacting nature of this online environment suits your particular learning style. For the dedicated student the semester will pass quickly. Your final grade will be based on participation (discussion board posts), web quest and/or essay responses and three timed objective tests. The point value for each activity is listed below.

Time & Location of Class Meeting:

This course is asynchronous, which means you will be able to access your course material at any time of the day or night. You should have a specific time in the day that you will be assigned to work on your assignments for this course at school. It is critical to log into your course on a daily basis.

Technology Requirement:

Students will be required to complete and submit assignments by using Canvas, the learning management system for Elite Learning. Students will need use of the Internet for all coursework.

The Virginia Community College System offers Microsoft Word for free to currently enrolled students. Students are eligible to install Office 365 on up to 5 devices at no cost. The Office 365 product includes Microsoft Word, Excel, PowerPoint, and Outlook. Students can download Microsoft Office 365 by going to: <http://office.vccs.edu>. Students will use their full My VCCS email address as their username, and their My VCCS password to log into the site.

Technical Support:

Technical problems are not common but occur from time-to-time. Trouble tickets, for the most part, will be sent directly to the technical support team at the community college. Students should refer to the *How to Receive Technical Support* document to receive prompt support. This document is found in the *Elite Learning Guide for Students* on Page 28. You should receive a response within 24 hours (usually much sooner). After you have submitted the trouble ticket, please send me an email or message to let me know what problems you are having.

Method of Evaluating Student Achievement

Grading Policy & Scale:

The letter grade assigned for this course is based on the 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.

Students should expect to receive feedback from the instructor on all discussion board posts within 48 hours. Because it takes much longer to grade papers, you can expect feedback within seven days of your submission. I access our course daily and I expect students to also access the course daily.

- Key Terms—10%
- Critical Thinking—10%
- Review Questions—10%
- Discussion—10%
- WebQuests—25%
- Tests—25%
- Final Exam—10%

Attendance Policy:

Because this is an Internet based course, there is not a scheduled time set for your coursework. Regular class attendance is required. When absence from a class is necessary, it is the responsibility of the student to inform the instructor prior to the absence. The student is responsible for the subsequent completion of all work missed during an absence. The Virginia Community College System is committed to academic quality and student success. Elements that support both values are regular attendance and participation in class. The college policy states that regular class attendance is required.

At least once every school day, you are required to log into Canvas and perform three tasks:

1. Check your inbox for new messages.
2. Check for new course announcements.
3. Check the calendar under to see what work is due.

You should then proceed to work on the assignments within the current unit.

Elite Learning Inclement Weather or School Closure Policy:

Asynchronous online courses have many advantages over the traditional classroom. Among those advantages are the availability of the instructor, the opportunity to "attend" class from many locations, the flexibility of schedule, and no make-up days due to snow. To provide the required amount of "seat-time" for students, Elite Learning instructors will continue to present class material and require assignment submissions. When some schools are temporarily closed, it is necessary to require a continuation of assigned work even if students are absent from school due to weather or school closures. It is the responsibility of the student to access the class via Internet during this type of absence. **Students without Internet access beyond school hours will need to discuss this with their instructor at the beginning of the semester.**

This policy will also be in place due to Covid-19 school closures or any other unexpected closures.

Late Work Policy

This is a college course, and you are expected to plan ahead for due dates and give yourself plenty of time to complete all work. DO NOT wait until the last minute. For example, if a writing assignment is open for an entire week, but you wait until ten minutes before the assignment closes and experience a technical problem, you will not be given an extension because ample time was provided for you to submit your work. Plan accordingly if you will be out of school on trips. All work must be completed before leaving for a school trip to prevent them from being late. Due dates are located on the calendar and throughout the course.

If you do not turn in an assignment on the deadline, you will be allowed to submit it with point deductions for one week (exceptions may apply). For example: If assignment is due on August 10, you will have until August 17 to submit it for partial credit. There will be an automatic 25 point deduction for all late submissions.

- Sue doesn't turn in her work by the August 10 deadline. On August 11, the instructor posted the following into Sue grade book: *This assignment was due on August 10 but not submitted. You may submit the work until August 17 with a 25-point deduction.*
- Sue turns in her work three days late. After grading the assignment, her instructor believes it is quality work. He assigns her a 90 BUT he then deducts 25 points because the assignment was late. Sue will see a 65 in the grade book. Students will be made aware of the last day to submit the assignment within the grade book.
- If Sue doesn't turn in her assignment by the final deadline, she will see the following statement in her grade book. *This assignment is now closed. It was not submitted by the final deadline. You may longer submit this assignment for a grade. Previous message: This assignment was due on August 12 but not submitted. You will have until March 19 to submit it for partial credit.*

Exceptions to the late work policy will only be allowed IF a documented excuse is provided by your school's guidance counselor or administrative staff (illness, family emergency, etc.). Email the teacher if problems occur so they can be handled on a one-on-one basis. Please be aware that SVETN's schedule requires that we adhere to deadlines, even when schools are closed. If you have internet access at home, continue to log in and participate in class even if your school is closed. If you do not have home internet access, it is your responsibility to inform the instructor at the beginning of the semester.

