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American Public University System

The Ultimate Advantage is an Educated Mind

Department of History and Military Studies

HIST225
HISTORY OF WEST VIRGINIA
3 Credit Hours
Length of Course – 8 Weeks

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Instructor Information

Course Description (Catalog)

In this course, students will review the geographical, cultural, economic, and political aspects of the state with an emphasis on the events leading up to statehood and beyond. Local traditions and state sectional patterns are stressed and examined in the context of assimilation into the national body politic.

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Course Scope

“In western Virginia the mountain folk were trying to secede from secession, paying off old scores with the tidewater aristocrats and bringing on a series of fights that went sputtering from farm to farm and from town to town in the remotest highland valleys – mean little fights, although unromantic, in which generals lost reputations while private soldiers and assorted private citizens lost their lives. When Virginia left the Union, a majority of her people west of the Alleghenies dissented vigorously. Delegates from the western counties convened, orated, passed resolutions, and on June 11 (1861), announced that they had nullified the ordinance of secession and had established something which, they insisted, was henceforth the legal government of the state, with one Francis Pierpoint as governor.

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This expedient seemed useful, and Washington agreed to pretend – for a while, at any rate – that this creation was indeed Virginia; and the westerners prepared to carry their dissent to its logical if unconstitutional conclusion by wrenching the whole mountain district away from the Old Dominion and creating an entirely new state – a state which, they believed, might be called Kanawha, but which eventually would enter the Union as West Virginia.” (Catton, Bruce. Terrible Swift Sword.)

As one can imagine, any political entity that comes into existence under such revolutionary and unusual circumstances must, by necessity, require special examination and scrutiny. The population of the mountainous western area of Virginia had always been “different” from the eastern part of state but these differences had always been settled by compromise (at least on the surface). On the issue of secession, however, there would be no agreeable compromise. A line had been drawn that could only be crossed at the point of a bayonet.

This course will examine the unique makeup of the people who populated this “wild and wonderful” area from prehistoric times to today. Students will gain a thorough understanding of how and why the citizenry developed as they did and how this collective persona continues to add to the wealth of the other forty-nine states.

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Course Objectives

As a result of successfully completing this course, students should be able to:

- Identify and recall the literature describing the prehistoric era of West Virginia and the effects of exploration and early settlements on the land.
- Examine and decipher the content of colonial migration of early settlers up to and including the Revolutionary era.
- Give examples of and rephrase the arguments of positions orally and in writing regarding the changing regional loyalties and economic life during the Antebellum Period.
- Determine and interpret the effectiveness and impact of the events that led up to the schism with eastern Virginia.
- Research, construct, and present persuasive written evidence of the impact of slavery and secession on the reorganized government of West Virginia.
- Describe, outline, and identify the specific actions that brought war to the region and paved the way for West Virginia statehood.
- Complete a timeline of historic events that classify the Reconstruction Period in West Virginia and how it led to the industrial age in the late 19th century.
- Interpret and specify the effects of labor problems and 20th century politics on social advances and educational opportunities in the state.
- Synthesize the historical legacy of West Virginia and predict solutions to old problems and new dilemmas.

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Course Delivery Method

This course delivery is via distance learning and enables students to complete academic work in a flexible manner, completely online. APUS ensures that the proper course materials and access to an online learning management system are available to you. Course materials and access to an online learning management system are available to each student. Assignments for this class include quizzes / exams (both non-proctored), written assignments, and discussion boards.

In online courses, we construct knowledge not just by completing readings and assignments. An important part of the process is communicating with classmates and learning from what they have to say. As such, we need to share online conversations about ideas.

Direct interaction is a key feature of the educational experience. For that reason, it is important that you interact with fellow students and the course instructor during the course as specified in this syllabus. Additionally, you can contact the instructor during posted office hours.

You are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals we understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact the faculty before the due date so you can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade.

All written assignments are due by the last day of each week and are posted in your student folder and associated with the assignment. Do not copy and paste any written assignment into the assignment section. When the assignment is ready for your instructor to grade, you must select the box "Submit for Grading" and then submit the assignment. **Instructors at APUS do not search through student folders to find the assignments.**

All Discussion Board postings occur in the discussion board and specific due dates are in the Course Outline section of this syllabus. Do not place your discussion board answers in your student folder. Your instructor will only grade the discussion board postings from the discussion board

All assignments are due as posted in the syllabus. I will accept late assignments with a penalty. Assignments 1 week late are deducted 25 percent of the grade. Two weeks results in a deduction of 50 percent. Anything later than that will receive a zero. There are exceptions to this policy, on a case-by-case basis, and generally deal with emergencies.

