SYLLABUS

This semester United States History 16 course will study the economic, political, social and cultural history of the United States from its origins in the late sixteenth century through the period of Reconstruction which officially ends in 1877. Influences of geography, slavery the Enlightenment, and sectional conflicts will be studied to understand the development of the country during this era.

The objectives for this course includes learning United States history, making connections between the past and the present, observing how people and events created the country we live in today, and having students set their goals for their role in society. To achieve these objectives students will be expected to read their textbook assignments, complete any homework, engage in classroom discussions, ask questions, attend class regularly, get to class on time, take weekly quizzes, complete research assignments, and take the mid term and final examinations. In order to be successful, students must be able to think and write critically about history.
TOPICS AND ASSIGNMENTS

Week One
Class # 1: October 17
Discuss Syllabus
Pre Test on American History (participation grade)
For the next class, go to the following web site:
http://education.indiana.edu/~frick/plagiarism/ Take the test. If you receive a certificate, bring it to the next class for extra credit!
Chapter One: The Meeting of Cultures
What were the reasons for Age of Exploration?
Actions, arrival and colonization by the British
Each week the class will end with a quiz which is part of the participation grade and cannot be made up.

Class # 2: October 19
Chapter Two: Transplantations and Borderlands
Document #1, #2, #3, #4
Chapter Three: Society and Culture in Provincial America
What is the importance of the Great Awakening in American History?
Chapter Four: The Empire in Transition
Document # 5
Video clip from The Last of the Mohicans
Can we really say that the American Revolution began in 1775?
Assign Assignment #1 which will be due Class #6 (November 2nd)

Week Two
Class # 3: October 24
Chapter Five: The American Revolution
Where Historians Disagree pages 128-129
Document # 6
Video clip from 1776

Class # 4: October 26
Chapter Six: The Constitution and the New Republic
Document #7, #8
Where Historians Disagree pages 164-165
Documentary on the Constitution
Week Three
Class # 5: October 31
Chapter Six
Chapter Seven: The Jeffersonian Era
Chapter Eight: Varieties of American Nationalism
**Video clips on the first five presidents: Topics in these chapters and video will be helpful on Assignment #1**
What is the significance of this era in defining the United States?
What is the significance of these accomplishments to the world?

Class # 6: November 2
 Exam Review for Midterm Examination
 Covering Chapter One through Eight
 Collect Assignment #1 and use as part of the exam review discussion

Week Four
Class # 7: November 7
**MID TERM EXAMINATION**
All students are expected to take the exam on the assigned day. If there are any individual difficulties, please speak with me in class or e-mail me at the college.

Class # 8: November 9
Chapter Nine: Jacksonian Democracy
Chapter Ten: America’s Economic Revolution
Chapter Eleven: Cotton, Slavery and the Old South
Chapter Twelve: Antebellum Culture and Reform
These four chapters cover a period of dramatic changes in the United States, and they are very important to help understand the coming crisis of the Civil War.
What are these changes and what effects will they have on the country?
Where Historians Disagree pages 309-310
Where Historians Disagree pages 337-338

Week Five
Class # 9: November 14
Complete above chapters and concepts
Discussion of the Abolitionist Movement of the 1840’s
A variety of documents will be used during the class period in order to access the significance of the issue of slavery to American history.
Video selections related to the topic
Assign Assignment #2 which will be due Class # 15 (December 7th)
Class # 10: November 16
Chapter Thirteen: the Impending Crisis
Document Packet Set #2
After looking at the events of the 1840 and 1850’s, could the Civil War been avoided, or was it an inevitability?
Documentary video clips

Week Six
Class # 11: November 21
Complete the above chapter and concepts
Chapter Fourteen: The Civil War
Discussion of the Secession Crisis

HOLIDAY: NOVEMBER 23: Thanksgiving

Week Seven
Class # 12: November 28
What advantages and disadvantages did the North and South have at the beginning of the war?
Why was it inevitable that the North would win?
Why was President Lincoln so vilified during the war? Was it fair? Has this ever happened before or since then? Explain
Documentary videos (Ken Burns)
Video segment from Gettysburg
Where Historians Disagree pages 376-377

Class # 13: November 30
Completion of the above chapter
Chapter Fifteen: Reconstruction and the New South
What is the attitude of the North at the end of the war? Are they justified?
Discuss all Reconstruction plans
What is the real tragedy for the South during this period?
Was Reconstruction really completed when it ended in 1877?

