**San Diego Miramar College**

**History 109:**

**American History, Colonial through Reconstruction**

**(25335)**

**Instructor:** Frank Turner

**Time:** Mondays **AND** Wednesdays, 11:00 AM to 12:35 PM

**Dates:** February 3 through June 1, 2020

**Room:** L 310

**email:** [fturner@sdccd.edu](mailto:fturner@sdccd.edu)

**Office:** H 110W, Monday or Wednesday, by appointment.

I am available before class, briefly, or after class, for a longer duration. Please let me know if you would like to meet with me.

**This Syllabus is subject to change. You will be notified if there are any changes.**

**CLASS DESCRIPTION**

This course will provide students with an interpretation of American history to better understand its present and anticipate its future. American history developed as segments in time, or historical eras, that link together. Each new link is dependent on the link before it, and they connect the past with the present.

The purpose of this course is to learn the actual history of the country, and dispel the myths and romanticized versions, to gain a truer understanding of the United States. It will examine the prehistory of the United States, as well as the colonial era, the revolutionary era, the beginnings of the new Republic, the antebellum era, slavery, the Civil War, and Reconstruction. The course will focus on the changes in American society, politics, and culture.

The course will pay special attention to the interaction between the races that were involved in the story, and the conflicts. The story is not one-sided, and special attention will be given to include the histories of African-Americans, Native-Americans, Mexican Americans, Asian-Americans, and women.

My background is in the study of racism and discrimination, as well as the history of civil rights and social justice. My lectures and presentations will be given from this point of view.

**STUDENT LEARNING OUTCOMES**

**Students will demonstrate an understanding of the major themes in American History from contact between Europe and the Americas to the American Revolution by:**

* Students will be able to establish the historical significance of an event or an individual in Early United States History.
* Students will be able to analyze and use primary source evidence in historical context when studying Early United States History.
* Students will be able to identify continuity and change in history by comparing some point in the past (in Early United States History) with the present or two points in the past.
* Students will be able to analyze the causes (actions, beliefs or circumstances) that led to a historical event in Early United States History and the consequences of change.
* Students will be able to demonstrate knowledge in various historical periods in Early United States History.

**COURSE OBJECTIVES**

**Students will demonstrate an understanding of the major themes in American History from contact between Europe and the Americas to the American Revolution:**

1. Compare and contrast the social, political, and economic characteristics of the societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1490, and analyze the long-term effects of this interaction on each.

2. Compare and contrast the different colonial societies that developed in the 17th century, and evaluate the roles that culture, environment, and the interaction with the Native Americans played in English colonial development.

3. Describe and analyze the ways in which culture, political institutions, and economic developments shaped the emergence of representative government in the English colonies.

4. Explain the effects of slavery, mercantilism, and participation in the larger Atlantic economy on the development of different economic and social systems in the English colonies.

5. Discuss the relationship between the Seven Years War and the sequence of events culminating in the American Revolution.

6. Examine how the American Revolution defined the political, social, and economic characteristics of life in the early national period.

7. Summarize the basic principles of the Constitution and the Bill of Rights and compare and contrast the arguments of the Federalists and Anti-Federalists, relating their arguments to the rise of the first two party systems and to current American politics.

8. Trace the course of western territorial expansion, and explain its effects on foreign relations, Native American Indians, the outbreak of the Mexican-American War, and the development of sectionalism.

9. Describe and analyze the rise the factory system, the transportation and market revolutions, and urbanization and immigration.

10. Compare and contrast changes in regional economic development, illustrating how these changes impacted different groups within American society.

11. Identify the factors that led to the rise of the Democratic and Whig parties and examine how subsequent factors weakened these same national parties and stimulated the formation of the Republican party.

12. Discuss the sources and character of cultural, religious, and social reform movements in the ante-bellum period, and analyze their effects.

13. Describe how the North and South differed, and analyze how economic issues, politics and ideologies led to the Civil War.

14. Compare and contrast the resources and social and economic experiences of the Union and Confederacy during the Civil War, illustrating the effects these differences had on the outcome.

15. Identify the competing Reconstruction plans and analyze the successes and failures of Reconstruction.

History 109 is the history of the United States, from its beginnings through the Civil War and Reconstruction, and traces the countries journey from a colony, to a divided country. It will examine how the different world powers of that time played a role in the development of the country, and how politics changed America’s economy, culture, and society.

Students will learn to think like an historian, and practice **critical, analytical, and historical thinking**to solve problems, make rational claims based on primary sources and evidence, discover truth, and create new solutions.

