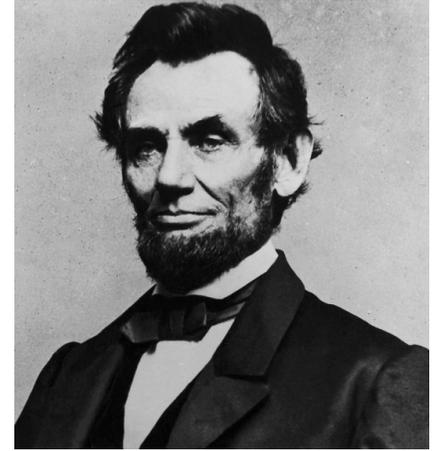




History 2A-20317
History of the US to 1876
Paul Rittman, Instructor
Fall 2018
Mon-Wed, 5:30-6:45 PM
S11A

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Videos: paulrittman.com/youtube



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, 9th ed.

Availability:

We can communicate before and after the class meets, or via email. **When you email me, please let me know the class days & times.** 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 the last day to drop the class without a W, or with 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. For a step by step tutorial visit www.barstow.edu/register/schdbill.pdf. 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.**

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 (between three and four pages in length, using the 8 ½ x 7 inch Blue books and Green books available at the Viking Bookstore) are at least 80% of the exam grade. 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).

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.

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.

Blue/Green Books

You need to bring a Blue Book to class for both the midterm and final. You can use Blue books of any size; if you bring the smaller kind (8 ½ x 7 inch), I would recommend that good writers bring a second Blue book as a backup. **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.**

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 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, as an attachment to an email. 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 (paulrittman.com/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 submitted on time; (2) do not need to be re-uploaded 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 are unaware of the MLA format, they can go to a page on my history site, and scroll down to a section that is entitled "Classroom Handouts." You can visit two links listed there, both of which explain the MLA format. One is the Purdue OWL site, the other is maintained by Victor Valley College. Both of those pages have 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.

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.

Essay Outline

The Essay Outline Form assignment is basically a rough draft of your first five-page essay. 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.

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 computer commons. 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 emailing 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, please find a seat in the back. 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 BCC 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.

Lecture/Lab

This course is 3 hours per week of lecture; no lab hours required.

There are no prerequisites for this class.

Critical Thinking Tasks

Critical thinking assignments include (but are not limited to) the following:

1. Inquiry into the development of the United States from the founding of the colonial settlements through the Reconstruction Period from the narrative history point of view. Clarity and breadth of understanding to be demonstrated in essay exams.
2. The evaluation of historical writing in terms of internal consistency and accuracy. The evaluation to be demonstrated in essay exams.

Accessibility Coordination Center and Educational Support Services ACCESS: Barstow Community College provides a variety of services through the ACCESS office in an effort to equalize educational opportunities for students with disabilities as they move toward their educational or vocational goals. If you have a disability documented by a physician or other appropriate professional and are in need of accommodations please contact ACCESS at (760) 252-2411 x7225 or email ACCESS@barstow.edu. Once accepted into the ACCESS program accommodations can be arranged that will best suit your needs based on your disability and classroom/study requirements. Please be sure to allow at least two weeks to arrange appropriate classroom or testing accommodations.

<http://www.barstow.edu/Student%20Services-ACCESS.html>

Plagiarism Policy

Academic Standards & Ethics: Plagiarism or other unethical behavior will be tolerated.

- All assignments must be the student's own, original work.
- Plagiarism or other unethical behavior will result in a zero on assignment.
- Plagiarism or cheating of any kind will not be tolerated and suspected cases will be reported and could result in suspension or expulsion.
 - o Plagiarism is the either intentional or unintentional use of the ideas or words of another person, published writing, or of any other information taken from the internet, book, magazine, or another person without properly citing the original source.
 - o Plagiarism is not properly or fully citing words or ideas taken directly or paraphrased from an outside source, turning in work that has been written by another person or even being given excessive assistance on assignments.
 - o Also, ideas that are "borrowed" from people, internet, or textbooks must be cited.

Attendance Policy

Instructors have the authority to establish attendance standards in classes, and it is the student's responsibility to meet these requirements. It is also the student's responsibility to drop a class that he/she no longer plans to attend. Failure to officially withdraw from a class may result in a failing grade. Failure to attend a class once enrolled does not absolve the student from payment of fees.

Students will be held accountable for all fees incurred unless classes are dropped by the specified refund deadline. It is the student's responsibility to keep your instructors informed of any need for absence, there is no such thing as an "excused absence" in college. Anticipated absences should be reported to instructors in advance in order to complete assigned work by due dates. All other absences should be reported to instructors immediately upon returning to class.

