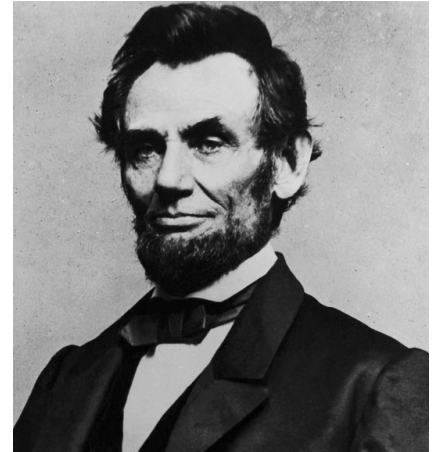




History 2A-40028  
Survey of US History I  
, Instructor  
Spring 2020  
Mon-Wed, 6-8:50 PM  
B1  
**Email:** @barstow.edu  
**Website:** /history  
**Videos:** /youtube  
**Canvas:**  
barstow.instructure.com



### **Course Description:**

Development of the United States from the founding of the colonies through the Reconstruction Period. This course includes an in-depth study of the U.S. Constitution.

### **Textbook:**

America: a Narrative History. George Tindall & David Shi. Norton. Vol. 1, 10th ed.

### **Availability:**

We can communicate before and after the class meets, or via email. **When you email me, please let me know your class number, 2A.** This way I can know which file to open up to look up any information you are requesting. **I usually don't respond to requests for information contained in the syllabus.**

### **Withdrawal Policy:**

To find out what is the last day to drop the class with a W, or without a W, the specific date for each class is listed under the student's schedule and account information. This can be found by logging into your account. Excessive absences (at any time in the semester) will result in the student being dropped. **If you are going to be absent from class for two or more class periods in a row, please email me beforehand. Students who arrive tardy should confirm their attendance at the end of that class period with the instructor. BECAUSE OF ABUSES IN THE PAST, STUDENTS WHO ARE DROPPED FROM CLASS FOR EXCESSIVE ABSENCES WILL NOT BE REINSTATED.**

### **Student Learning Outcomes:**

1. Analyze the motivations, achievements and failures of major historical personages from the Founding of the American Colonies to the end of the Reformation Era in the United States (1607-1877).
2. Assess and synthesis important historical problems and decide on possible

different alternatives or outcomes of events from the Founding of the American Colonies to the end of the Reformation Era in the United States (1607-1877).

3. Evaluate and summarize the lessons of history from the Founding of the American Colonies to the end of the Reformation Era in the United States (1607-1877) and how they served to guide and influence future generations.

**Course Objectives:**

1. Diagram the variety of Native American societies and cultures prior to European arrival and assess the impact of the European discovery upon those societies and the New World in general.
2. Discuss the political and economic conditions that brought about the American colonies and explain how they were able to survive and flourish.
3. Analyze the changes that occurred in the American colonies as a result of the Imperial wars.
4. Compile a list of the problems that plagued American-British relations in the run up to the war, and hypothesize alternative conclusions to those problems.
5. Compile a list of the important factors that enabled the American colonies to defeat the British Empire during the Revolutionary War.
6. Inspect the formation of the U.S. government from the Articles of Confederation through the development of the Constitution and determine if the Constitution represented a fulfillment or a betrayal of what the American Colonies fought for during the American Revolution.
7. Compare the differing opinions of Hamilton and Jefferson and discuss how their individual philosophies and ideological conflict impacted the formation of the United States and their continuing impact on American politics to this day.
8. Organize the events and figures of the early American Republic.
9. Discuss if Jackson should be considered a great president.
10. Analyze the various reform efforts in Antebellum America and appraise their various levels of success.
11. Elaborate on the differences between Northern and Southern economies.
12. Debate the actions of the U.S. in its acquisitions of Oregon, Texas, California and New Mexico.
13. Judge the possible prevention of the Civil War.
14. Estimate the inevitability of Union victory and the possibility of Southern victory.
15. Discriminate and discuss between Presidential and Congressional Reconstruction.
16. Elaborate on the significance of women and diverse ethnic groups in

their contributions throughout the narrative of history.

