

Course Information

Date Submitted: 11/30/2014

Current Prefix and Number: HIS - History , HIS 108 HISTORY OF THE U.S. THRU 1876

Other Course:

Proposed Prefix and Number: HIS 108

What type of change is being proposed?

Major Change

Should this course be a UK Core Course? Yes

Inquiry - Humanities

RECEIVED

APR 27 2016

OFFICE OF THE
SENATE COUNCIL**1. General Information**

a. Submitted by the College of: ARTS & SCIENCES

b. Department/Division: History

c. Is there a change in 'ownership' of the course? No

If YES, what college/department will offer the course instead: Select...

e. Contact Person

Name: Erik Myrup

Email: erik.myrup@uky.edu

Phone: 7-3483

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

f. Requested Effective Date

Semester Following Approval: Yes OR Effective Semester:

2. Designation and Description of Proposed Course

a. Current Distance Learning (DL) Status: N/A

b. Full Title: History of the United States through 1876

Proposed Title: History of the United States through 1876

c. Current Transcript Title: HISTORY OF THE U.S. THRU 1876

Proposed Transcript Title: HISTORY OF THE U.S. THRU 1876

d. Current Cross-listing: none

Proposed – ADD Cross-listing :

Proposed – REMOVE Cross-listing:

e. Current Meeting Patterns

LECTURE: 2

RECITATION: 1

Proposed Meeting Patterns

LECTURE: 2

RECITATION: 1

f. Current Grading System: ABC Letter Grade Scale

Proposed Grading System: *Letter (A, B, C, etc.)*

g. Current number of credit hours: 3

Proposed number of credit hours: 3

h. Currently, is this course repeatable for additional credit? No

Proposed to be repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester? No

2i. Current Course Description for Bulletin: This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.

Proposed Course Description for Bulletin: This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.

2j. Current Prerequisites, if any: None

Proposed Prerequisites, if any: None

2k. Current Supplementary Teaching Component:

Proposed Supplementary Teaching Component: No Change

3. Currently, is this course taught off campus? No

Proposed to be taught off campus? No

If YES, enter the off campus address:

4. Are significant changes in content/student learning outcomes of the course being proposed? Yes

If YES, explain and offer brief rationale: This course is the first half of the history department's 100-level U.S. history survey. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Inquiry - Humanities. (Please see the attached syllabus and form for UK Core Inquiry - Humanities for details.) ****Please note that I have not included a new form for UK Core - U.S. Citizenship, nor have I checked the box for UK Core U.S. Citizenship above. This is because this course already satisfies the U.S. Citizenship requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for U.S. Citizenship, Community, Diversity.**** Many thanks!

5a. Are there other depts. and/or pgms that could be affected by the proposed change? No

If YES, identify the depts. and/or pgms:

5b. Will modifying this course result in a new requirement of ANY program? No

If YES, list the program(s) here:

6. Check box if changed to 400G or 500: No

Distance Learning Form

Instructor Name:

Instructor Email:

Internet/Web-based: No

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.

4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?

If yes, which percentage, and which program(s)?

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

6. How do course requirements ensure that students make appropriate use of learning resources?

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? NO

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? NO

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name:

SIGNATURE|PETRONE|Karen Petrone|HIS 108 CHANGE Dept Review|20141201

SIGNATURE|ACSI222|Anna C Harmon|HIS 108 CHANGE College Review|20150407

SIGNATURE|JALLISO|Jonathan M Allison|HIS 108 CHANGE UKCEC Expert Review|20150629

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 108 CHANGE UKCEC Review|20150921

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 108 CHANGE Undergrad Council Review|20151120

SIGNATURE|ACSI222|Anna C Harmon|HIS 108 ZCOURSE_CHANGE Approval Returned to Dept|20160427

SIGNATURE|JMETT2|Joanie Ett-Mims|HIS 108 CHANGE Undergrad Council Review|20160427

Course Change Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate F

Attachments:

Upload File

Browse...

