

**History 101: American History to Reconstruction**  
**Palomar College- Spring 2025 (#3141)**

**Meeting time:** Monday-Wednesday, 8:00 to 9:25 am      Room MD 305      January 27-May 22

Professor Matthew Estes      [www.palomar.edu/pages/mestes](http://www.palomar.edu/pages/mestes)

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**Mode of Instruction and Attendance Requirement:**

- This class is taught live and in-person.
- Physical attendance is a requirement for this class and attendance will be taken every day.
- If you come to class after the discussion has begun, please come in quietly and have a seat. *If possible, try NOT to walk across the front of the class as it disrupts the flow of the discussion.*
- ***If you come to class late, it is YOUR responsibility to inform the instructor that you were present at the end of the class session.*** If you do not, you will receive a ZERO for that day's attendance.
- If you must leave a class session early, *please inform the instructor at the beginning of class.*
- **Repeated absences, lateness, or early departure will have a negative impact on your attendance and class participation scores.**

**Email Communication:**

- Email received during regular school hours (Monday through Thursday, 7:00 am to 4:00 pm) will be answered within 24 hours. Messages received after 4:00 pm on Thursday will be answered sometime during the **next instructional day**. (Click [HERE](#) to find the instructional calendar)
- Note: I MAY answer emails after hours, but it depends on my circumstances.

**In-Person Office Hours:**

- Fall and Spring Semesters: Monday and Wednesday, 11:10 am to 12:30 pm in room MD 376

**Virtual Office Hours on Zoom:**

- I will be available for consultation via Zoom by appointment during the regular school hours (8:00 am-4:00pm) Monday through Thursday, subject to my existing schedule. Please [email me](#) to schedule an appointment.
- In extenuating circumstances, I am available for a Zoom conference outside of normal school hours. Please email me to set up an appointment
- **Note:** I am in class, in meetings, or doing in-person office hours and NOT available Mondays and Wednesdays from 8:00 am to 2:00 pm. I will be available AFTER 2:00 pm on these days.

**Required Texts (TWO):**

- **Textbook:** MindTap Website for A People and a Nation: A History of the United States (12th edition). The book is an **online version**. There is **NO printed book**. Access is available for purchase directly through the Canvas website.
- **Workbook:** *Document Analysis Activities for History 101*.
  - The workbook is available as a **free** Microsoft Word document that must be downloaded from the class Canvas website.
  - You may also purchase a printed version of the workbook through the Palomar College bookstore.

### Electronic Devices:

- Since the class workbook is available as a Word document, you are encouraged to bring a laptop or tablet to class.
- During class, you are expected to use any electronic device in an appropriate manner (i.e., in matters that pertain **ONLY** to this class).

### Behavior:

- Personal and online behavior and deportment consistent with the smooth operation of the instructional program is expected.
- All discussions are to be conducted in a respectful manner. Any differences of opinion are to be expressed using polite and respectful language and should reference specific historical sources as evidence.
- Abusive or derogatory language against an individual or group will not be tolerated and may result in being referred to the Office of Student Affairs for disciplinary action.
- **NOTE:** The class will discuss and analyze historic sources that may contain language that is offensive and/or derogatory to certain groups. Students may use examples from these sources in assignments and discussions but must make very clear that they are analyzing the opinion of the **source**, not expressing their own opinion.
- Disruption of the learning environment, ***including the distraction of or disrespect for the professor***, will not be tolerated.

### Student Learning Outcomes for History 101:

Upon successful completion of this course students will be able to:	Students will demonstrate this through:
Accurately interpret American history using primary and secondary sources.	<ul style="list-style-type: none"><li>• Document analysis activities in the workbook.</li><li>• Discussion and analysis of the documents in the workbook.</li></ul>
Identify, use, and cite reliable primary and secondary sources in American history.	<ul style="list-style-type: none"><li>• Document analysis activities in the workbook</li><li>• In class discussion and analysis of the documents in the workbook.</li><li>• Essay exams using documents as evidence.</li><li>• Final paper using documents as evidence</li></ul>
Demonstrate college level writing in assessing and interpreting of modern American history.	<ul style="list-style-type: none"><li>• Essay exams and final paper using documents as evidence.</li></ul>
Identify the historical and theoretical foundations of the U. S. Constitution, the structure and function of the three Branches, the Checks and Balances system, and the nature as well as the continuing impact of the Bill of Rights.	<ul style="list-style-type: none"><li>• Constitution document analysis discussion activity.</li><li>• Constitution analysis paper.</li><li>• Final exam paper on the development the Constitution and US political thought</li></ul>

### College policy on recording or duplication of class materials:

This policy was instituted due to an unauthorized screenshot of a Canvas course that later appeared in an online attack of a faculty member which led to ***threats made against them and their family***:

- Please respect the integrity and intellectual content of this class. Students may only record video or audio of lectures with the consent of the instructor, and recordings may only be made for personal educational use.

