

COURSE SYLLABUS

History of the United States to 1877 HST 121:005

Professor: Dr. Argelia Segovia-Liga

Semester: Spring 2022

Course: HST 121

Section: 005

Course Format: Seated

Class time and location: 3:30 pm-4:45pm; Strong Hall 302

Office Hours: Thursdays, from 5:00 pm to 6:00 pm via ZOOM

Course begins: Tuesday, January 18

Final Exam Schedule: Tuesday, May 17, 3:30 pm to 5:30 pm

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Argelia Segovia-Liga; **Email:** Segovia97226@Missouristate.edu

Please use ONLY your MSU email when sending email correspondence to me in this course. I teach multiple courses each semester and it will help me assist you faster if you include the course name and section number in the subject line of your email. Not including this information could delay my response to you. If you send an email during the week (Monday – Friday), I will respond to your email within 24 hours. Emails sent over the weekend or during breaks/holidays will receive a response within 48 hours. If you prefer to speak to me on the phone, I can be reached Monday - Friday during my office hours (except on when the university is closed). If you leave a message, I will return your call within 24 hours during the week. If you leave a message after 5:00 p.m. on Friday or on the weekend it will be the following Monday before I will be able to return your call.

Student Success and Inclusivity:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own. A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers. Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent

disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

Course Description:

A study of the formation of the United States and its civilization from the Age of Discovery through the Reconstruction Era, with emphasis on the influence of the Frontier and the Native American, European and African heritages; the constitutional development of the federal government; the evolution of the nation's economic system, social fabric and diplomatic experiences.

Textbook and Other Required Materials

- Alan Brinkley, John M. Giggie, and Andrew J. Huebner. *The Unfinished Nation. A Concise History of the American People. Volume 1: to 1877.* Tenth Edition.
- If applicable, additional primary sources will be provided by the instructor via Blackboard.

Blackboard

Blackboard will be used for our course. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.). You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the Blackboard Basics for Students on the Computer Services Knowledge Base.

Grading Scale

The maximum number of graded points possible in this course is 500 points. According to this scale, the final grading for this course is as following:

A = 900 to 1000 points

The student has, in an exemplary way, met the objectives established for the course.

B = 800 to 899 points

The student has, in a superior way, met the objectives established for the course.

C = 700 to 799 points

The student has adequately met the objectives established for the course.

D = 600 to 699 points

The student has minimally met the objectives established for the course.

F = 0 to 599 points

The student has failed to meet the objectives established for the course.

SINCE THE GRADE IN THIS CLASS IS BASED ON POINTS INSTEAD OF PERCENTAGES, GRADES ARE NEITHER ROUNDED UP NOR ROUNDED DOWN IN THIS COURSE UNDER ANY CIRCUMSTANCES!

GRADED ACTIVITY	DESCRIPTION	POINTS
3 Exams	Each exam is worth a maximum of 100 points	300
Final Exam		200
TOTAL		500 points

Description of Graded Activities

The grading activities for this class are designed in order to constantly assess the development of the students in this class. Also, these activities have the purpose of ensuring that each student will be engaged in accumulative and gradually consistent coursework throughout the semester in order to avoid having an overwhelming amount of assignments due at the end of the semester.

3 - Exams. During the semester we will have three (3) exams. These tests will include several types of questions, from multiple-choice to essay questions. Each exam is worth a maximum of 100 points.

Final Exam: The final exam will be held on Tuesday, May 17, 3:30 pm to 5:30 pm in Strong Hall 302. This exam will include several types of questions, from multiple choice questions to short essay questions. The maximum number of points which can be earned for completing this exam is 200 points.

Attendance: Although attendance is not considered as a graded activity in this class, attending to the sessions is mandatory. After three consecutive absences in the class without the proper warning in advance or a documented justification the student will be penalized with overall -10% of the final grade for the corresponding semester final grade for this section.