ID	Attachment
Delete 4120	Intellectual Inquiry Humanities Form-His 108.doc
Delete 6752	HIS108syllabus-(revised 2016-04-12).doc

First 1 Last

NOTE: Start form entry by choosing the Current Prefix and Number
(*denotes required fields)

Current Prefix and Number:		HIS - History HIS 108 HISTORY OF THE U.S. THRU 1876	Proposed Prefix & Number: (example: PHY 401G) <input checked="" type="checkbox"/> Check if same as current	HIS 108
* What type of change is being proposed?		<input checked="" type="checkbox"/> Major Change <input type="checkbox"/> Major - Add Distance Learning <input type="checkbox"/> Minor - change in number within the same hundred series, except 799 is the same "hundred series" <input type="checkbox"/> Minor - editorial change in course title or description which does not change in content or emphasis <input type="checkbox"/> Minor - a change in prerequisite(s) which does not imply a change in course content or emphasis, or which is made necessary by the elimination or significant alteration of the prerequisite(s) <input type="checkbox"/> Minor - a cross listing of a course as described above		
Should this course be a UK Core Course? <input checked="" type="radio"/> Yes <input type="radio"/> No				
If YES, check the areas that apply:				
<input type="checkbox"/> Inquiry - Arts & Creativity <input type="checkbox"/> Composition & Communications - II <input checked="" type="checkbox"/> Inquiry - Humanities <input type="checkbox"/> Quantitative Foundations <input type="checkbox"/> Inquiry - Nat/Math/Phys Sci <input type="checkbox"/> Statistical Inferential Reasoning <input type="checkbox"/> Inquiry - Social Sciences <input type="checkbox"/> U.S. Citizenship, Community, Diversity <input type="checkbox"/> Composition & Communications - I <input type="checkbox"/> Global Dynamics				
1. General Information				
a. Submitted by the College of:		ARTS & SCIENCES		Submission Date: 11/30/2014
b. Department/Division:		History		
c.* Is there a change in "ownership" of the course?				
<input type="radio"/> Yes <input checked="" type="radio"/> No If YES, what college/department will offer the course instead? <input type="text" value="Select..."/>				
e.* Contact Person Name:		Erik Myrup	Email: erik.myrup@uky.edu	Phone: 7-3483
* Responsible Faculty ID (if different from Contact):			Email:	Phone:
f.* Requested Effective Date:		<input checked="" type="checkbox"/> Semester Following Approval	OR	Specific Term: <input type="text" value="2"/>
2. Designation and Description of Proposed Course.				
a. Current Distance Learning (DL) Status:		<input checked="" type="radio"/> N/A <input type="radio"/> Already approved for DL* <input type="radio"/> Please Add <input type="radio"/> Please Drop		
*If already approved for DL, the Distance Learning Form must also be submitted <u>unless</u> the department affirms (by checking this box) that the proposed change affect DL delivery.				
b. Full Title:		History of the United States through 1876	Proposed Title: *	History of the United States through 1876
c. Current Transcript Title (if full title is more than 40 characters):		HISTORY OF THE U.S. THRU 1876		
c. Proposed Transcript Title (if full title is more than 40 characters):		HISTORY OF THE U.S. THRU 1876		
d. Current Cross-listing:		OR		

	<input checked="" type="checkbox"/> N/A	Currently ² Cross-listed with (Prefix & Number):	none		
Proposed – ADD ³ Cross-listing (Prefix & Number):					
Proposed – REMOVE ^{3,4} Cross-listing (Prefix & Number):					
e. Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours⁵ for each meeting pattern					
Current:	Lecture 2	Laboratory ²	Recitation 1	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
Proposed: *	Lecture 2	Laboratory ²	Recitation 1	Discussion	Indep. Study
	Clinical	Colloquium	Practicum	Research	Residency
	Seminar	Studio	Other Please explain:		
f.	Current Grading System:	ABC Letter Grade Scale			
	Proposed Grading System:*	<input checked="" type="radio"/> Letter (A, B, C, etc.) <input type="radio"/> Pass/Fail <input type="radio"/> Medicine Numeric Grade (Non-medical students will receive a letter grade) <input type="radio"/> Graduate School Grade Scale			
g.	Current number of credit hours:	3	Proposed number of credit hours:*	3	
h.*	Currently, is this course repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
*	Proposed to be repeatable for additional credit?				<input type="radio"/> Yes <input checked="" type="radio"/> No
	If YES:	Maximum number of credit hours:			
	If YES:	Will this course allow multiple registrations during the same semester?			<input type="radio"/> Yes <input checked="" type="radio"/> No
i.	Current Course Description for Bulletin:				
	This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.				
*	Proposed Course Description for Bulletin:				
	This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.				
j.	Current Prerequisites, if any:				
	None				
*	Proposed Prerequisites, if any:				
	None				
k.	Current Supplementary Teaching Component, if any:			<input type="radio"/> Community-Based Experience	

