

# History 16

## *Syllabus and Welcome Letter*

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My communication with the class will be primarily through announcements posted on the Blackboard Message Board. However, if you need to contact me, please feel free to send me an email directly. Also, be sure to ENTER YOUR NAME, CLASS ID AND CORRECT CONTACT INFORMATION ON ALL EMAILS.

There are **no face-to-face meetings** (i.e., Mandatory Meetings) in this distance education class. You will receive all information for the class electronically via Blackboard.

**ONLINE students, after the semester begins, you must check the announcement page every day. Anything less and you will be jeopardizing your grade and status in the class!**

*As is the case with many on-campus courses, History 16 requires that the student be highly disciplined and motivated. This course offers considerable flexibility for the completion of assignments, yet like students taking American History at the SC campus, on-line students must meet certain deadlines in order to complete the course successfully. Late work will not be accepted!! No exceptions!!!*

### PREREQUISITES:

None. However, a desire to learn and think critically is beneficial.

### COURSE OBJECTIVES:

1. To examine and analyze the origins and historical development of America, during the time frame specified.
2. To recognize the forces that contributed to the particular development of diversity, values, institutions and ideas of the United States, both nationally and internationally.
3. To understand and describe critically major political, economic, intellectual and cultural themes within America
4. To understand and recognize the contributions of ethnic and gender groups.

### COURSE DESCRIPTION:

History 16 is a broad-based survey of major History topics from 1492 to the 1865. Historical events and themes will be discussed from a multi-dimensional perspective using relevant examples from a variety of primary and secondary sources. History 16 is a general education, transferable class that fulfills the History requirement for all A.A. and A.S. Degrees. This course also meets the requirements for the California Teaching Credential.

General education does not mean **remedial**. History is relevant and alive. This is a first and second year college class which parallels US History classes at both public and private universities. The study of history is vital to understanding many of the social, political, economic and ethnic issues of today.

### COURSE LENGTH:

This class will be an **8-week class**. That means that we will move through a semester's worth of material in a VERY SHORT TIME. Be sure to check the Assignment Deadlines and the Class Announcements pages daily. There will be assignments due every week.

**INSTRUCTOR:** Narges Rabii

**EMAIL ADDRESS:** msnarges@hotmail.com

**PHONE:** (714) 628-4940 **FAX:** (714) 532-4481 Email is the best and most efficient form of communication

**OFFICE HOURS:**

Since this is a distance education course, my office hours will be by arrangement. I am available by email during the semester from Monday through Friday only. I usually will make every attempt to answer your emails within 48 hours (EXCEPT ON WEEKENDS).

**CLASS ANNOUNCEMENTS:**

**All class announcements will be posted on Blackboard Course Management system message board pages.**

**ASSIGNMENTS:**

- **Online Assignments.** These assignments will be due weekly and represent a portion of your grade. See "Assignments" for due dates and more detail.
- **Discussion.** Discussion assignments will use the Blackboard message board. Be sure to familiarize yourself with the Discussion Threads for all posts. You are required to post weekly. Be mindful of due dates.
- **Museum/Presidential Library Report ( see below)**
- Four (4) exams.
- You will be accessing the Blackboard web site to take your exams. You will have one hour for the exam. If you see a ( ! ) on a quiz or exam score that means that your work still needs to be graded and/or you have exceeded the allotted time limit for that assignment. I will not penalize your grade for going over the time as long as the length of time is within reason (i.e., ~ 5 minutes). If you see a **padlock icon** on an exam that likely means that you were kicked off the Blackboard site while attempting to complete it after the deadline or you could not complete the exam.
- You will usually have at least a 48 hour window period in which to complete your exams online. Once you have opened the exam it must be completed. Please do not wait until the last minute to logon to Blackboard to begin your exam. The exam time will stop at exactly at 11 PM (PST) on the last day of the window period and cannot be reopened.
- **Assignments turned-in or postmarked late will receive NO credit!** Make every attempt to turn in your assignments early, I recommend that you turn in your assignments one full day before they are due. This will ensure that you don't miss the important deadlines.
- **All postings must be in Blackboard. DO NOT email me w/ these assignments.**