How to be Successful:

- Make sure you read through this entire syllabus. There is useful information here that will help you make your experience in United States History online successful.
- Stay on task by printing off your assignment sheets and keeping them in a notebook with a calendar.
- Plan ahead, and do not procrastinate. The dual enrollment classes are college classes. An asynchronous class requires discipline. If you are not self-disciplined in your studies, then you need to rethink your decision to take this class.
- You must stay focused and keep a steady pace, or you will fall behind.
- 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 under the Contact tab.

Disabilities:

Students are encouraged to discuss any special problems, needs or accommodations with the instructor during the first week of class. 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. Please contact your guidance counselor or SVETN for more information.

Emergency Policy:

Follow all emergency policies for your home school. College Emergency Statement: In the event of a College-wide emergency, course requirements, classes, deadlines, and grading schemes are subject to changes that may include alternative delivery methods; alternative methods of interaction with the instructor, class materials, and/or classmates; a revised attendance policy; and a revised semester calendar and/or grading scheme. For more general information about College-wide emergency situations, please refer to:

College Website (www.vhcc.edu); VHCC Alert System (<http://alert.vhcc.edu>)

Netiquette Guidelines:

All conditions contained in VHCC College Catalog/Student Handbook pertain to this course.

Remember when online to adhere to the same standards of behavior that you would in real life. Use appropriate language, grammar and punctuation for the classroom setting. Do not make remarks that could be construed as derogatory including the use of profanity. Do not use online forums as a "soap box" for personal or political opinions. Carefully follow guidelines for discussion posts.

Avoid short, useless comments but also avoid long or rambling dissertations. Stay on topic and do not cut and paste material from other sites into your discussions. Remember you can never “take something back” that you say online. Make sure your messages are clear prior to posting them to your forum.

ALL CAPS are interpreted by many as being a form of screaming at the recipient. Remember that an online classroom is still a classroom.

NOTE: Special thanks to THE CORE RULES OF NETIQUETTE that are excerpted from the book *Netiquette* by Virginia Shea. These complete guidelines may be viewed at the following website. <http://www.albion.com/netiquette/corerules.html>

Additional Netiquette Guidelines can be found in your Elite Learning Guide for Students.

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*. (Standard 1.4)

Course Learning Outcomes/Objectives

United States History I (HIS 121):

The student will demonstrate skills for historical thinking and responsible citizenship, including the ability to

- a. identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b. make connections between the past and the present;
- c. sequence events in United States history from pre-Columbian times to 1865;
- d. interpret ideas and events from different historical perspectives;
- e. evaluate and discuss issues orally and in writing;
- f. analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;

The student will demonstrate knowledge of how early cultures developed in North America by

- a. describing how archaeologists have recovered material evidence of ancient settlements.
- b. locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois);
- c. describing how the American Indians used the resources in their environment.

The student will demonstrate knowledge of European exploration in North America and West Africa by

- a. describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations;
- b. describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian concept of land;
- c. identifying the location and describing the characteristics of West African societies.

The student will demonstrate knowledge of the factors that shaped colonial America by

- a. describing the religious and economic events and conditions that led to the colonization of America;
- b. describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services, including examples of specialization and interdependence;

- c. describing colonial life in America from the perspectives of large landowners, farmers, artisans, women, free African Americans, indentured servants, and enslaved African Americans;
- d. identifying the political and economic relationships between the colonies and Great Britain.

The student will demonstrate knowledge of the causes and results of the American Revolution by

- a. identifying the issues of dissatisfaction that led to the American Revolution;
- b. identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
- c. describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
- d. explaining reasons why the colonies were able to defeat Great Britain.

The student will demonstrate knowledge of the challenges faced by the new nation by

- a. identifying the weaknesses of the government established by the Articles of Confederation;
- b. describing the historical development of the Constitution of the United States;
- c. describing the major accomplishments of the first five presidents of the United States.

The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- a. describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California;
- b. identifying the geographic and economic factors that influenced the westward movement of settlers;
- c. describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America;
- d. identifying the main ideas of the abolitionist and women's suffrage movements.

