HST 121S United States History To 1877
3 CREDIT HOURS
Section 802FS Fall 2026

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COURSE DESCRIPTION

HST 121S is a survey of the development of the United States, emphasizing the political, social, and economic institutions that distinguish American culture. The course examines the colonial origins of America and the development of the United States to the era of Reconstruction.

REQUIRED READINGS

TEXTBOOK & PRIMARY SOURCES (ON BLACKBOARD)

Textbook:

- Locke, Joseph and Wright, Ben. The American Yawp, 2026.

Primary Sources

- Columbus, Christopher, Letter on Columbus's first voyage, 1493
- Cabot, John, Letters on the voyage of John Cabot, 1497
- Corte, Gaspar, Letter on the voyage of Gaspar Corte, 1501
- Various, Capture in West Africa- Slave narratives (Equiano, Brinch, Diallo)
- Henry, Patrick. Give Me Liberty, or Give Me Death, 1775.
- Paine, Thomas. A Call for Independence, 1776.
- Rousseau, Jean J. The Social Contract excerpts. 1763
- Articles of Confederation and the US Constitution
- Beecher, Catherine. "Peculiar Responsibilities of American Women," 1842, excerpt.
- Fern, Fanny "How Husbands May Rule," short story, 1853, excerpts.
- Beecher Stowe, Harriet Uncle Tom's Cabin, novel, 1852, Ch. 9, excerpts.
- Jacobs, Harriet Incidents in the Life of a Slave Girl, narrative/memoir, 1860, Ch. 10, excerpts
- Boudinot, Elias, An Address to the Whites," May 26, 1826.
- Cass, Lewis, "Removal of the Indians" North American review, 1830.
- The Declaration of Causes of Seceding States: Georgia, South Carolina, Texas, Virginia

REQUIRED TECHNOLOGY

To succeed in this course, please make sure you have access to the following:

- **Computer with speakers, microphone, and internet access** — needed for coursework, video assignments, and recorded speeches.
- **High-speed internet connection** (Firefox is the recommended browser). While not strictly required, a reliable, fast connection will make your experience smoother and reduce technical

frustrations. Please note: it is your responsibility to ensure you have access to a working computer and stable internet throughout the semester.

- **Microsoft Office** — This is provided free to all students through the school's Microsoft 365 subscription. All written assignments must be submitted as Microsoft Word documents

IMPORTANT PRACTICES FOR SUCCESS

A few habits will make a real difference in how smoothly this course goes for you — make these part of your regular routine:

- **Get comfortable with Blackboard early.** Review the Blackboard manuals and tutorials before you need them — not the night an assignment is due. "Blackboard @ Edison" (see Bb Student Help) has helpful FAQs and walkthroughs that can often answer your question faster than waiting on an email reply.
- **Check your Edison email regularly.** Aim to check it at least once a day, Monday through Friday. Important announcements and updates about the course will come through this channel, so missing a few days could mean missing something that affects your grade.
- **Manage your time intentionally.** Set a consistent weekly schedule for coursework and stick to it — this is one of the biggest predictors of success in an online course.
- **Review material more than once.** Reading something a single time is rarely enough to master historical content and skills. Build in time to revisit and reinforce what you've learned.

COMMUNICATION — HOW TO REACH ME

I'm here to help, and I welcome your questions or concerns at any point during the semester. You can typically expect a response from me within 24 hours, though please allow up to 48 hours.

Please note: all official college communication — between students, faculty, and staff — must go through your Edison email account. This applies in both directions: per school policy, students are also expected to respond to faculty emails within 48 hours.

EMAIL ETIQUETTE

A little thoughtfulness goes a long way in written communication. Unlike an in-person classroom, an online course doesn't give us the benefit of facial expressions, tone of voice, or body language to clarify what we mean. A comment that would come across as lighthearted in person can easily be misread in an email. Take a moment before you hit send to choose your words carefully — it will help ensure your message comes across the way you intend.

COURSE FORMAT

This is a fully online course. Based on the calculations outlined in the Student Catalog, you should plan to dedicate approximately 9 hours per week to this class.