	<input type="radio"/> Service Learning <input type="radio"/> Both
<i>Proposed Supplementary Teaching Component:</i>	<input type="radio"/> Community-Based Experience <input type="radio"/> Service Learning <input type="radio"/> Both <input checked="" type="radio"/> No Change
3. Currently, is this course taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
* Proposed to be taught off campus?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, enter the off campus address:	
4.* Are significant changes in content/student learning outcomes of the course being proposed?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If YES, explain and offer brief rationale:	
<p>This course is the first half of the history department's 100-level U.S. history survey. It already satisfies the UK Core requirements for U.S. Citizenship, Community, Diversity. The purpose of this proposal is simply to show that the course ALSO meets all of the UK Core requirements for Inquiry - Humanities. (Please see the attached syllabus and form for UK Core Inquiry - Humanities for details.)</p> <p>****Please note that I have not included a new form for UK Core - U.S. Citizenship, nor have I checked the box for UK Core U.S. Citizenship above. This is because this course already satisfies the U.S. Citizenship requirement of UK Core. Again, this aspect of the course HAS NOT changed, and the course should continue to be listed as satisfying the UK Core Requirement for U.S. Citizenship, Community, Diversity.****</p>	
5. Course Relationship to Program(s).	
a.* Are there other depts and/or pgms that could be affected by the proposed change?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES, identify the depts. and/or pgms:	
b.* Will modifying this course result in a new requirement ² for ANY program?	<input type="radio"/> Yes <input checked="" type="radio"/> No
If YES ² , list the program(s) here:	
6. Information to be Placed on Syllabus.	
a. <input type="checkbox"/>	Check box if <u>changed to</u> 400G or 500. If <u>changed to</u> 400G- or 500-level course you must send in a syllabus and you <i>must include the differentiation</i> between under and graduate students by: (i) requiring additional assignments by the graduate students; and/or (ii) establishing different gra criteria in the course for graduate students. (See SR 3.1.4.)

¹See comment description regarding minor course change. *Minor changes are sent directly from dean's office to Senate Council Chair.* If Chair deems the change as "not minor," the form will appropriate academic Council for normal processing and contact person is informed.

²Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

³Signature of the chair of the cross-listing department is required on the Signature Routing Log.

⁴Removing a cross-listing does not drop the other course -- it merely unlinks the two courses.

⁵Generally, undergrad courses are developed such that one semester hr of credit represents 1 hr of classroom meeting per wk for a semester, exclusive of any lab meeting. Lab meeting gene least two hrs per wk for a semester for 1 credit hour. (See SR 5.2.1.)

⁶You must also submit the Distance Learning Form in order for the course to be considered for DL delivery.

⁷In order to change a program, a program change form must also be submitted.

**Course Review Form
Intellectual Inquiry in the Humanities**

Reviewer Recommendation

Accept Revisions Needed

Course: His 108: U.S. History to 1876

Using the course syllabus as a reference, identify when and how the following learning outcomes are addressed in the course. Since learning outcomes will likely be addressed multiple ways within the same syllabus, please identify a representative example (or examples) for each outcome.

Activities that enable students to demonstrate their ability to present and critically evaluate competing interpretations through written and oral analysis and argumentation.

Example(s) from syllabus:
Weekly Discussion Sections

Brief Description:

This is exactly the goal of each weekly discussion section: to highlight--and evaluate--the different interpretations surrounding a given historical trend, event, or person/group. Students prepare for these discussions by reading a selection of primary sources assigned to them, ranging from personal letters, diaries, and memoirs, to government documents and newspaper articles. A typical discussion begins by asking students to write a 1-paragraph response to the sources (prompted by a question devised by the TAs and myself), and these questions are intended to force students to wrestle with different, competing interpretations raised by the readings. For example, for the coming of the American Revolution, we might ask a big question such as, "Why did a vast majority of the colonial population support the revolutionary cause?" Students should then see that the documents offer several different answers to this question, from political ideology to abstract loyalty to economic interest. The subsequent discussion, then, examines the different ways that colonial mobilization can be interpreted - and wrestles with how these differences can be reconciled or synthesized.

Activities that enable students to demonstrate their ability to distinguish different artistic, literary, philosophical, religious, linguistic, and historical schools or periods according to the varying approaches and viewpoints characterized therein.