### **Grading:**

Overall grades will be allotted according to the following minimum percentage scale:

|   |           |
|---|-----------|
| A | 90%       |
| B | 80%       |
| C | 70%       |
| D | 60%       |
| F | below 60% |

Class assignments have the following weight:

|               |   |
|---------------|---|
| Exams         | 40% (20% each for the midterm and final)            |
| Essays        | 40% (20% each for the first essay and second essay) |
| Participation | 15%   |
| Essay outline | 5%  |

**PENS NEEDED FOR WORK WRITTEN BY HAND:** Written work (exams, reflections, and the essay outline assignment if it is not printed from a computer) needs to be done in pen (blue or black ink; no light colors allowed). Work not written in pen will be returned to the student, for them to copy it out in pen, before being graded for credit.

### **Exams**

The two exams are both written, usually a mixture of short and long responses. Long responses (one- or two-pages in length) are at least 80% of the exam grade. Although page length is a guide, when I ask for one or two page responses, I am talking about the usual 8.5x11 inch pages (if you are using the smaller blue books, you should double the number of pages that you write out). Usually, the final will cover only the material since the midterm. On the exams, I will not be grading your spelling, punctuation, or paragraph or essay structure, so much as the ideas you are expressing (obviously your spelling and writing has to be clear enough to be understood by me—I don't give credit for what I cannot understand).

On the exams, **if you answer more than the requested number of questions, be sure to cross out the ones you don't want me to grade;** if that isn't indicated, I will determine which responses are read and scored.

**When writing out the exam questions, write out the short answer terms and underline them; for the long responses, simply give the number of the question and circle it.** This will be made clear in the instructions for the exam. Any student that correctly does this for ALL short and long responses will be given one additional (percentage) point for that exam.

No electronic media are allowed at all during tests; all books and papers will need to be placed below the desk. If a student is caught looking at printed materials, or on another student's exam, their test will be given an automatic zero, regardless of whether they choose to continue taking that test or not. **Once I pass out the midterm or final, students must remain in the room to take it. If or when they leave (to answer a cell phone, go to the bathroom, or for any other reason) the test is considered finished and must be turned in to the teacher.** Such students will not be allowed to make up the exam at a later point.

### **Blue Books**

You need to bring a Blue Book to class for both the midterm and final (8.5 x 11 inch size recommended—a few students have filled up more than one of the small Blue Books). Page length recommendations for exam responses are calculated in terms of the 8.5 x 11 inch blue books. **NO EXAM RESPONSES WRITTEN IN ANYTHING OTHER THAN A BLUE BOOK THAT HAS BEEN APPROVED BY ME PRIOR TO BEING WRITTEN IN, WILL BE ACCEPTED.** If you would like you use one blue book for both the midterm and the final, you can---just make sure there is enough room in that blue book, to write out all of your responses (or bring in a backup blue book to the final exam).

### **Essays**

There will be two essays assigned during the semester. Both essays need to be 1600 words (roughly five pages) long. A recommended division of the essay is a half-page introduction, a four-page body, and a half-page conclusion. Essays need to be typed in 12-point type and double-spaced (so that they are easy to read); don't use decorative or script fonts. You do not have to use direct quotations, but if you do, **direct or indirect quotations in excess of 200 words will not be applied to the 1600 word count.**

Essays are an excellent way to learn more about a topic that you are personally interested in. Additionally, essay writing develops your critical thinking skills—you learn to discern what points and issues will support your main thesis, as well as (possibly) examine different explanations, and decide which is most valid. Finally, the reading and writing involved in these essays will help develop these same skills, which the vast majority of you will put to use as you advance in college and work, as well as in becoming an informed citizen.

The essays are **research** essays—assignments whereby you research your topic, and combine the information you have gleaned, with your own opinions and conclusions. As such, essays written essentially of your own opinions or beliefs will be severely downgraded. The idea here is to develop research skills, including not only reading, but also the assimilating different bits of information and viewpoints. If you simply write five pages on everything you already know about your topic, you don't develop those skills.