Students will demonstrate the capacity to deal with differences in interpretation and to separate individual beliefs from historical understanding.

**TEXTBOOK**

***America’s History***

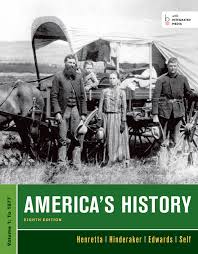
Henretta, Hinderaker, Edwards, and Self

Eighth edition

Bedford/St. Martins

ISBN #978-1-4576-2816-0

Volume #1



**The book is available in the bookstore, the class number is 25335**

**It can also be rented through various sources, such as Amazon, Chegg, etc., or purchased at ebay, Half.com, Craigslist, etc., at a much-reduced cost.**

**This is the only textbook required for this course!**

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**ATTENDANCE**

It is **mandatory** that students attend class. Attendance, as well as your participation and contribution to the class are expected.

Students who miss any days the first week of class will be automatically dropped, unless other arrangements have been made with me. There is a large volume of lecture material per class session, so consistent attendance will be essential to your success in the course.

Roll will be taken each class session, so if you are a few minutes late, make sure you verify your presence with me at the end of class. Early exits will count as one absence.

If an absence is unavoidable, please let me know **PRIOR** to the class. Communication with me, regarding absences, is very important! You will still be responsible for obtaining missed lecture notes, assignments, syllabus changes or any official class announcements.

After the first week, **it is the student’s responsibility to drop the course**. There are two deadlines:

**February 18, 2020**:

Drop by this date without this class being entered on your transcripts.

**April 17, 2020**:

Drop by this date and you will receive a “W” on your transcripts.

Students, who remain enrolled in the class beyond these withdrawal deadlines **will receive a letter grade in this class**.

**It is the student’s responsibility to drop all classes**

**in which he/she is no longer attending.**

**COME TO CLASS PREPARED!**

To do well in the overall course, you need to:

* **ATTEND CLASS!**
* Complete all the readings **before** class.
* Complete any assignments.
* Come with any questions from lecture, reading, assignments, etc.
* Bring all needed materials to class.

**ASSIGNMENTS**

* As we finish discussing each chapter, it will be required of you to submit an assignment, through Canvas, based on the Key Concepts and Events section of your textbook, found at the end of each chapter. This is simply defining each concept and event, as found in the glossary of your book, and identifying the key incidents regarding the Key People, as found in your textbook.
* There will be four Film Reflections, throughout the semester, to gain your sense of interpretation of the media and their representations of American history. Instructions will be provided to you.
* There will be four Discussion Board assignments, based on your interpretation of Primary Documents. Instructions will be provided to you.
* There will be sixteen Supplemental Lectures, eight before the Midterm, and eight before the Final. These are lectures that are separate from the book. These will be given randomly; they are not on the schedule. Students will need to take copious notes during these lectures, as the essay portion of your Midterm and Final will be chosen (by the student) from these lectures. Your essays will be a **REVIEW** of the lecture.
* There will be ***two exams***, one at **Midterm**, and a **Final** at the end of the semester. Each exam will be 40 multiple choice, and 3 essay questions. The 40 questions will be from your textbook. The three essay questions will be from the Supplemental Lectures, as described above. The final **WILL NOT be comprehensive** of the entire course; it will cover the second half of the course only.

**GRADING**

**There are 625 possible points for the class.**

The breakdown for grading is as follows-

**WEEKLY DEFINITIONS**

150 Points (15 Definitions at 10 points EACH)

**FILM REFLECTIONS**

100 Points (4 Reflections at 25 points EACH)

**DISCUSSION BOARDS**

100 Points (4 Discussions at 25 points EACH)

**TWO EXAMS**

Midterm 120 points

Final 155 points

Your final grade will be the percentage of points you have earned over the duration of the class:

**90-100% = A**

**80-89% = B**

**70-79% = C**

**60-69% = D**

**59% or less = F**

**POINTS/GRADES**

All points are posted on Canvas in the “Grades” section. It is the student’s responsibility to regularly check their point record on Canvas. Any disputes must be brought to my attention immediately.

**EXTRA CREDIT/LATE WORK**

I do not offer extra credit. I do not accept any late assignments. The Definitions Assignments are available 10 days before they are due. The Film Reflections are available 11 days before they are due. There is no excuse to not finish an assignment in that given time. My suggestion is to start early and finish early, to avoid any last-minute issues on the due date.