**STUDENT LEARNING OUTCOMES**

It is the declared goal of this course to help students become historically literate. Such literacy is achieved when students are able to

- demonstrate knowledge of historical facts, themes, and ideas
- explain the multiple perspectives found in the study of history that underlie debates on important historical and contemporary issues;
- demonstrate the ability to reason through analysis, evaluation, and synthesis of historical evidence

- demonstrate an understanding of how social problems impact individuals, communities and societies.
- explain how social scientists conduct the systematic study of social relations, human experiences and patterns of change over time;
- demonstrate the ability to effectively communicate historical knowledge and reasoning by
  - locate and retrieve relevant information;
  - use the technological tools for accessing information.
  - collect, evaluate, organize and explain information;
  - analyze and evaluate information
  - appreciate that the skills gained in information literacy enable lifelong learning and citizenry

**GRADING:**

Report	100 points	
Exam #1	100 points	<b>A</b> = 100-89%
Exam #2	100 points	<b>B</b> = 88-78%
Exam #3	100 points	<b>C</b> = 77- 68%
Exam #4	100 points	<b>D</b> = 67- 55%
Discussion Board Posts	40 points	<b>F</b> = less than 54%
Assignments	40 pints	

**Total Points: 580 points**

**COURSE POLICIES AND STUDENT RESPONSIBILITIES**

1. **Late Work:** Late work will not be accepted.
2. **Student Demeanor:** Please treat everyone with courtesy and respect. I encourage all students to participate openly and freely in the course discussions, and I expect students to respect the opinions of others. This does not mean you have to agree with everything I or another student says, but you must disagree in a non-threatening and productive manner.
3. **Quality of Work:** This is a college course therefore I will expect college-level work. While I do not grade specifically on grammar or spelling, remember that overall impression and clarity of ideas will be included in the grading.
4. **Plagiarism:** Plagiarism, the use of someone else’s published or unpublished work in whole or in part without attribution, is a major infraction of the Academic Honor Code. Proven plagiarized work will be given a 0/F. Please contact me if you need more information on how to correctly cite the work of others in your papers.
5. **Cheating:** Students found cheating on an exam or assignment will receive a 0/F for that exam or assignment.
6. **Withdrawals:** Students who do not log-on for 2 consecutive weeks may be dropped from the course. However, do not expect to be automatically dropped if you stop attending. It is your responsibility to make sure that you are officially withdrawn by drop date or you may receive an F for the course. Please contact me if you will be unable to access the course site for any extended period of time and do not want to be dropped.
7. **Discussion Board:** When posting on the Discussion Board, please keep your comments consistent with the subject and purpose of the thread of discussion. I encourage lively discussion and debate but remember that disagreeing with an idea is different from attacking an individual. In that spirit, do not post messages

that contain personal attacks against other individuals. If I or another student respond to your post with a question and you do not reply before the end of that section of the course, your post may be deleted. Although I encourage you to use the textbooks and outside resources for your posts, please do not directly quote the textbook or copy and paste data from other sources. Your posts to the discussion are to be in your own words and reflect your own thoughts. Once again, all discussion board responses must be a minimum of **300** words. Any Discussion Board entry that does not follow these criteria will be deleted and you will not receive credit for the post.

### **DROPS:**

If for any reason you should decide to drop this course, it is your responsibility to officially drop the course in the Records Office. If you do not officially drop, you may end up receiving an "F" in the course. Also, please inform me of your decision and so I can remove your name from the roster.