### **What to write about**

The essays need to cover a person that lived, or a specific event that occurred, within the content area and time frame of this class: **United States from 1500 to 1876. Keep in mind that even though we might go outside of these boundaries in class lectures and readings, you will still need to observe these parameters for your two essays.**

The subject of the essay has to be either a person, or a specific event. When students write on broader topics, they typically lose focus and the essay wanders all over the place. The emphasis on specific people and events eliminates myths and legendary characters as subjects of your essays.

### **If you are in any way unsure as to whether your topic fits these parameters, ask the instructor.**

If you choose to write an essay on a topic covered in class, make sure that your essay goes well beyond what was covered in class; essays that simply repeat classroom lectures or readings will be downgraded to the degree that this happens.

### **Format**

I do require both 5-page essays to be turned in digitally via the class Canvas/Instructure page (see link at top of first page). For the purposes of keeping everything organized, I will NOT accept a hard copy of the essay. The day it is submitted digitally to me is the day it is turned in.

Put your name ONLY on the first page (the cover page) of the essay. Do not put your first or last name on any other part of the essay, including page numbers. Points will be deducted if any part of your name is displayed on any other page. If you aren't sure how to get this done, I do have a template for your essay that you can use, on my website (/history). You do not have to use this template, but it is there if you would like to use it.

**Both 5-page essays will be given one additional percentage point if they: (1) are emailed on time; (2) do not need to be re-submitted because of improper subject matter or for any other reason; and (3) have the same arrangement as the essay template on my website: name *only* on cover page, and a works cited page in back of essay.**

One of the reasons for insisting on a digital copy is for catching plagiarism. **I will accept digital copies in one of the following formats: Word (.doc or .docx), Rich Text Format (.rtf), OpenOffice (.odt), or Word Perfect (.wpd).** Essays not in one of those formats will be returned to the student, to be resubmitted in a proper format, and will be penalized.

As research essays, they need to reference **IN THE TEXT OF THE ESSAY ITSELF** at least 3 different books or articles, in MLA format. Place your full citations on their own page, at the end of your essay (in the same document)—do not create a new document for your works cited. Essays that place the works cited on a separate document will be penalized. These three sources are not to include class handouts, notes, the textbook, or Wikipedia (or any of its derivative websites).

If students want to, you can go to a page on my history site, and scroll down to a section that is entitled "Classroom Handouts." A link there, to the Purdue University OWL site, has sample essays written in MLA format, so you can see exactly what you are being asked to do.

Essays written before this semester started, or submitted to other classes, are not acceptable.

### **Essay Outline**

The Essay Outline Form assignment is basically a rough draft of your first five-page essay. Fill out the form entirely, from the topic at the top of the first page, being sure to write several sentences for each paragraph, down to the source for the work cited at the bottom of the second page.

The Essay Outline form cannot be turned in later than the first essay itself. **The Essay Outline assignment is only due for the first essay;** it is not required for the second essay. I will not accept an Essay Outline for the second essay, in

lieu of turning one in for the first essay.

### **Plagiarism**

Plagiarism and other forms of cheating are not permitted, and can result in receiving a 0 on the assignment, without the option to submit the assignment again, and additionally, any allowable penalty as explained in the student handbook or in accordance with Barstow College policy.

### **Participation**

The participation grade will consist of some short readings (sometimes primary source), and a one-page response by the students that are done in class, referred to me as reflections. These are rather unstructured, and the idea here is simply to expose you to historical documents and ideas, and get you to think about them. At the end of the semester, I will average the grade for each reflection assignment, and that will constitute the participation portion of the final semester grade. The lowest reflection grade will be dropped and will not count against the overall grade.

### **Quizzes**

**I reserve the right to give short quizzes throughout the semester.** These quizzes, if and when they are given, would be given at the beginning of class. Quizzes must be turned in when the instructor asks for them; they cannot be made up later on in that class period, nor on any other day. Once I am done passing out quizzes I will not pass any out later on in the class period, even if students come in late to that class. Any quizzes that are given out will be averaged in to the participation grade (as if they were reflections).