The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a. describing the cultural, economic, and constitutional issues that divided the nation;
- b. explaining how the issues of states' rights and slavery increased sectional tensions;
- c. identifying on a map the states that seceded from the Union and those that remained in the Union;
- d. describing the roles of Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, and Frederick Douglass in events leading to and during the war;
- e. using maps to explain critical developments in the war, including major battles;
- f. describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

United States History I (HIS 121): The student will be able to

The student will demonstrate skills for historical thinking and responsible citizenship, including the ability to

- a. identify and interpret primary and secondary source documents to increase understanding of events and life in United States history since 1865;
- b. make connections between the past and the present;
- c. sequence events in United States history from 1865 to the present;
- d. interpret ideas and events from different historical perspectives;
- e. evaluate and discuss issues orally and in writing;
- f. analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events;

The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a. analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
- b. describing the impact of Reconstruction policies on the South and North;
- c. describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

The student will demonstrate knowledge of how life changed after the Civil War by

- a. identifying the reasons for westward expansion, including its impact on American Indians;

- b. explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
- c. describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
- d. explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms;
- e. describing the impact of the Progressive Movement on child labor, working conditions, the rise of organized labor, women’s suffrage, and the temperance movement.

The student will demonstrate knowledge of the changing role of the United States from the late nineteenth century through World War I by

- a. explaining the reasons for and results of the Spanish American War;
- b. describing Theodore Roosevelt’s impact on the foreign policy of the United States;
- c. explaining the reasons for the United States’ involvement in World War I and its international leadership role at the conclusion of the war.

The student will demonstrate knowledge of the social, economic, and technological changes of the early twentieth century by

- a. explaining how developments in factory and labor productivity, transportation (including the use of the automobile), communication, and rural electrification changed American life and standard of living;
- b. describing the social and economic changes that took place, including prohibition and the Great Migration north and west;
- c. examining art, literature, and music from the 1920s and 1930s, with emphasis on Langston Hughes, Duke Ellington, Georgia O’Keeffe, and the Harlem Renaissance;
- d. identifying the causes of the Great Depression, its impact on Americans, and the major features of Franklin D. Roosevelt’s New Deal.

The student will demonstrate knowledge of the major causes and effects of American involvement in World War II by

- a. identifying the causes and events that led to American involvement in the war, including the attack on Pearl Harbor;
- b. locating and describing the major events and turning points of the war in Europe and the Pacific;
- c. describing the impact of the war on the home front.

The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

- a. describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations;
- b. describing the conversion from a wartime to a peacetime economy;
- c. identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges;
- d. describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities;
- e. describing how international trade and globalization have impacted American life.

The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

- a. examining the Civil Rights Movement and the changing role of women;
- b. describing the development of new technologies in communication, entertainment, and business and their impact on American life;
- c. identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically;
- d. examining American foreign policy, immigration, the global environment, and other emerging issues.

It is critical that all students read the Elite Learning Guide for Students. This guide is located at 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

United States History I (HIS 121)

- Chapter 1: The Americas, Europe, and Africa Before 1492
- Chapter 2: Early Globalization The Atlantic World 1492-1650
- Chapter 3: Creating New Social Orders, Colonial Societies 1500-1700
- Chapter 4: Rule Britannia! The English Empire 1660-1763
- Chapter 5: Imperial Reforms and Colonial Protests 1763-1774
- Chapter 6: America's War for Independence 1775-1783
- Chapter 7: Creating Republican Governments 1776-1790
- Chapter 8: Growing Pains The New Republic 1790-1820
- Chapter 9: Industrial Transformation in the North 1800-1850
- Chapter 10: Jacksonian Democracy 1820-1840
- Chapter 11: A Nation on the Move Westward Expansion 1800-1860
- Chapter 12: Cotton is King The Antebellum South 1800 1860
- Chapter 13: Antebellum Idealism and Reform Impulses 1820-1860
- Chapter 14: Troubles Times-The Tumultuous 1850s
- Chapter 15: The Civil War 1860-1865
- Chapter 16: The Era of Reconstruction 1865-1877

United States History II (HIS 122)

- Chapter 17 - Go West Young Man - Westward Expansion 1840-1900
- Chapter 18 - Industrialization and the Rise of Big Business 1870-1900
- Chapter 19 The Growing Pains of Urbanization 1870-1900
- Chapter 20 Politics in the Gilded Age 1870-1900
- Chapter 21 Leading the Way - The Progressive Movement 1890-1920
- Chapter 22 Age of Empire - American Foreign Policy 1890-1914
- Chapter 23 Americans and the Great War 1914-1919
- Chapter 24 -The Jazz Age - Redefining the Nation 1919-1929
- Chapter 25 - Brother, Can You Spare a Dime - The Great Depression 1929-1932
- Chapter 26 - Franklin Roosevelt and the New Deal 1932-1941
- Chapter 27 - Fighting the Good Fight in World War II 1941-1945
- Chapter 28 - Post-War Prosperity and Cold War Fears 1945-1960
- Chapter 29 - Contesting Futures - America in the 1960s
- Chapter 30 - Political Storms at Home and Abroad 1968-1980
- Chapter 31 - From Cold War to Culture Wars 1980-2000
- Chapter 32 - The Challenges of the Twenty-First Century