### **TEXT:**

*Murrin, Liberty, Equality, Power, Thomson-Wadsworth Publishing 2007*

### **Computer Requirements**

The following requirements are necessary for this class:

- **Computer Specs:** Fast computer: PC running an Intel Pentium-III or Mac with a G3 or G4, with a 10x CD-ROM drive. Also, you should have a minimum of 64 Mb of system RAM (memory), though I recommend higher.
- **Web Browser:** Most recent version of Netscape Navigator, Microsoft Explorer, FireFox, or Safari for Mac (see links below).

### **IS ONLINE INSTRUCTION RIGHT FOR YOU?**

Online instruction has made education more accessible to many individuals who have found it difficult to attend traditional college classes for a variety of reasons. Single parents, students with physical disabilities, and people with demanding work schedules can log-on at their convenience and complete a college level course. However, online instruction may not be the best option for everyone.

Students in an online course must be highly self-motivated and self-disciplined. This is not an independent study class. In other words, you are expected to “attend” class on a bi-weekly basis, to keep up with the course materials, and to submit assignments in a timely manner. I only allow students to work one week ahead or one week behind schedule. The reason for this is to keep everyone on roughly the same topic so that we can have good discussions of the material. The more student interaction there is, the better and more interesting the course!

Please be aware that online courses are as demanding as traditional courses. Do not expect to complete the work in a coffee break. You should expect to spend about 8-10 hours per week reading the materials, studying, and completing the assignments.

You should ask yourself the following questions before committing to an online course:

1. Will I miss the face-to-face interaction with the instructor and fellow students?
2. Am I self-motivated enough to keep up with the material?
3. Do I have time in my schedule to take this course seriously?
4. Is reading a good way for me to learn? (You will be reading both the text and lectures, so if you are more of an aural learner, this might not be the best medium for you).

## ONLINE ETIQUETTE

Please remember that although you are talking through the computer, a living, breathing, person is reading your messages. Please consider yourself to be in an academic community of people who wish to be treated with kindness and respect. No rude, obnoxious, or disrespectful behavior toward the instructor or fellow students will be tolerated. I reserve the right to drop students who do not comply.

A couple of things to remember:

- Since other people cannot see your facial expressions while communicating, choose your words carefully. Please look over your messages before posting to be sure that they will not be interpreted as rude.
- The use of capital letters is considered to be shouting. Think of other ways to emphasize a point.
- The use of smiley faces such as ☺ or ;) can let someone know your positive intentions. You might want to check out the following web site for fun “emoticons” to use:  
<http://www.chirpingbird.com/netpets/html/computer/emoticon.html>.
- Although you are not graded on grammar in the discussion boards, make sure that your posts are coherent.

## BLACKBOARD RESOURCES:

Within the “Documents” link you will find the Learning Objectives, Chapter Outlines, Related Websites, Study Aids, Practice Quizzes and other links. The quizzes are for your review only and do not need to be turned in. Please do not submit them to me.

## DISCUSSION BOARD ENTRIES:

Using Blackboard, all students must participate in the discussion board.

When posting on the Discussion Board, please keep your comments consistent with the subject and purpose of the thread of discussion. I encourage lively discussion and debate but remember that disagreeing with an idea is different from attacking an individual. In that spirit, do not post messages that contain personal attacks against other individuals. **All inappropriate posts will be deleted. Remember that a person is reading your post and be mindful of them.**

Although I encourage you to use the textbooks and outside resources for your posts, do not directly quote the textbook or copy and paste data from other sources. Your posts to the discussion are to be in your own words and reflect your own thoughts. Once again, all discussion board responses to the posted Qs must be a minimum of **300 words**. Any Discussion Board entry that does not follow these criteria will be deleted and you will not receive credit for the post.