Source: Edison State Community College Catalog — Important Information to Know

WEEKLY SCHEDULE OF TOPICS, READINGS & ASSIGNMENTS

Assignments Due Sundays by 11:59pm unless otherwise stated

WK	DATE	TOPICS	READ	ASSIGNMENTS
1	Aug 24-Aug 30	Early Americans	Ch. 1	Getting Started Assignments Learning Module: Ch. 1 Period Exam: Early Americans
2	Aug 31-Sept 6	Early Exploration	Ch. 2 Primary Sources: Columbus, Cabot, Corte	Learning Module: Ch. 2 Period Exam: Colonizing America Primary Source Analysis: *Interacting with Native Tribes*
3	Sept 7-Sept 13	Early Colonists	Ch. 3 Primary Sources: 18-19th century capture excerpts	Learning Module: Ch. 3 Period Exam: Early Slavery Primary Source Analysis: *The Slave Experience*
4	Sept 14-Sept 20	Life in Colonial America	Ch. 4-5	Learning Module: Ch. 4-5 Period Exam: The Colonial Era
5	Sept 21-Sept 27	The American Revolution	Ch. 6 Primary Sources: Henry, Paine, Rousseau	Learning Module: Ch. 6 Period Exam: The Revolution Era Primary Source Analysis: *Revolutionary American Thought*
6	Sept 28-Oct 4	Analyzing the Revolution	Hollitz, Ch. 4	Primary Source Project 1: The Revolution: Political or Social? Part 1: Paper Due
7	Oct 5-Oct 11	Continued		Primary Source Project 1 Part 2 - Speech due by Thursday - Comments due by Sunday
8	Oct 12-Oct 18	The Federalist Times	Ch. 7 Primary Sources: Constitution & Articles	Learning Module: Ch. 7 Period Exams: The Federalist Era Primary Source Analysis: *US Constitution v Articles of Confederation*
9	Oct 19-Oct 25	New Republic Era	Ch. 8	Learning Module: Ch. 8 Period Exams: War of 1812
10	Oct 26-Nov 1	Jacksonian America	Ch. 9 Primary Sources: Fern, Beecher, Beecher-Stowe, Jacobs	Learning Module: Ch. 9 Period Exam: Antebellum Era Society Primary Source Analysis: *Cult of Domesticity*
11	Nov 2-Nov 8	Native American Relations	Ch. 10-11	Learning Module: Ch. 10-11 Period Exam: Native Americans
12	Nov 9-Nov 15	Antebellum America	Ch. 12 Primary Sources: Walker & Allen	Learning Module: Ch. 12 Period Exam: Slavery in Antebellum America Primary Source Analysis: *Slave Relations*
13	Nov 16-Nov 22	Analyzing the Civil War	Hollitz, Ch. 12	Primary Source Project 2: Did Slaves have Communities? Part 1: Paper Due

WK	DATE	TOPICS	READ	ASSIGNMENTS
14	Nov 23-Nov 29	Continued		Primary Source Project 2 Part 2 - Speech due by Wednesday - Comments due by Sunday
15	Nov 30-Dec 6	Division and the Civil War	Ch. 13	Learning Module: Ch. 13 Period Exam: Civil War Era
16	Dec 7-SAT Dec 12	Post War America	Ch. 14 Primary Sources: Black Codes	Learning Module: Ch. 14 Period Exam: Reconstruction Era Primary Source Analysis: *Black Codes in the South*

FINAL GRADE STANDARDS

The final grade for the course will represent your instructor's assessment of the overall quality with which you met all the requirements of the course

Assignment	% of Grade		Grading Scale	
Learning Modules (including AI)	14%		90-100%	**A**
Period Exams	50%		80-89%	**B**
Primary Source Analysis Quizzes	8%		70-79%	**C**
Primary Source Projects	28%		60-69%	**D**
Total	**100%**		Below 60%	**F**

POLICY STATEMENTS

Course Time Expectations & Late Work Policy

This course is designed for you to succeed as a responsible, self-directed adult learner. Here's what you need to know to stay on track.

Understanding Your Weekly Workload

As a 3-credit course, the catalog specifies 9 hours of class-related work per week. To put that in perspective: you have 168 hours in a week, which gives you ample flexibility to plan around work, family, and other commitments — as long as you start early.

Why this matters: Waiting until the deadline is the single biggest reason students fall behind in this course. I will not be available online in the final hours before a deadline, so if you run into a technical issue or question at the last minute, there won't be time to get help. Planning ahead protects your grade.

Late Work Policy

- A grace period is available: late work may be submitted up until 3 hours with a 10% penalty.
- After that window closes, late work cannot be accepted.
- **Extreme circumstances** (e.g., a death in the family, documented severe illness): if something significant happens, contact me by **Sunday afternoon** so we can discuss options. Reaching out early gives us the best chance to work something out — this exception is reserved for genuine emergencies, not last-minute submissions.