Course Plan for the Unexpected

The COVID-19 Stay-at-Home orders we experienced during Spring 2020 reinforced the need to plan for the unexpected. In our area we can experience inclement weather and influenza outbreaks that could prevent us from meeting on campus. Below is how we will communicate and continue our work in this course should the unexpected occur.

How will our class meet?	If we are unable to come to campus to meet for class, I will post an announcement in Blackboard about how we will be meeting. Collaborate Ultra will be used for class meetings and class discussion will take place on the discussion board. Your attendance and participation will be expected regardless if we are on campus or in the online Blackboard course.
How will I meet with my Instructor?	I will hold virtual office hours using Collaborate Ultra during my designated office hours (except when the university is closed). Emails sent during the week (Monday – Friday), will be responded to within 24 hours. Emails received over the weekend or during breaks/holidays will receive a response within 48 hours. For class related questions, there is a forum on the Discussion Board titled “Class Café”. I will check the Discussion Board daily and answer questions as needed. I also encourage students to read and respond to postings from their classmates.
How will instruction be delivered?	I will post readings and videos for some of our lessons as well asking questions through the discussion board or during our Collaborate Ultra meetings. As I stated earlier, your attendance and participation in these sessions will be expected.
How often do I need to go to the online course?	You are expected to participate in the online activities for as long as we are unable to meet on campus. This may be one day if we experience an ice storm or it may be several weeks if we experience something like COVID-19. You are expected to go to the course site every day. I will send Announcement emails throughout the entire time we are not meeting on campus.
Is it possible to receive course announcements as a text?	If you are using the Blackboard app, you can have announcements sent to you as a text message using the instructions in this step-by-step guide .

COURSE POLICIES

Attendance

The University’s attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>. As stated in that policy, instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal

illness; or 3) family and/or other compelling circumstances.

Missing Class If You Are Sick

While missing class is usually not advisable, it is important to stay home when sick to avoid the spread of communicable illness. If you are sick or not feeling well, please do not come to class but rather seek medical attention from your doctor or at Magers Health and Wellness Center. They can provide you a medical excuse and advise you when it is safe to return to class. Contact your instructor to let them know that you are sick and will not be in class. By working with your instructor, you will be able to keep up with readings and assignments through the Blackboard course site.

COMMUNICATION WITH YOUR INSTRUCTOR

Sending emails to the instructor

You can always communicate with your instructor through the MSU email account. Thus, appropriate academic conduct includes following these basic rules of etiquette (or proper manners when communicating digitally):

- Using proper capitalization, spelling, and grammar.
- Signing your name to all email messages and discussion postings.
- Providing descriptive but concise subject lines.

In this class you are treated as a professional, and you must communicate with your instructor and classmates as such. If you need to send an email to your instructor or to your classmates, please follow the requirements posted below. Also consider that knowing how to write an appropriate email is an invaluable skill for your future and it is also well appreciated in any workplace.

- Write from you academic account.
- When you write an email, do not leave the subject line blank or write something vague and informal like "hi", "hey", "hello", "yay". Always use a greeting.
- Use correct grammar and punctuation. Capitalize appropriately. Use complete words and sentences; this is not texting. Check your spelling.
- Be concise and make your purpose clear, using concise language. Ask an actual question, rather than leaving it up to your instructor to infer what you do not understand.
- Sign email appropriately.

Here is an example you can use for writing your future emails:

Informal Email Example	Formal Email Example
hey	Dear Professor Segovia, Our lab group was working on the

we're curious what we were supposed to be finding for what the experts say ? Astu	class project for HST 121 and we didn't understand one of the requirements (#2). Can you please clarify for us what you mean by "what the experts say"? Thanks Astu Dent, Team 4
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Accepting Late Work

Late work will be accepted up to one week from the original deadline only with prior approval from the instructor and it will be subject to a grade penalty. Late work submitted more than one week from the original deadline will receive a failing grade. All work must be submitted by the last day of the course; no extensions or late work will be accepted beyond that date. Please plan ahead. Assignments sent by email without prior approval from the instructor will not be considered to be graded.