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Course Materials

Required Text:

The following book is required reading for this class:

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Rice, Otis K. and Stephen W. Brown. “West Virginia: A History.” Lexington: The University Press of Kentucky, 1993. (ISBN: 978-0-8131-1854-3)

IMPORTANT NOTE: The Department of History and Military Studies requires conformity with the traditional [University of Chicago Style Manual and its Turabian offshoot](#). Citations will follow traditional same-page footnote attribution. **Do not use parenthetical (APA / MLA) variations or ENDNOTES. Students in History and Military Studies classes cannot use Wikipedia or encyclopedias – this includes online encyclopedias.**

Recommended References:

The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

Microsoft Word (if you do not have MS Word, please save all files as a Rich Text Format (.rtf). **NOTE - The classroom only supports .doc, .docx, and .rtf files.** Please visit Adobe for a free copy of [Adobe Reader](#).

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Evaluation Procedures

As your instructor, I will determine your final grade for this course based on the following grading instruments:

Discussion Board Postings are a critical component of all History and Military History classes. Studies indicate that students who participate in discussion boards increase their retention on the particular subjects by over 40 percent compared to only reading the text.

The requirements for your discussion board postings revolve around you answering question(s) posted in the discussion board by your instructor with a substantial posting of 250 – 300 words (minimum). During each discussion board, your instructor will reply to one of your postings with a question designed to foster your critical thinking skills, either your primary answer to the question or a comment that you made to another student and you will be required to answer this question. Your grade on the discussion board posting therefore includes your initial answer and replying to your instructor’s follow-up question.

While composing your answer, use proper English. Do not use abbreviations or contractions. Before you post the answer, check your grammar; please note that the way you talk is not the way that you need to write your answer. Lastly, ensure that you do not have any spelling errors. It is often best to compose your posting in a word program and after you check it for grammar and spelling, copy it into the discussion board posting.

Discussion Board Responses are critical to helping you gain a greater comprehension of the topics. As such, you must read at least four postings by your peers (instructor is included) and respond to them with a substantial posting of 125 to 150 words. If you have a question for your classmates in your response, you will note the question at the bottom of your posting separated by at least one line so that your peers can clearly see your question. It is your responsibility to check for comments made back to you by your classmates and answer any of their questions. Your grade on discussion board participation is from your comments to your peers and the answers you provide to any questions that they have of you. As in the Discussion Board Posting, grammar is important and your writing must be clear and free of errors.

A **Short Paper Assignment** allows you, early in the course, to demonstrate your research skills to your instructor and to receive feedback that will benefit you when you write your research paper. With this assignment, you will learn how to do proper and adequate research and write a short paper and prepare you for writing the research paper.

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This short paper is two to three full pages of text, and you must consult a minimum of two academically credible sources. Bibliographies and citations will be in the Chicago Manual of Style format.

The short paper needs to be turned in through the assignment section for grading. If you use any of the information from your sources word-for-word, you must cite the source by using endnotes or footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information.

The short paper must include a cover page with your name, course number and title (HIST225 – West Virginia History), instructor's name, and date. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, you, we, our, etc). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastnamefirstnameHIST225ShortPaper (ex. SmithJohnHIST225ShortPaper).

A **Research Paper**, by its very design, will test your ability to construct a well-written paper that shows your comprehension of the topic through analysis of various resources. For many students, writing a research paper can be one of the most intimidating assignments that they will face in a class. In reality, a research paper is only a series of tasks using several intellectual skills. Once you understand this assignment not as a large paper that requires weeks of research and writing, but a series of skills, the easier writing the paper will be. As addressed earlier, the initial step in writing the paper is choosing the topic, the second is choosing a bibliography (your sources), the third step is creating an outline. You will complete all three of these steps in the Research Proposal Paper, which you should view as a work in progress.

This research paper is six to eight full pages of text, and you must consult a minimum of five academically credible sources. Bibliographies and citations will be in the [Chicago Manual of Style](#) format.

The next steps include gathering information from your sources to assist you in writing the paper, keeping notes of your sources, and writing a rough draft. As you write the rough draft, if you use any of the information from your sources word-for-word you must cite the source by using endnotes or footnotes. If you read the information and write it in your own words and it is not common knowledge, then you must cite the source because you are paraphrasing someone's information. After you complete your rough draft, you need to read it again and revise the paper into your final draft. Once you have the final draft complete, proofread the paper and submit it to your instructor.

The research paper must include a cover page with your name, course number and title (HIST225 – West Virginia History), instructor's name, and date. You must also include a bibliography at the end of your paper. While composing your paper, use proper English. Do not use abbreviations, contractions, passive voice, or first/ second person (I, me, you, we, our, us). Before submitting your paper, check your grammar and use spell check. Remember, the way you talk is not the way you write a paper. Please label your paper as follows: lastnamefirstnameHIST225Research Paper (ex. SmithJohnHIST225ResearchPaper).

The assignment / course breakdown is as listed below --- it looks more complicated than it really is and gives you multiple changes to earn points, not just a few all or nothing assignments.