Week Eight
Class # 14: December 5
Complete discussion for the above chapter

Class # 15: December 7
Collect and discuss Assignment #2
Final Examination Review/ Post Test

FINAL EXAMINATION: DECEMBER 12th AT 12:30 P.M.
ASSIGNMENT # 1

A. Our first five presidents considered themselves “caretakers” of the new republic, not politicians. What do you understand they meant by this statement? With what you remember about American History, how would you compare the future presidents to these men? (one page)

B. You will be assigned one of these individuals for this project. You will complete it as follows:
   1. Provide a brief history of the person before he was president. Focus primarily on his accomplishments. (three fourths page)
   2. Explain the economic, political, and social atmosphere of the country at the time he was president. (one half page)
   3. Explain his failures and successes. In what ways did either of these contribute to the future of the United States? (one to two pages)
   4. Locate TWO documents from his presidency, copy and include in the assignment. Explain what each one says and why it is significant. (one half page each)
   5. Include a bibliography of at least four sources. (MLA format)

C. You will be responsible for discussing your answers to the class on the day it is due. Important ideas will appear on your exam.

D. Reminder: Use MLA format for the entire assignment.

E. Due: November 2nd

ASSIGNMENT # 2

This assignment will look at the situation in the United States as it relates to the Civil War.

A. Compare and contrast indentured servants to African slavery. (three fourths page)

B. Locate a political cartoon from the 1850’s in the United States. Copy the cartoon only, and turn it in with this assignment. Explain what it says, and how it shows the tension rising in the country in this prewar era. (one half page)

C. Locate a poem or song from the Civil War which was written by the common man or woman. Copy it to turn in with the assignment. Interpret the poem or song as to how it relates to the war. What does it tell you about how people are affected by war? How did you feel after reading the selection you chose? Explain how this emotion would be similar or different for people of other wars. (three fourths of a page)

D. Locate THREE documents on the period of Reconstruction. Copy each one to turn in with the assignment. For each one explain it and why it was a success or failure. (one half page each) Then explain why there was a need for the Civil Rights movement in the 1950 and 1960’s. (one half page)

E. Include a five source bibliography. Reminder: MLA format

F. Due: December 2nd
You will receive a packet with the following **EIGHT** documents. They are numbered and must be brought to class the day scheduled on the syllabus. If you misplace them, they can be found online. If you go to search, type in Documents in American History, and one of the first web sites will be labeled: Documents for the Study of American History: AMDOCS.

Site:  [www.vlib.us/amdocs/](http://www.vlib.us/amdocs/)

**DOCUMENTS**

**SET #1**

#1 the Mayflower Compact  
#2 the Fundamental Orders of Connecticut  
#3 the Maryland Toleration Act  
#4 Bacon’s Rebellion  
#5 the Albany Plan  
#6 the Articles of Confederation  
#7 the Annapolis Convention  
#8 Presidents Oath of office (also go online and choose one of the first five president’s inaugural speech, and explain three main ideas from it.)

**SET #2**

You will receive another packet of documents on the pre Civil War through Reconstruction period after the mid term exam.

**RUBRIC**

The following is a general rubric showing what you must include on your assignments to achieve a good grade. Just completing an assignment does not mean that you will receive full credit. Quality counts!