### **Late Work and Makeup Work Policy**

The only assignments that can be turned in late are the essay outline, and the two five-page essays. Late work has to be turned in no later than seven days after the original due date and will be given 80 percent credit (that is, 80 percent of what the grade would have been, had it not been turned in late). This 80 percent credit policy will be implemented regardless of the reason for the assignment being late. The only exceptions to this one-week extension are any assignments that fall due the last week of class—no work can be turned later than the day of the final exam.

If a student is not present to take the midterm as scheduled, the midterm can be taken at a future date, for full credit, by taking it in the TLSC. The makeup midterm will be different from that taken in class, but it will still be based on the study guide. Midterm makeups need to be taken BEFORE the last week of class.

Reflections (and quizzes) are based on class lectures and discussions and cannot be made up (or turned in before or after the assignment is done in class).

### **Extra Credit or Re-doing Assignments**

Apart from the special instructions for submitting essays and writing out your exams, there is no extra credit offered; the only assignments that can be re-done are essays that are returned because of unacceptable subject choice, improper file format, or some other condition, **at the discretion of the instructor**. Sorry, but plagiarism or otherwise improper use of sources or other people's work doesn't constitute a reason for making up the assignment.

***Out of consideration for the rest of the class, if you do come in late, find a seat near the door where you come in. DO NOT WALK IN BETWEEN THE INSTRUCTOR AND THE STUDENTS.***

### **Classroom Behavior**

Being mean or inconsiderate (as defined by instructor) in class will make you liable to any penalty allowable under Barstow College policy and the Penal Code of the State of California, including but not limited to: academic penalties, imprisonment, fines, citations, and torture (up to but not including violations of the Eighth Amendment) to the fullest extent permitted by law.



## Class Schedule

|                            |   |
|----------------------------|---|
| Jan 6                      | Class introduction; Ch. 1 "Collision of Cultures": Age of Exploration, Protestant Reformation; comparison between American Indian and European societies  |
| Jan 8                      | Ch. 2: "Britain and its Colonies": American colonies in the 1600s: John Locke, state of nature, covenant); Jamestown, Plymouth, Bacon's Rebellion   |
| Jan 13                     | Ch. 3 "Colonial Ways of Life": Scientific Revolution and the Enlightenment, First Great Awakening   |
| Jan 15                     | Ch. 4 "From Colonies to States": Sugar trade & smuggling; French and Indian War; colonization from a global perspective; Proclamation of 1763; Intolerable Acts <b>Essay outline form</b>   |
| Jan 22 (Jan 20 is holiday) | Chs. 5 "The American Revolution" & 6 "Shaping a Federal Union" Declaration of Independence, Revolutionary War; Articles of Confederation  |
| Jan 27                     | Ch. 6 "Shaping a Federal Union" U.S. Constitution   |
| Jan 29                     | Ch. 6, cont.; Midterm preview <b>First essay</b>  |
| Feb 3                      | Ch. 7 "The Federalist Era": America in the 1790s Federalist and Democratic-Republican parties; Alien-Sedition Laws; Alexander Hamilton  |
| Feb 5                      | <b>Midterm</b>  |
| Feb 10                     | Ch. 8 "The Early Republic" Jefferson, development of Supreme Court under Marshall; Louisiana Purchase; Problems with Britain and France   |
| Feb 12                     | Ch. 10 "Nationalism and Sectionalism" & Ch. 11 "The Jacksonian Era" Missouri Compromise; Henry Clay and the American System; Monroe Doctrine; Nullification Crisis  |
| Feb 19 (Feb 17 is holiday) | Ch. 9 "The Dynamics of Growth" (pp. 273-89) early Industrial Revolution and capitalism  |
| Feb 24                     | Chs. 9 "The Dynamics of Growth" (pp. 291-96), 13 "Religion, Romanticism, and Reform" (pp. 384-94 & 401-15), 14 "An Empire in the West" and 15 "The Gathering Storm" Immigration; Abolition movement; Mexican-American War; Kansas-Nebraska Act, Dred Scott case |
| Feb 26                     | Ch. 16 "The War of the Union" Civil War <b>Second essay</b>   |
| Mar 2                      | Ch. 17 "Reconstruction: North and South"; final exam preview  |
| Mar 4                      | <b>Final exam</b>   |