Example(s) from syllabus:
Weekly lectures

Brief Description:

In my weekly lectures I place a fairly heavy emphasis on music. I often open a class lecture by playing a selection relevant to the day's lecture, and these selections can range from "My Days Have Been So Wondrous Free," one of the first songs written and published on American soil, to the more familiar "Dixie," a minstrel show tune that became the unofficial anthem of the Confederacy during the Civil War. Not only do these selections amplify themes to be explored in class, but taken together, the students see how different genres of music became popular or meaningful at different moments in time. They become especially familiar with protest music like slave spirituals, as well nationalistic tunes like the "Star Spangled Banner."

Activities that enable students to demonstrate their ability to identify the values and presuppositions that underlie the world-views of different cultures and peoples, as well as one's own culture, over time through the analysis and interpretation of at least one of the following: works of art, literature, folklore, film, philosophy and religion, language systems or historical narratives (or the primary sources of historical research).

Example(s) from syllabus:

Research essay: Documents of Cherokee Society

Brief Description:

This assignment introduces students to an array of documents left behind by the Cherokee people in the years before their 1831 removal to the Oklahoma Territory. They examine the laws of the nation, a population census taken by the nation, and correspondence between and among Cherokee leaders. In the process, students gain a deeper understanding of Cherokee culture, and, in particular, of the ideals and values that surrounded their interactions with American leaders throughout this contentious period. The picture students get is a complicated one: the laws instruct Cherokee people on how to interact with Americans; the population census reveals the extent of that interaction already in progress, with slaveholding and intermarriage documented and counted along with family size and naming practices. Students thus come away from the assignment with a heightened understanding of--and sensitivity to--the various dimensions of cultural contact and exchange.

Activities that enable students to demonstrate disciplinary literacy (vocabulary, concepts, methodology) in written work, oral presentations, and classroom discussions.

Example(s) from syllabus:

Writing Assignments (various)

Brief Description:

A special emphasis is placed in this course on formulating clear arguments. We, the TAs and myself, emphasize from the start that the study of history is not about the memorization of "facts," although that may take place over the course of the semester; it is fundamentally about the interpretation of evidence. This is driven home to them all the time: in lectures, I highlight instances in which our historical knowledge is not clear-cut or fixed but open to interpretation; in discussions, the students air their interpretations constantly as they discuss primary sources. Complementing this, the writing assignments then push students to turn their interpretations into an argument about the past, and to articulate that argument in a clear, forceful, and well-supported manner. The existence of an argument is the most important element of a paper that we look for; our comments on papers often center on ways that students might rethink or reframe their arguments. My goal is that they leave this class with a firm (introductory) understanding of how historians think and work.

An assignment that enables students to demonstrate their ability to conduct a sustained piece of analysis of some work of art, literature, folklore (or popular culture), film (or other digital media), philosophy, religion, language system, or historical event or existing historical narrative that makes use of logical argument, coherent theses, and evidence of that discipline, with use of library sources when applicable, demonstrating appropriate information literacy in a particular discipline of the humanities (i.e. identifying appropriate sources, accessing them and assessing their value). This assignment will be used for program-level assessment.

Example(s) from syllabus:

Research essay: Runaway Ads

Brief Description:

In this assignment students are turned loose in a digital archive of 18th century newspapers, and in particular, in the runaway servant and slave advertisements appearing on the papers' pages. Students are told to read these ads--and to read between the lines--in order to gain some understanding of the daily experience of indentured servants and slaves in colonial Virginia. Students must choose their own sample group of 25 ads from a particular moment in time (i.e. they can choose slave ads from 1731; or both slave and servant ads from 1710; and so forth). Then they have to sift through this information to look for patterns in what is discussed or not discussed, and to develop an overall argument about the life of servants and slaves (which is then presented in their papers). A central component of this exercise is the evaluation of these sources: students are asked to think about how

"useful" these sources are, in the first place, for learning about people in slavery or indentured servitude. This process forces them to consider where the ads came from, who wrote them, who read them, and ultimately, whose perspective is revealed in them. It also forces them to consider whether one can still glean something meaningful about people whose perspective might not be directly represented in the sources.

Information literacy component:

Evaluation of the "reliability" of runaway slave ads as sources on American slavery.