Cell phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class.

Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Also, the use of smart phones or other mobile communication devices during the class is disruptive, and is therefore prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.

Similarly, recording the class in any type, form or shape is strictly prohibited.

Course Specific Policy on Prohibited Uses of Electronic Devices in this Class

- The use of cell **phones, tablets, laptop computers or other computer devices is prohibited during the class time**, except for those instruments used for valid accommodation purposes with proper documentation.
- The instructor will warn **no more than three times** any student or students who are using one or more of these devices during the class throughout the semester period; after these

three warnings the instructor will start to count each subsequent distracting usage of one of these devices in class as an absence from the class for any and all students who are using these prohibited electronic devices during the class time.

- If the student is disrupting the class due to the use of one of these devices during the class, the student could be either asked to leave the classroom, or the professor will deduct points from the disruptive student's final participation grade.

HOW TO BE SUCCESSFUL IN THIS COURSE

To be successful in this course, I ask that you focus on these key things:

- Be prepared. This course asks that you prepare for class by reading and reviewing content on a weekly basis. As your instructor, I will guide your learning and facilitate discussion.
- Be an active participant. To be successful in this class, you must be involved and participate in the learning process.
- Take steps to avoid distractions while you are working on homework.
- Be respectful. In this course, we will be exposed to a variety of backgrounds and opinions that may differ from our own. Everyone in this class should feel comfortable expressing their viewpoints and concerns. We are each an important part of creating the atmosphere that makes this possible.
- Act with integrity. As a part of a learning community, you are expected to choose to act with integrity in all your classes, including this one. For clarification on academic integrity and to avoid unintentionally violating academic integrity, read the Academic Integrity policy listed on the University Policy website. If you have any questions about what constitutes a violation in academic integrity, or any other issues related to academic integrity please ask me.

UNIVERSITY POLICIES

COVID-19 Masking Policies

Masks are required to be worn in the Strong Hall building, including in hallways, elevators, stairwells, classrooms, lecture halls, restrooms, study areas, departmental suites, laboratories, conference rooms, and other common areas. Additionally, **masks are to be worn during all seated courses** or in-person labs that meet indoors, regardless as to whether the course or lab is meeting in an academic building or another building on campus. For example, masks are to be worn in classes that meet in the Carrington Hall Auditorium, Freudenberger Military Science, Plaster Center for Free Enterprise or Plaster Stadium classrooms. Eating and drinking is not permitted in these classroom and lab settings. Masks are required in vehicles when used as part of an academic program, such as a field trip.

Masks are also required within Magers Health and Wellness Center, the Missouri State Physical Therapy Clinic, the Autism Clinic, the Learning Diagnostic Clinic, the Missouri State Speech-Language Hearing Clinic, Center City Counseling Clinic, MSU Counseling Center, or the MSU Care Clinic (collectively, "Clinics") as well as the Testing Center and other designated areas within Meyer library.

Students who have not been granted an accommodation and who refuse to wear a mask while in the classroom or other academic settings are subject to administrative withdrawal, consistent with [Op3.04-11 Class Disruption](#). Additionally, students who fail to comply with this policy in areas outside the classroom or other academic settings are subject to disciplinary action consistent with the [Code of Student Rights and Responsibilities](#).

The purpose of the University [Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible.

As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

CULTURAL COMPETENCE:

Cultural Competence, as one of the pillars of the Public Affairs Mission at Missouri State University (MSU), is the capacity to empathize with and ability to effectively and appropriately interact with people who have different backgrounds. These individuals and groups include, but are not limited to, differences in nationality, culture, religion, ethnicity, race, gender, age, sexual orientation, gender expression, disability, and socio-economic status. Cultural consciousness involves developing an understanding of how these differences impact access to higher education and inclusion in the broader community. Cultural competence requires both humility and a lifelong pursuit of knowledge and awareness of differences relative to one's own worldview (Statement jointly developed by the Provost Diversity Council and The Office of Diversity and Inclusion, May 2021).