- An official accommodation letter from the Disability Resource Center may also permit recording.
- All course content, including slides, videos, handouts, assignments, exams, textbooks, etc., is the intellectual property of its creator; is protected by Palomar's AP 5500: Standards of Student Conduct; and may be protected by copyright.
- Unless otherwise indicated, course content may not be copied, captured, altered, sold, or distributed in print or digitally without written permission of the course instructor. This includes sharing course content with others in person, through the mail, or via the internet (including social media, email, etc.).
- If in doubt, please ask the instructor for clarification.

#### Academic Honesty:

- **Plagiarism or any form of cheating will be cause for a zero on the assignment.** This applies to **ALL** assignments.
- Every assignment is to be done **individually** unless the instructor specifically states that it is a group project, **including homework**.
- All written assignments will be submitted through the college's anti-plagiarism service. If in the opinion of the instructor a student has committed plagiarism, they will receive a ZERO on **ALL** components of the assignment. In addition, the student will be reported to the Office of Student Life for appropriate disciplinary and academic action.
- **All work must be done by YOU! Do NOT use any online artificial Intelligence (AI) programs to complete any assignment**
- Do NOT use the "make my writing pretty" AI services or extensions such as *Grammarly*.
- Use of AI assistance with any assignment will be treated as plagiarism/cheating
- Click here to see Palomar's [Academic Honesty Policy](#)
- Click here to see [definitions relating to various elements of Academic Honesty](#)

#### Late Work (Including Exams):

- All late work will be subject to a penalty of 2% for every day past the due date.
- Example: Graded score = 85% - 5 days late = 75%

#### Homework:

- There will be a homework assignment for each chapter in the textbook. This assignment is multiple-choice format and are located through the link on the **Canvas** web site.
- The Assignment for EACH chapter will include only **multiple-choice** questions MindTap
- You will have an unlimited amount of time to answer the questions until the due date.
- If you are having technical difficulty with MindTap, **it is your responsibility to contact the MindTap technical support staff to remedy this situation.**
- Phone: (800) 936-6899

#### Participation and Document Analysis:

- The **Document Based Questions** (DBQs) and **Class Discussion Documents** are in the required in *Class Document Analysis Activities Workbook* (Word Document or printed packet)
- Read and complete the assignment to the best of your ability.
- Bring the completed assignment to class on the day stipulated in the class schedule.
- Be prepared to discuss your answers in class.
- You are encouraged to annotate your assignment during the class discussion. **However, the bulk of this assignment must be completed before you come to class.**

- When we review the **Document based Questions** (DBQs) and **Class Discussion Documents** in class, I will randomly select specific individuals to answer the discussion questions.
- The selected individuals must make an *effort* to answer the question by analyzing the material in the document as well as material from the reading and class discussion. Their response (or lack) will receive between zero and three points for the document analysis.
- **If you are absent or have left class when your name is called, you will receive a ZERO. There are no make-ups.**

### Constitution Project:

- This class includes a 3-part project analyzing the US Constitution.
- The first part will be an in-class assignment that will be done in conjunction with presentations by the professor. This assignment will be a group project and part of the class **participation grade**.
- The second part is an essay project discussing the basic philosophies inherent in the Constitution (about 2,000 words). This component will be included in the **class exam grades as part of the second Exam**.
- The third part is a short paper (about 5,000 words) using the documents analyzed in class to discuss how the role and power given to the US government by the Constitution changed between 1792 and 1877. **This will be the written component of the Final Exam.**