Reviewer's Comments:

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HIS 108: United States History Through 1876

Fall 2014

Professor: Dr. Amy Murrell Taylor

Room 1703, Patterson Office Tower (POT)

Office Hours: Tues, 12:00-1:30pm; Fri, 1:00-2:30pm; & by appointment

Office Phone: 257-1726 Email: amtaylor1@uky.edu

Teaching Assistants:

Ms. A. McClure

amber.mcclure@uky.edu

1722 POT (#24)

Office Hours: Mon & Thurs
10:30-11:30am; Fri 12:30-
1:30pm; & by appointment

Ms. D. Vance

dara.vance@uky.edu

1706 POT (#12)

Office Hours: Mon 1:00-3:00pm;
Weds 10:00-11:00am; & by
appointment

Ms. R. White

rpwh224@g.uky.edu

1706 POT (#7)

Office Hours: Weds 10:00-
12:00pm; Fri 10:00-
11:00am & by appt.

This syllabus is also available on Blackboard.

Course Description:

This course is a survey of American history from the first British settlements c. 1585 to the end of Reconstruction in 1876 and explores the most important events, ideas, and people that created the foundations of the American nation. This course fulfills the requirements for the elementary teacher's certificate.

About this course:

This course will introduce students to the major themes and questions of early American history. It will move from European settlement through the Revolution and Civil War, tracing the interplay of political, social, and economic change. We will pay particular attention to how people of different races, genders, regions, and classes interacted with one another and shaped the history of American citizenship and nationhood. Readings will center on the original writings of men and women who lived in this period and are designed to introduce students to the interpretive challenges of thinking about American history. This course satisfies the UK Core Citizenship requirement.

Student Learning Outcomes:

- Acquire and demonstrate basic civic knowledge about United States development through 1877
- Articulate an understanding of the issues and conflicts surrounding the history of U.S. citizenship
- Describe basic steps of the historical research process
- Demonstrate skills in reading and interpreting primary sources
- Formulate clear arguments in both oral and written form

Lectures:

Mondays & Wednesdays 9:00-9:50am

Room 106-CB, Whitehall Classroom Building

Discussion Sections:

Discussion sections will meet weekly, and students should come prepared to discuss the readings assigned each week. Each student must be enrolled in one of the following sections:

Section 001 – Friday, 9:00-9:50am, Dickey Hall 331 (Ms. McClure)
Section 002 – Wednesday, 12-12:50pm, Funkhouser Biological Sciences B3 (Ms. McClure)
Section 003 – Friday, 9:00-9:50am, Whitehall Classroom Building 235 (Ms. White)
Section 004 – Friday, 9:00-9:50am, Thomas Poe Cooper Building 212 (Ms. Vance)
Section 005 – Wednesday, 2-2:50pm, Funkhouser Biological Sciences 307B (Ms. White)
Section 006 – Wednesday, 12:00-12:50pm, Whitehall Classroom Building 338 (Ms. Vance)
Section 007 – Thursday, 9:30-10:20am, Blazer Hall 225 (Ms. White)
Section 008 – Thursday, 9:30-10:20am, Erikson Hall 202 (Ms. McClure)
Section 009 – Wednesday, 2:00-2:50pm, Whitehall Classroom Building 237 (Ms. Vance)

Required Texts: All of the following readings are required for purchase and are available at the University bookstores – be sure to purchase the edition indicated below:

Eric Foner, Give Me Liberty, Vol. 1 (Brief 4th ed., 2014)
David Blight, ed., Narrative of the life of Frederick Douglass (2003)
Michael P. Johnson, Reading the American Past: Selected Historical Documents, Vol. 1 (5th ed., 2012)
Neal Salisbury, The Sovereignty & Goodness of God, by Mary Rowlandson with Related Documents (1997)

PLEASE NOTE: Students must bring the assigned reading for each week to their discussion sections. Being able to consult an actual copy of the reading is essential to good participation.

Written Assignments:

2 research essays based on primary sources (2-3 pages each)
2 midterm exams
1 final exam
Weekly thought pieces in discussion sections

The specific guidelines for these assignments, including relevant grading rubrics, will be distributed as the semester progresses.

Grade Distribution:

20% Discussion Section
30% Research Essays (15% each)
30% Midterm Exams (15% each)
20% Final Exam

Grades for individual assignments and for the course as a whole will be based on a letter scale with the following numerical equivalents: A (Excellent: 90-100%), B (Good: 80-89%), C (Satisfactory: 70-79%), D (Passing: 60-69%), and E (Fail: 59% and below). Any student who questions a grade on an assignment must contact his/her TA or Dr. Taylor within 48 hours of receipt of the grade. At that time the student must submit a written analysis, based on the assignment's grading rubric, discussing the issues he/she sees in the grading. An in-person meeting between the student and the instructor will also be scheduled.