**CONFLICT RESOLUTION**

If you feel there is a problem with your grades, or any other matter, please follow these steps:

1. Talk to your instructor **FIRST**, to attempt to remedy the issue.

2. Contact the Department Chair, contact information will be provided to you.

3. Contact the Dean of the Department, contact information will be provided to you.

**ACADEMIC HONESTY/PLAGIRISM**

Students are expected to be honest and ethical at all times in the pursuit of academic goals. Miramar College students are bound by the:

***Student Code of Conduct, Policy 3100.3 Honest Academic Conduct***

In this course, cheating, **plagiarism**, disruptions of instructional activity, fraud and/or lying will result in, at a minimum, a grade of “zero” for the assignment/test with no make-up permitted.

Any of these infractions may also result in an “F” for the course as well and formal disciplinary action by the Dean of Student Affairs as described in the code (as published in the catalog). It is your responsibility to maintain academic integrity in all your coursework*.*

***It is your instructor’s responsibility to report all incidents of student***

***dishonesty to the Office of the Dean of Students.***

If you have any questions about the meaning of ***plagiarism***please contact me before submitting any assignment. For further clarification, refer to the college catalog and the College policy on Academic Honesty.

**ACADEMIC ACCOMODATIONS**

Students with disabilities who require academic accommodations must be approved for services by the Office of Disabled Student Services (DSPS). Students authorized by DSPS to receive accommodations should discuss their authorized accommodations with me early on in the semester so that accommodations may be implemented as soon as possible.

Please contact me via email to ensure your confidentiality. Students that need evacuation assistance during campus emergencies should also contact me as soon as possible to assure the health and safety of all students. For more information, you may contact the DSPS Office on campus or the website at <http://dsps.sdccd.edu/>

**CELL PHONES**

Please turn them off completely and put them away, they are a distraction to me, and everybody who is near you.

**LAPTOPS**

Laptops, or other similar devices, are ok to use during class. If they become a distraction to the class, or me, I will ask you to turn them off.

**FOOD AND DRINKS**

I realize it has become acceptable in classrooms to allow food and drinks. I prefer not to have them in my classroom. The time in-between a break is minimal. Please use your break time to eat or drink.

**DISRUPTIVE, UNRULY STUDENTS**

Will not be tolerated! This is a college level course, designed to be a learning environment for

students who are serious about their college careers and future. Disruptive and/or unruly students waste everyone’s valuable time.

I assume that students at this level have achieved a maturity that is commensurate with proper behavior in a college class. I will have very little patience with this. Initially, you will be asked to leave the class for that session. If it continues, you may be dropped from the course.

**AGAIN…**

**It is your responsibility to drop this class before the drop deadlines if you are unable to finish the course. A grade will be assigned to every student who remains on the class roster after the drop deadline.**

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**COMMENTARY**

The question is inevitably asked:

**“*How much of your lecture or presentation is actually on an exam*?”**

There are sixteen weeks in our course. If we take out the days used for the Midterm and Final, that is reduced to approximately fourteen weeks of instruction.

If we multiply that by three hours of instruction per week, that is forty-two hours of instruction. The Midterm and Final will amount to three hours of our time. How do I fit forty-two hours into three hours?

**I CAN’T!!!**

So, it becomes obvious that getting everything I say to you into an exam is impossible. Students sometimes ask me “**will what you are about to talk about be on an exam**? That is a difficult question to answer. It is obvious that much of what I say will NOT be on an exam? So, from my perspective, the best approach, for students, is to take it ALL in, and learn ALL you can. If you approach it that way, you will not have to worry about the exams, you will know all there is to know!

This course is designed, by me, to teach you the story of the United States of America. The best approach for YOU to take is to learn it well, as it will help you discover that many of the issues and conflicts we have today, had their beginnings in the past. History is an extremely relevant subject regarding the present.

The best approach to your education is not to figure out an easy way, and look for shortcuts, but to embrace it, and let it do its magic. The combination of all your classes together is designed to enlighten you, and to remove any blinders you *may* be wearing, regarding life. If you allow this to happen AND work as hard as you can, I can assure you that the benefits gained will be invaluable, and priceless, for the rest of your life.

Essentially, High School is adult training. It teaches you the very basics, so one can maneuver through society without any obstacles. College will allow you to pursue careers that require higher knowledge. This will result in living a life that is full, challenging, and rewarding. But most importantly, it will result in a life that is ***SATISFYING***, the key ingredient to happiness.

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**If you think educationis expensive, *try ignorance*!!**

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