### Exams:

- There will be a total of TWO exams and a cumulative final in this course. There will be two portions to the exams, with more weight given to the essay component. The exams are in the **EXAMS** module on Canvas.
- The first portion will consist of a 50-question multiple-choice exam **located on the class Canvas web site**.
  - The material will be drawn from the **homework, class discussion documents** and **DBQs**.
  - The Exam will only be available for the week corresponding to the Exam date given in the class schedule. You will have seven (7) days to complete the exam.
  - You will have 1.5 hours to complete the multiple-choice portion of the Exam.
  - As a rule, ***approximately*** 50% of the multiple-choice exam material will be drawn from the textbook, with the remainder coming from all other sources.
  - You will have only **one** attempt.
  - Late submissions will be subject to the 2% deduction per day rule.
  - This is to be an **individual**, open-note, open-book assignment.
- The second portion of the exam will consist of a formal five-paragraph essay. (About 2,000 words)
  - Specific essay questions will be posted at the beginning of the week when the exam is scheduled.
  - Students will have seven (7) days to answer one (1) of the **assigned** essay questions.
  - The essays must analyze and cite primary source documents from the Workbook, textbook, or MindTap website as evidence.
  - The essays must be submitted through the college's anti-plagiarism service. Plagiarism on the essay or the use of AI will constitute a ZERO (0) on **BOTH** parts of the exam and a referral to the Office of Student Services for academic discipline.
  - Late submissions will be subject to the 2% deduction per day rule.
  - This is to be an **individual**, open-note, open-book assignment.

### Final Exam:

The final exam will be given during the last week of the semester and will be cumulative in nature. It will consist of a formal essay of about 5,000 words and 50 multiple-choice questions. The essay must analyze and cite primary source documents from the Workbook, textbook, and MindTap website as evidence. The final

exam will be administered in the same manner as the first two exams except that the essay prompt is located in the class Workbook.

### The Final Grade:

Component	Percent of Semester Grade
Homework	10%
Participation	30%
Exams	35%
Final Exam	25%

Overall Course Grades	
100 – 90%	A
89 – 80%	B
79 – 70%	C
69 – 65%	D
64% & below	F

All your grades will be available through the course Canvas web site. ***This includes individual assignments and your overall course grade.*** The professor does NOT “round-up” the grades. The grade calculated by Black Board will be the final grade that is recorded in the college eServices web site. However, extra points **may**\* be awarded if the instructor determines that student learning has occurred that is not reflected in the formal assignment and exam scores. For example:

- An overall course score of 79.55% **might**\* equal a “B” if: the student actively participates in class discussions, asks thoughtful and analytical questions, arrives to class on time and prepared, brings outside information into the class discussions, has a good attendance record and/or contacts the professor about a plan to improve their academic performance well before the end of the semester.
- An overall course score of 69.99% **will**\*\* equal a “D” if: the student does not participate in the class discussion unless directly called upon, is habitually late, has a poor attendance record, sleeps during class, make inappropriate use of any electronic device, leaves class early or for extended periods or works on assignments for other courses during the class. In other words, they do NOT show that there is any learning going on that might not be reflected in exam or assignment scores.

*\*Please note the words **MAY** and **MIGHT**. They are NOT the word **WILL**. If you call or email the instructor at the end of the semester asking (or worse yet, demanding or “I think I deserve...” ) that extra points be awarded to your final grade... **Bad Things** will happen.*

*\*\*In this case, it **IS** the word **WILL**. Think on that.*

### Special Needs:

Students who qualify for testing accommodation must have paperwork on file with the Palomar College Disability Resource Center ([DRC](#)). Students with special needs that require instructional accommodation should discuss their individual situation with the instructor **within the first week of the class.**

### Student Resource Services:

The Office of Student Affairs (**760-744-1150 x2594**) can connect you to resources assisting with food, housing, and more, including the *Anita and Stan Maag Nutrition Center* and other free food events. Visit the [website](#) for a full list of available community resources. If you feel comfortable doing so, please communicate with your instructor about any food or housing insecurity you may be facing that may impact your performance in class.

### Behavioral Health Assistance: (760) 891-7531

As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down or depressed, experience difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to

diminished academic performance or reduce a student's ability to participate in daily activities. Palomar College services are available to assist you with addressing these and other concerns that you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the [Behavioral Health Counseling Services website](#).

**For a complete list of student support services see [This Link](#)**

### **Financial Aid**

Financial aid can help to cover the costs of attending community college for eligible students. Please visit the [Financial Aid website](#) for more information. Students who do not meet Financial Aid Satisfactory Academic Progress (SAP) requirements have the right to [Appeal](#) to the financial aid office with extenuating circumstances.

### **Class Agreement:**

**Your continued attendance in this class indicates that you have read and agree to abide by the conditions laid out in this syllabus AND the following assignment schedule.**

**Discussion and Assignment Schedule**  
**History 101, Spring 2025: Monday/Wednesday, 8:00-9:25 am**

- In our present situation flexibility is and awareness is key to success. Be sure to check:
  - Class Announcements and Calendar on Canvas
  - Email updates from the professor
- This class ends on **THURSDAY, May 22**. NO late work can be accepted after this date!