1. Following directions  
   Organize the way the assignment is written  
   Use the MLA format where necessary

2. Answer the questions  
   Read the question carefully so that you give the answer to the question that has been asked  
   Give a thorough answer  
   Analysis in answer where appropriate  
   Give a specific response to the question

3. Organization  
   Use spell and grammar check  
   Proofread to make sure there are no errors  
   Sentences must clearly state the point you are making
GRADING PERCENTAGES

Class Participation (10%)
Students are strongly encouraged to attend class on a regular basis as *participation cannot be made up* by the student. To receive full credit a student must arrive in class on time, have any homework assignments, books and documents as required, and stay until the end of the class in order to take the quiz. A ten point scale will be used. If there are extenuating circumstances, please discuss your situation with me.

Assignments # 1 and 2 (30%)
Two assignments are in this packet, as well as, their due dates. Any assignments that are turned in late will have their grade lowered for each class delay. Please follow directions, and ask any questions if there is anything you do not understand about the assignment. Each one is reasonable in research time, writing and length.

Mid Term and Final Examinations (60%)
The dates for these exams are in the syllabus. It is important that you are in class on the date scheduled as it will be difficult to schedule a make up exam. In order to accommodate a variety of learning styles, each exam will have a variety of types of questions. These can be multiple choice, explanation and interpretation of concepts, historical reading interpretations, reading maps and charts, and essay writing.

YOU WILL NEED A BLUE BOOK FOR EACH EXAM.
GENERAL INFORMATION

1. **Registration and Drop Dates**
   Check your catalogue for this information. It is your responsibility to drop a class if you choose not to be enrolled any longer.

2. **Verified Disability**
   A student with a verified disability may be entitled to an appropriate accommodation. Please contact the Disabled Student’s Program Service for further information. Check with me if you have any questions and if you are using the service.

3. **Assignments**
   All work done outside of the classroom must be typed. Use MLA format, one Inch margins, and double space. Use the correct format for any Bibliography that you include. If assignments are not typed, you will only be able to receive a maximum of half credit. All work is due on the Assigned date, and your grade will be lowered if turned in late.
   No assignments will be accepted the day of the final exam.

3. **Plagiarism and Cheating**
   Neither plagiarism nor cheating will be tolerated. On your syllabus there is a web site listed on this subject. I will expect that you will refer to this information if you are not sure what plagiarism is. If detected, you will receive a failing grade for that work, and you will not be able to make it up.

4. **Courtesy**
   As a courtesy to the instructor and other students, I will expect the following from all students. Cell phones must be turned off, no text messaging, be attentive and not have private discussions with another person, no sleeping, be on time and curtail rest room visits to the assigned break. If you arrive to class late, sit in a seat closest to the entry. Please refer to the Saddleback website on student conduct for more specific information. It is as follows:
   [https://www1.socccd.cc.ca.us/docs/edsvcs/ar/BP-5401AR.doc](https://www1.socccd.cc.ca.us/docs/edsvcs/ar/BP-5401AR.doc)

5. **Extra Credit**
   The following is a brief list of some ideas for extra credit. If you have any questions, or different ideas, please check with me to verify that it can be done.
   You may do a maximum of three extra credit assignments and you can receive up to three percentage points for this class.
   All opportunities are on American History.
   - Special museum exhibits on American History
   - Presidential Libraries
   - Museum of Japanese Americans
   - Museum of Western Heritage
   - New movies on American History
RECORD YOUR GRADES ON THIS PAPER SO YOU KNOW WHERE YOU STAND ACADEMICALLY IN CLASS.

CLASS PARTICIPATION

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CP TOTAL ______ (10%)

ASSIGNMENT # 1____________________                                                   (15%)

ASSIGNMENT #2_____________________                                                   (15%)

MIDTERM EXAMINATION ___________________                                    (30%)

FINAL EXAMINATION_______________________                                    (30%)

(TOTAL PERCENT FOR THE CLASS 100%)

EXTRA CREDIT______   ______  _____                       (Max)        (3%)