Mid-term Grades

Mid-term grades will be posted in myUK by the deadline established in the Academic Calendar (<http://www.uky.edu/registrar/calendar>).

Lateness Policy: The grade for any essay turned in late will be dropped by one-third for each day it is late (i.e. an essay that would have received a B+ if it was turned in on time would be dropped to a B if one day late). Any student facing an emergency that prevents turning in a paper on time should contact his or her teaching assistant or Dr. Taylor.

Attendance Policy:

Success in this course depends on attending two lectures and one discussion section each week.

Attendance will be taken in the discussion sections. Students who have more than one unexcused absence throughout the semester will have their discussion grade dropped by ten percent for each class missed. (For information on what constitutes “excused” and “unexcused absences,” see http://www.uky.edu/Ombud/ForFaculty_ExcusedAbsences.php).

Lateness to class and early departures will not be tolerated. (This goes for both lectures and discussion sections.) If you are more than 5 minutes late to class, or if you leave class early, this will be noted and your discussion grade will be lowered by 5% for each infraction.

Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is

required prior to the absence when feasible and in no case more than one week after the absence.

Accommodations due to disability

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at drc@uky.edu. Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Classroom Courtesy:

Students who engage in the following activities will be asked to leave the room:

- *Repeated talking while Dr. Taylor, the TAs, or other students are talking
- *Reading a newspaper or other similar material unrelated to class
- *Loud eating or drinking
- *Ringing cell phones
- *Texting, Facebooking, or other activities unrelated to class

Academic Integrity

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

Senate Rules 6.3.1 (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

Please note: Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

Course Schedule:

Week 1: Introduction

Wednesday, August 27 – *Introduction to class*

Wednesday-Friday, August 27-29: *Discussion: Introduction to studying history*

Reading for Week 1:

Foner, chapter 1

Week 2: English Migration

Monday, September 1 – *NO CLASS: LABOR DAY*

Wednesday, September 3 – *English Settlement*

Wednesday-Friday, September 3-5 – *Discussion: Chesapeake Society*

Reading for Week 2:

M. Johnson, chapter 3:

“Richard Frethorne Describes Indentured Servitude in America”

“Opechancanough’s 1622 Uprising in Virginia”

“Bacon’s Rebellion”

Foner, pp. 38-52, 80-85

Week 3: African & Puritan Migrations

Monday, September 8 – *Africans in America*
Wednesday, September 10 – *Puritan Ideals & Realities*
Wednesday-Friday, September 10-12 – *Discussion: Living in the Puritan Community*

Reading for Week 3:

Mary Rowlandson, Sovereignty and Goodness of God, pp. 1-112
Foner, pp. 53-80

Week 4: Eighteenth Century Society

Monday, September 15 – *Convergences*
Wednesday, September 17 – *Revivals & Rebellions*
Wednesday-Friday, September 17-19 – *Discussion: Race, Servitude, & Slavery in Virginia*

Research Essay #1 Due: Runaway Ads from the Virginia Runaways Project,
<http://www2.vcdh.virginia.edu/gos/> (assignment to be distributed)
Also read: Foner, pp. 86-116

Week 5: Colonial Crisis

Monday, September 22 – *Long-Term Strain*
Wednesday, September 24 – *Catalysts of War*
Wednesday-Friday, September 24-26 – *Discussion: Debating the Colonial Crisis*

Reading for Week 5:

M. Johnson, chapter 6 :
 “An Oration on the Second Anniversary of the Boston Massacre”
 “A British Shoemaker Recalls British Arrogance and the Boston Tea Party”
 “Daniel Leonard Argues for Loyalty to the British Empire”
 “Edmund Burke Urges Reconciliation with the Colonies”
Foner, pp. pp. 116-149

Week 6: Revolutionary War

Monday, September 29 – *The War*
Wednesday, October 1 – *MIDTERM EXAM #1*
Wednesday-Friday, October 1-3 – *Discussion: Revolutionary America*

Reading for Week 6:

M. Johnson, chapter 7:
 “Thomas Paine Makes the Case for Independence”
 “Letters of John and Abigail Adams”
 “J. Hector St. John de Crevecoeur Describes the Distresses of a Frontier Farmer”
 “Boston King Seeks Freedom by Running Away to the British Army”
Foner, pp. 149-191