SEXUAL HARASSMENT/TITLE IX STATEMENT

Barstow Community College upholds a zero tolerance policy for discrimination, harassment, and sexual misconduct. If you, or someone you know, have experienced discrimination or harassment, including sexual assault, domestic and dating violence or stalking, you are encouraged to promptly contact the Title IX Coordinator. Title IX website for easier access for students:

<http://www.barstow.edu/titleix.html>.

DISABILITY DISCLAIMER

Accessibility Coordination Center and Educational Support Services ACCESS: Barstow Community College provides a variety of services through the ACCESS office in an effort to equalize educational opportunities for students with disabilities as they move toward their educational or vocational goals. If you have a disability documented by a physician or other appropriate professional and are in need of accommodations please contact ACCESS at (760) 252- 2411 x7225 or email ACCESS@barstow.edu. Once accepted into the ACCESS program accommodations can be arranged that will best suit your needs based on your disability and classroom/study requirements. Please be sure to allow at least two weeks to arrange appropriate classroom or testing accommodations. [http://www. barstow. edu/ Student%20Services-ACCESS. html](http://www.barstow.edu/Student%20Services-ACCESS.html)

SYLLABUS DISCLAIMER

A syllabus is not a contract between instructor and student but rather a guide to course procedures on attendance, requirements, grading, and objectives. The instructor reserves the right to amend the syllabus when circumstances dictate. Students will be notified.

Student Learning Outcomes:

1. Analyze the motivations, personalities, achievements and failures of major historical personages from the Founding of the Colonies through the Reconstruction Period.
2. Review and discuss important historical problems and decide on possible solutions and alternatives from the Founding of the Colonies through the Reconstruction Period.
3. Evaluate the lessons of history from the Founding of the Colonies through the Reconstruction Period, and how they serve to instruct and inspire future generations. Instruct by providing examples of what to avoid and what to emulate. Inspire by giving models of achievement and virtue.

Class Schedule

Assignments listed below are due the Wednesday of the given week

Aug 13-15	Class introduction; Ch. 1 "Collision of Cultures": Age of Exploration, Protestant Reformation; comparison between American Indian and European societies
Aug 20-22	Ch. 2 "Britain and its Colonies": American colonies in the 1600s: Mercantilism; Rights of Englishmen; Jamestown, Plymouth, Bacon's Rebellion
Aug 27-29	Ch. 3 "Colonial Ways of Life": Scientific Revolution and the Enlightenment, First Great Awakening
Sep 5 (Sep 3 is Labor Day)	Ch. 4 "From Colonies to States": Sugar trade & smuggling; French and Indian War; Proclamation of 1763; Intolerable Acts
Sep 10-12	Ch. 4, cont.; colonization from a global perspective Essay outline form
Sep 17-19	Chs. 5 "The American Revolution" & 6 "Shaping a Federal Union": Declaration of Independence, Revolutionary War; Articles of Confederation
Sep 24-26	Ch. 6 "Shaping a Federal Union" U.S. Constitution
Oct 1-3	Ch. 7 "The Federalist Era": America in the 1790s; formation of Federalist and Democratic-Republican parties; Alien-Sedition Laws; midterm review First essay
Oct 8-10	Ch. 7, cont. midterm
Oct 15-17	Ch. 8 "The Early Republic" Jefferson, development of Supreme Court under Marshall; Louisiana Purchase; Problems with Britain and France
Oct 22-24	Ch. 10 "Nationalism and Sectionalism" & Ch. 11 "The Jacksonian Era" Missouri Compromise; Henry Clay and the American System; Monroe Doctrine; McCulloch vs. Maryland; Nullification Crisis
Oct 29-31	Ch. 9 "The Dynamics of Growth" early Industrial Revolution
Nov 5-7	Ch. 13 "Religion, Romanticism, and Reform" Immigration; Second Great Awakening and reform movements (abolition, women's suffrage)
Nov 14 (Nov 12 is Vet. Day)	Ch. 14 "An Empire in the West" Westward expansion; Mexican-American War
Nov 19-21	Chs. 15 "The Gathering Storm" & 16 "The War of the Union" Kansas-Nebraska Act; Dred Scott case; Civil War;
Nov 26-28	Ch. 16, cont. final exam preview Second essay due
Dec 3-5	Ch. 17 "Reconstruction: North and South"
Dec 10 (5:30-7:20)	final exam