<u>Grade Instruments:</u>	<u>Points</u>	<u>Percent of Final Grade</u>
Discussion Board #2	5 pts	5 %
Discussion Board #3	5 pts	5 %
Short Paper #1	10 pts	10 %
Discussion Board #4	5 pts	5 %

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Discussion Board #5	5 pts	5 %
Short Paper #2	10 pts	10 %
Discussion Board #6	5 pts	5 %
Discussion Board #7	5 pts	5 %
Research Paper	25 pts	25 %
Discussion Board #8	5 pts	5 %
Week 8 Final Exam	20 pts	20 %
TOTAL	1000 points	100%

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Grading Scale

Please see the [Student Handbook](#) (click here) to reference the University's grading scale.

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Course Outline

8-WEEK COURSE

<u>Week</u>	<u>Topic(s)</u>	<u>Learning Objective(s)</u>	<u>Reading(s) and Web-Activities</u>	<u>Assignment(s) and Discussion Boards</u>
1	Prehistoric Times and Early Human Settlements	Describe the prehistory of the land and the effects of settlements of Native Americans	Rice & Brown: Preface and Chapters 1-3	Select topic for Research Paper Complete 1 st Threaded Discussion in Discussion Board (Introduction) Readings
2	The Revolutionary Era	Outline the colonial migration of early settlers up to and including the Revolutionary Era	Rice & Brown: Chapters 4-7	Complete 2 nd Threaded Discussion in Discussion Board Readings
3	Antebellum Period	Identify the changing regional loyalties and economic life during the Antebellum Period	Rice & Brown: Chapters 8-10	3 rd Threaded Discussion Short Paper #1 Readings

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4	Slavery, Secession, Civil War	Classify the events that led up to the split with the eastern part of the state	Rice & Brown: Chapters 11-13	4 th Threaded Discussion Readings
5	35 th State & Reconstruction	Interpret the components of the re-organized government	Rice & Brown: Chapters 14-16	5 th Threaded Discussion Short Paper #2 Readings
6	The Industrial Age	Demonstrate mastery over the factors that led West Virginia into the Industrial Age	Rice & Brown: Chapters 17-19	6 th Threaded Discussion Readings
7	Progressivism, Labor Problems, & Higher Education	Execute a timeline of labor problems in the state (especially mining)	Rice & Brown: Chapters 20-22	7 th Threaded Discussion Submit Research Paper Readings
8	Old Problems & New Dilemmas	Specify the effects of past concerns on 20 th and 21 st century demands	Rice & Brown Chapters 23-25	8 th Threaded Discussion Final Exam Readings

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

- [Drop/Withdrawal Policy](#)
- [Plagiarism Policy](#)
- [Extension Process and Policy](#)

WRITING EXPECTATIONS

All written submissions should be submitted in a font and page set-up that is readable and neat. The format is described below.

- Typewritten in double-spaced format with a readable style and font and submitted inside the electronic classroom (unless classroom access is not possible and other arrangements have been approved by the professor).
- Arial 11 or 12-point font or Times New Roman styles.

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- Page margins Top, Bottom, Left Side and Right Side = 1 inch, with reasonable accommodation being made for special situations and online submission variances.

CITATION AND REFERENCE STYLE

Assignments completed in a narrative essay or composition format must follow the Chicago Manual of Style guidelines. The APUS Online Library, in the Tutorial & Student Studies Center provides a link to the *Chicago Style Manual – Online*. If you are majoring in History or Military History, then it is highly recommended that you purchase a bound version of this style manual because you will need to be required to follow this citation manual in all of your History, Military History and Military Studies courses.

LATE ASSIGNMENTS

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals I understand you must manage competing demands on your time. Should you need additional time to complete an assignment please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Routine submission of late assignments is unacceptable and may result in points deducted from your final course grade. **Please review the Course Assignment Policy within the Course Materials section of the classroom for more information.**

NETIQUETTE

Online universities promote the advance of knowledge through positive and constructive debate--both inside and outside the classroom. Discussions on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting--basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the fun and excitement of learning that does not include descent to personal attacks, or student attempts to stifle the discussion of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Educator classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note:** Despite the best of intentions, jokes and--especially--satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

DISCLAIMER STATEMENT

Course content may vary from the outline to meet the needs of this particular group.

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Academic Services

ONLINE LIBRARY RESEARCH CENTER & LEARNING RESOURCES

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library

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provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Smarthinking:** Students have access to ten free hours of tutoring service per year through [Smarthinking](#). Tutoring is available in the following subjects: math (basic math through advanced calculus), science (biology, chemistry, and physics), accounting, statistics, economics, Spanish, writing, grammar, and more. Additional information is located in the Online Library. From the Online Library home page, click on either the "Writing Center" or "Tutoring Center" and then click "Smarthinking." All login information is available.

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Weekly Study Questions

Weekly study questions are located within the Course Materials section of the course in a Subfolder. You do not have to answer the questions but they are provided to help focus your readings.