Before You Submit — Please Double-Check

- You are responsible for confirming your submission actually went through, including any confirmation receipt.
- If no submission or receipt is found, the assignment will be recorded as a zero — so please take a moment to verify.
- Submit from a reliable computer and internet connection whenever possible, and don't wait until the last few minutes to upload.

Submission Method

All assignments must be submitted through Blackboard — no exceptions. Emailed assignments will not receive credit, regardless of the reason, since Blackboard is the only official system for grading and records.

If you need help with an assignment, email me directly — I'm glad to help. Just keep response times in mind: reaching out with plenty of lead time gives us room to work through any questions before the deadline.

Working Ahead

Want to get ahead? Great — you're welcome to start the next week's assignment as soon as you finish the current one. Just complete each week's module fully and in order before moving to the next. Skipping ahead out of sequence will result in a 20% penalty on the assignments completed out of order.

Bottom line: If you know a busy week is coming, plan ahead and get your work done early. A little foresight goes a long way toward protecting your grade and your peace of mind.

Academic Honesty

Trust is the foundation of any healthy learning environment, and honesty is expected in every aspect of this course. Because dishonest practices break down that trust — for you, your classmates, and me — academic integrity isn't optional; it's essential.

What This Means for You

Academic honesty means the work you submit is genuinely your own. You may not submit someone else's work as yours, plagiarize from any source (printed, electronic, or another student's work), or have someone else complete your assignments for you.

What Counts as Plagiarism

It's easy to assume plagiarism only means "copying and pasting," but it covers much more. You are plagiarizing if you:

- Submit someone else's work as your own.
- Purchase a paper from a papermill, website, or any other source.
- Copy sentences, phrases, paragraphs, or ideas from someone else's work — published or unpublished — without giving credit to the original author. (Direct quotes must be in quotation marks, cited to the exact source location in a footnote, and included on a works cited page.)
- Swap out a few words in someone else's sentence or passage without crediting the original author. Changing some wording doesn't make the idea yours.
- Use multimedia — graphics, audio, video, internet streams, computer programs, music, graphs, or charts — created by someone else without giving credit.
- Piece together phrases, sentences, or ideas from multiple sources to construct an essay.

- Build on someone else's idea or phrasing without acknowledging where it came from.
- Submit the same paper for credit in more than one course or section.
- Use AI to generate your answers or written work. (See the Getting Started assignment: Using AI Ethically, for guidance on appropriate use.)

Why This Matters

Academic honesty isn't just about avoiding penalties — it's about making sure the work you submit genuinely reflects your own learning and effort. If you're ever unsure whether something crosses the line (paraphrasing, citing a source, or using AI tools appropriately), please reach out to me before submitting. It's always better to ask first.

Testing Your Faith Act Policy

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty. Students must complete the Testing Your Faith Act Accommodations Form, https://www.edisonohio.edu/Registration-and-Records/ and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at http://stage.edisonohio.edu/digipub/StudentHandbook/index.html.

COMMON MISCONCEPTIONS ABOUT ONLINE COURSES

Misconception #1: "Online courses are easier than traditional courses."

Online courses are different from traditional courses, but they are not easier. This course maintains the same quality and academic rigor as a traditional on-campus course. In fact, online learning often requires more discipline, persistence, and self-reliance than sitting in a physical classroom. The workload is not reduced — and may actually feel heavier, since you're responsible for making up the direct instruction time you'd normally spend in a classroom.

How much time you'll need each week depends on the type of assignments, as well as your own reading speed, comprehension, and writing/typing skills. Use the required weekly hours listed in the catalog (see page 2 of the syllabus) as your starting point, and adjust as you get a feel for the course's pace and expectations.

Misconception #2: "Online coursework is self-paced, so I can work whenever I want."

While you won't meet in a physical classroom, this course is not self-paced in the way many students expect. You still have required readings, assignments, quizzes, and exams — each with specific due dates. Assignments are posted several weeks in advance to give you flexibility in when you work, but everything still has to be completed on time. Getting ahead is encouraged; falling behind is not — procrastination is the fastest way to derail your progress in this format.

Misconception #3: "Since the course and email are available 24/7, my instructor should be too."

I'm here to support you, but I'm not available around the clock, every day of the week — I have other responsibilities and a life outside of this course, just as you do. Please plan your work with enough lead time to reach out if you need help.

Here's the key thing to keep in mind: if you wait until the day an assignment is due to ask a question, there's a good chance I won't be able to respond in time to help you. The standard response time for this course is 48 hours. I'll always try to respond sooner when I can, but please build that window into your planning so a delayed reply doesn't put your grade at risk.