Week	Monday – In Class Workbook Discussion	Wednesday – In Class Workbook Discussion	Canvas & MindTap Assignments Due
1	<b>January 27</b> <ul style="list-style-type: none"> <li>• Introduction to the class</li> <li>• How to use the workbook</li> <li>• How to analyze documents</li> </ul>	<b>January 29</b> <b>Begin Document Based Question (DBQ) #1:</b> Contact: America, Africa, and Europe  Answer <u>before</u> class and be prepared to discuss your document analysis	<b>Due Sunday, February 4</b> <ul style="list-style-type: none"> <li>• Syllabus and Basics quiz (Canvas)</li> <li>• Read Chapter 1 in text</li> <li>• MindTap Chapter 1</li> </ul>
2	<b>February 3</b> <b>Complete Document Based Question (DBQ) #1:</b> Contact: America, Africa, and Europe  Answer <u>before</u> class and be prepared to discuss your document analysis	<b>February 5</b> <b>Begin DBQ #2:</b> English Colonies, North and South  Answer <u>before</u> class and be prepared to discuss your document analysis	<b>Due Sunday, February 9</b> <ul style="list-style-type: none"> <li>• Read Chapter 2 in text</li> <li>• MindTap Chapter 2</li> </ul>
3	<b>February 10</b> <b>Complete DBQ #2:</b> English Colonies, North and South  Answer <u>before</u> class and be prepared to discuss BOTH document analysis and essay outline	<b>February 12</b> <b>Begin DBQ #3:</b> Democracy in Wethersfield?  Answer <u>before</u> class and be prepared to discuss your document analysis	<b>Due Sunday, February 16</b> <ul style="list-style-type: none"> <li>• Read Chapter 3 in text</li> <li>• MindTap Chapter 3</li> </ul>
4	<b>February 17</b>  <p style="text-align: center;"><b>No Class</b></p> <p style="text-align: center;"><b>Washington's Day</b></p>	<b>February 19</b> <b>Complete DBQ #3:</b> Democracy in Wethersfield?  Answer <u>before</u> class and be prepared to discuss BOTH document analysis and essay outline	<b>Due Sunday, February 23</b> <ul style="list-style-type: none"> <li>• Read Chapter 4 in text</li> <li>• MindTap Chapter 4</li> </ul>

Week	Monday – In Class Workbook Discussion	Wednesday – In Class Workbook Discussion	Canvas & MindTap Assignments Due
5	<b>February 24</b> <b>Begin Class Discussion Documents (CDDs)- England:</b> The Roots of American political philosophy.  Answer <b>before</b> class and be prepared to discuss BOTH document analysis and essay outline	<b>February 26</b> <b>Complete Class Discussion Documents (CDDs)- England:</b> <b>The Roots of American political philosophy</b>  <b>Begin DBQ #4:</b> Economic Opportunity?  Answer <b>before</b> class and be prepared to discuss BOTH document analysis and essay outline	<b>Due Sunday, March 2</b> <ul style="list-style-type: none"> <li>Read Chapter 5 in text</li> <li>MindTap Chapter 5</li> </ul>
6 <b>EXAM #1</b>	<b>March 3</b> <b>Complete DBQ #4:</b> Economic Opportunity?  <b>Begin DBQ #5:</b> The Causes of the American Revolution  Answer <b>before</b> class and be prepared to discuss BOTH document analysis and essay outline	<b>March 5</b> <b>Complete DBQ #5:</b> The Causes of the American Revolution  Answer <b>before</b> class and be prepared to discuss BOTH document analysis and essay outline	<b>Due Sunday, March 9</b> <ul style="list-style-type: none"> <li>Read Chapter 6 in text</li> <li>MindTap Chapter 6</li> <li>Learning Curve</li> <li><b>Essay Exam #1 on Canvas</b></li> <li><b>MC Exam #1 on Canvas</b> (Chapters 1-6 and ALL documents)</li> </ul>
7	<b>March 10</b> <b>Begin DBQ #6:</b> The 1780s, A Critical Period?  Answer <b>before</b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>March 12</b> <b>Complete DBQ #6:</b> The 1780s, A Critical Period? <b>Hamilton and Jefferson Discussion</b> <b>Begin Constitution Project work</b>  <b>Do NOT skip this day- Points will be deducted from your Constitution Project!</b>	<b>Due Sunday, March 16</b> <ul style="list-style-type: none"> <li>Read Chapter 7 in text</li> <li>MindTap Chapter 7</li> <li>Hamilton and Jefferson worksheet</li> </ul>
8	<b>March 17</b> <b>The Constitution:</b> Mechanics and Philosophy  <b>Do NOT skip this day! - Points will be deducted from your Constitution Project!</b>	<b>March 19</b> <b>The Constitution:</b> Mechanics and Philosophy  <b>Do NOT skip this day! - Points will be deducted from your Constitution Project!</b>	<b>Due Sunday, March 23</b> <ul style="list-style-type: none"> <li>Read Chapter 8 in text</li> <li>MindTap Chapter 8</li> </ul>
<b>March 24-28 - Spring Break – No Class</b>			