COPYRIGHT & FAIR USE STATEMENT:

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a 'fair use' of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law).

If you wish to use any copyrighted material from this course for purposes of your own that go beyond 'fair use', you must obtain expressed permission from the copyright owner.

STATEMENT OF FLEXIBILITY:

Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur in class (when possible) and through the course announcements on Blackboard.

Course Calendar

HST 121:005 History of the United States Since 1877 Missouri State University Professor: Dr. Argelia Segovia Liga Course Calendar		
*The instructor reserves the right to modify during the semester the content, schedule, assignments and other components of this calendar in order to meet to goals of the course.		
DAY	TOPIC	DESCRIPTION OF ACTIVITY
1. January 18	First day of classes: Presentation	<ul style="list-style-type: none"> • Presentation of the course.
2. January 20	The Indigenous Peoples of the Americas	<ul style="list-style-type: none"> • Chapter 1: The Collision of Cultures
3. January 25	Europe and the Age of the Discovery	<ul style="list-style-type: none"> • Chapter 1: The Collision of Cultures
4. January 27	European Expansionism and the First Colonies	<ul style="list-style-type: none"> • Chapter 2: Transplantations and Borderlands
5. February 1	European Expansionism and the First Colonies	<ul style="list-style-type: none"> • Chapter 2: Transplantations and Borderlands
6. February 3	The American Colonies	<ul style="list-style-type: none"> • Chapter 3: Society and Culture in Provincial America
7. February 8	The American Colonies and Slavery	<ul style="list-style-type: none"> • Chapter 3: Society and Culture in Provincial America
8. February 10	Exam 1	
9. February 15	Road to Revolution	<ul style="list-style-type: none"> • Chapter 4: The Empire in Transition
10. February 17	Road to Revolution	<ul style="list-style-type: none"> • Chapter 4: The Empire in Transition
11. February 22		

	The American Revolution	• Chapter 5: The American Revolution
12. February 24	The American Revolution	• Chapter 5: The American Revolution
13. March 1	Launching a New Republic	• Chapter 6: The Constitution and the New Republic
14. March 3	Launching a New Republic	• Chapter 6: The Constitution and the New Republic
15. March 8	The New Nation	• Chapter 7: The Jeffersonian Era
16. March 10	Exam 2	
17. March 22	Transformation of the American Society	• Chapter 8: Expansion and Division in the Early Republic
18. March 24	Transformation of the American Society	• Chapter 9: Jacksonian America
19. March 29	National Growth and Development	• Chapter 10: America's Economic Revolution
20. March 31	National Growth and Development	• Chapter 11: Cotton, Slavery, and the Old South
21. April 5	Continental Expansion and Manifest Destiny	• Chapter 12: Antebellum Culture and Reform
22. April 7	Continental Expansion and Manifest Destiny	• Chapter 12: Antebellum Culture and Reform
23. April 12		• Chapter 13: The Impending Crisis
24. April 19		

	Exam 3	
25. April 21	Immigration, Expansion, and Sectional Crisis	
26. April 26	Immigration, Expansion, and Sectional Crisis	<ul style="list-style-type: none"> • Chapter 14: The Civil War
27. April 28	Towards a Sectional Crisis	<ul style="list-style-type: none"> • Chapter 14: The Civil War
28. May 3	Towards a Sectional Crisis	<ul style="list-style-type: none"> • Chapter 14: The Civil War
29. May 5	The Civil War	<ul style="list-style-type: none"> • Chapter 14: The Civil War
30. May 10	The Civil War	<ul style="list-style-type: none"> • Chapter 14: The Civil War
31. May 12	Reconstruction	<ul style="list-style-type: none"> • Chapter 15: Reconstruction and the New South
Tuesday, May 17, 3:30-5:30 pm	Final Exam Period	Final Exam