Week 7: Building a New Nation

Monday, October 6 – *Constitution*

Wednesday, October 8 – *A New Political Culture*

Wednesday-Friday, October 8-10 – *Discussion: Debating the Constitution*

Reading for Week 7:

M. Johnson, chapter 8:

“Thomas Jefferson on Slavery and Race”

“Benjamin Rush Proposes a Proper Education for a Republic”

“Making the Case for the Constitution”

“Mercy Otis Warren Opposes the Constitution”

Foner, pp. 194-220

Week 8: Early National Politics

Monday, October 13 – *Federalists, Republicans, & the First Party System*

Wednesday, October 15 – *Jeffersonian America*

Wednesday-Friday, October 15-17 – *Discussion: Republican Ideas & Practices*

Reading for Week 8:

M. Johnson, chapter 10:

“President Thomas Jefferson’s Private and Public Indian Policy”

“Meriwether Lewis Describes the Shoshone”

“A Slave Demands That Thomas Jefferson Abolish Slavery”

“James Forten Protests Pennsylvania Law Threatening Enslavement of Free African Americans”

Foner, pp. 221-242

Week 9: Jacksonian America

Monday, October 20 – *War of 1812 & its Impact*

Wednesday, October 22 – *“Democracy”*

Wednesday-Friday, October 22-24 – *Discussion: The Cherokee Removal*

Research Essay #2 Due: Documents of Cherokee Society (assignment to be distributed)

Also read: Foner, pp. 243-247, 280-309

Week 10: Antebellum North

Monday, October 27 – *Industrial Society*

Wednesday, October 29 – *Middle Class Society & Culture*

Wednesday-Friday, October 29 -31 – *Discussion: Understanding Northern Society*

Reading for Week 10:

M. Johnson, chapter 12:

“Abraham Lincoln Explains the Free-Labor System”

“The Anxiety of Gain: Henry W. Bellows on Commerce and Morality”

“Gold Fever”

Foner, 249-279

Week 11: Antebellum South

Monday, November 3 – *Antebellum Slavery, part 1*
Wednesday, November 5 – *Antebellum Slavery, part 2*
Wednesday-Friday, November 5-7 – *Discussion: Frederick Douglass*

Reading for Week 11:

David Blight, ed., *Narrative of the Life of Frederick Douglass*, pp. 1-119.
Foner, pp. 311-337

Week 12: Abolition

Monday, November 10 – *MIDTERM EXAM #2*
Wednesday, November 12 – *Abolitionism*
Wednesday-Friday, November 12-14 -- *Discussion: Politics of Freedom*

Reading for Week 12:

M. Johnson, pp. 220-226, 239-242:
 “David Walker Demands Emancipation”
 “Sarah Grimke on the Status of Women”
 “That Woman is Man’s Equal: The Seneca Falls Declaration”
PLUS: One additional document of abolitionism will be available on Blackboard:
 “Liberator Editorial Regarding ‘Walker’s Appeal’”
Foner, pp. 339-364

Week 13: Sectional Conflict

Monday, November 17 – *Expansion of Antislavery*
Wednesday, November 19 – *The 1850s*
Wednesday-Friday, November 19-21 – *Discussion: Politics of Slavery*

Reading for Week 13:

M. Johnson, chapter 14:
 “The Kansas-Nebraska Act”
 “The Antislavery Constitution”
 “The Proslavery Constitution”
Foner, pp. 366-396

Week 14: Sectional Conflict, continued

Monday, November 24 – *The 1850s*
Wednesday, November 26-28 – *NO CLASS: THANKSGIVING*

Week 15: From Secession to War

Monday, December 1 – *Secession & War*
Wednesday, December 3 – *The War*
Wednesday-Friday, December 3-5 – *Discussion: War Experiences*

Civil War Letters from the “Valley of the Shadow: Two Communities in the American Civil War” digital archive, <http://valley.lib.virginia.edu/VoS/lettersp2.html> (specific assignment to be distributed)

Also read: Foner, pp. 397-439

Week 16: War & its Aftermath

Monday, December 8 – *Why the South Lost*

Wednesday, December 10 – *Reconstruction & Beyond*

Wednesday-Friday, December 10-12 – *Discussion: Final Exam Review*

Reading for Week 16:

Foner, pp. 441-473

Wednesday, December 17 -- FINAL EXAM at 8:00am