Week	Monday – In Class Workbook Discussion	Wednesday – In Class Workbook Discussion	Canvas & MindTap Assignments Due
9	<b>March 31</b> <b>Begin DBQ #7: Ratifying the Constitution</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline	<b>April 2</b> <b>Complete DBQ #7: Ratifying the Constitution</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due Sunday, April 7</b> <ul style="list-style-type: none"> <li>Read Chapter 9 in text</li> <li>MindTap Chapter 9</li> </ul> <b>Watch the Marshall Court videos on Canvas BEFORE class on Monday, April 14</b>
10	<b>April 7</b> <b>Begin DBQ #8: Political Parties</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>April 9</b> <b>Complete DBQ #8: Political Parties</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due Sunday, April 13</b> <ul style="list-style-type: none"> <li>Read Chapter 10 in text</li> <li>MindTap Chapter 10</li> </ul> <b>Watch the Marshall Court videos on Canvas BEFORE class on Monday, April 14</b>
11	<b>April 14</b> <b>Class Discussion Documents:</b> Jefferson’s Presidency The Marshall Court  <b>You <b>MUST</b> watch the videos on Canvas for some of the documents!</b>  Answer <b><u>before</u></b> class and be prepared to discuss the document analysis.	<b>April 16</b> <b>Class Discussion Documents:</b> Jefferson’s Presidency The Marshall Court  <b>You <b>MUST</b> watch the videos on Canvas for some of the documents!</b>  Answer <b><u>before</u></b> class and be prepared to discuss the document analysis.	<b>Due Sunday, April 20</b> <ul style="list-style-type: none"> <li>Read Chapter 11 in text</li> <li>MindTap Chapter 11</li> </ul>
12 <b>EXAM #2</b>	<b>April 21</b> <b>DBQ #9: The War of 1812</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>April 23</b> <b>DBQ #9: The War of 1812</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due Sunday, April 27</b> <ul style="list-style-type: none"> <li>Read Chapter 12 in text</li> <li>MindTap Chapter 12</li> <li><b>Exam #2 Essay</b></li> <li><b>Exam #2 MC (Ch 7-12 and ALL documents)</b></li> </ul>
13	<b>April 28</b> <b>DBQ #10: Jacksonian Democracy</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>April 30</b> <b>DBQ #11: Andrew Jackson and “Indian Removal”</b>  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due Sunday, May 4</b> <ul style="list-style-type: none"> <li>Read Chapter 13 in text</li> <li>MindTap Chapter 13</li> </ul>

Week	Monday – In Class Workbook Discussion	Wednesday – In Class Workbook Discussion	Canvas & MindTap Assignments Due
14	<b>May 5</b> <b>DBQ #12:</b> Antebellum Reform Movements  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>May 7</b> <b>DBQ #12:</b> Antebellum Reform Movements  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due Sunday, May 11</b> <ul style="list-style-type: none"> <li>Read Chapter 14 in text</li> <li>MindTap Chapter 14</li> </ul>
15	<b>May 13</b> <b>DBQ #13:</b> What Caused Secession?  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>May 15</b> <b>DBQ #13:</b> What Caused Secession?  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>No MindTap Assignments due</b>  <b>Work on the Final Exam Essay</b>
16 <b>Final Exam</b>	<b>May 19</b> <b>DBQ #14:</b> Reconstruction's Failure  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>May 21</b> <b>DBQ #14:</b> Reconstruction's Failure  Answer <b><u>before</u></b> class and be prepared to discuss BOTH document analysis and essay outline.	<b>Due THURSDAY, May 22</b> <ul style="list-style-type: none"> <li>Final Exam</li> <li>Essay and Multiple-choice</li> </ul>

**This class ends on THURSDAY, May 22. NO late work can be accepted after this date!**