## RESEARCH PAPER/REPORT

All students in survey courses are assigned to visit a museum, historic house or Presidential Library. The choice of museum will be up to you, but the site must be historically relevant to the time period covered during this course. If you are not sure of your choice email me. The artifacts chosen must relate to the class topics/themes. The format of the report should follow these guidelines:

**Describe your museum experience:** Using formal language and in a general way, tell what it was like and what types of things did you see. How did the exhibits relate to topics we have studied? Include a mention of the date of your visit and attach a receipt (scan it or fax it to 714-532-4481)

Your report may include comments on the quality of presentation you encounter the guided tour and gardens. Are the exhibits explained effectively? Are personnel well-informed? Is the facility well-designed? The report should begin with the "experience" essay, which will probably include references to various exhibit items, but you should follow this with a detailed list of descriptions of five artifacts. Your style should be formal, similar to a research paper or book review.

**Describe five specific artifacts:** Select items **from various parts of the museum**--not all from the same exhibit area! Make notes on the information in the exhibit label or catalog, which may be helpful when you write the report. "Artifacts" may not be limited to objects in a museum display case--they can be buildings, equipment, even features of the landscape on a battlefield. Connect all artifacts to the course readings.

Length -- at least 2500 words. Do not attach the document, simply cut and paste into the text box provided.

Due Date – See Assignment for due date. LATE WORK WILL NOT BE ACCEPTED.

You will schedule this assignment at your own convenience, but you may get more from it by waiting at least one week into the course. Be certain that you know how to find the museum you have chosen, that you know what the parking and admission requirements will be, and that you have allowed sufficient time--two to three hours--for the visit. A preliminary visit to the organization's web page will help plan most of this.

### **EXAM SCHEDULE:**

Europe and the World in the 15th Century. Spain, Columbus, and the Americas. The Emergence of Complex Societies in the Americas. Contact and Cultural Misunderstanding. Conquest and Catastrophe. Explanations: Patterns of Conquest, Submission, and Resistance. The Protestant Reformation and the Challenge to Spain. New France. The Dutch and Swedish Settlements. The Challenge from Elizabethan England. The Swarming of the English. The Chesapeake and West Indian Colonies. The New England Colonies. The English Civil Wars. The Quakers and America. The Atlantic Prism and the Spectrum of Settlement. The Beginnings of Empire. Indians, Settlers, Upheaval. Crisis in England and the	<i>Exam #1</i> <i>Chapters 1-4</i> Be familiar with all the topics/themes listed to the left. Exam will consist of 50 multiple choice questions. You will have 1 hour to complete the exam. Once the exam has been accessed it must be completed.
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<p>Redefinition of Empire. The Glorious Revolution. Contrasting Empires: Spain and France in North America. An Empire of Settlement: The British Colonies. Expansion versus Anglicization. Expansion, Immigration, and Regional Differentiation. Anglicizing Provincial America. The Great Awakening. Political Culture in the Colonies. The Renewal of Imperial Conflict. The War for North America.</p>	
<p>Imperial Reform. The Stamp Act Crisis. The Townshend Crisis. Internal Cleavages: The Contagion of Liberty. The Last Imperial Crisis. The Improvised War.</p> <p>Hearts and Minds: The Northern War, 1776-1777. The Campaigns of 1777 and Foreign Intervention. The Reconstitution of Authority. The British Offensive in the South. A Revolutionary Society. A More Perfect Union. Establishing the National Government. The Republic in a World at War, 1793-1797. The Crisis at Home, 1798-1800. The Jeffersonians in Power. The Republic and the Napoleonic Wars, 1804-1815.</p> <p>Backcountry To Frontier: The Northwest. The Decline Of Patriarchy. Transportation Revolution, 1815-1860. Northeastern Farms, 1815-1860. The Northwest. Farm Families. The Beginnings Of The Industrial Revolution.</p>	<p><i>Exam #2 Chapters 5-8</i>  Be familiar with all the topics/themes listed to the left.  Exam will consist of 50 multiple choice questions. You will have 1 hour to complete the exam. Once the exam has been accessed it must be completed.</p>
<p>Old Farms: The Southeast. New Farms: The Rise Of The Deep South. The Southern Yeomanry. The Private Lives Of Slaves. A Balance Sheet: The Plantation And Southern Growth.</p> <p>The Democratization of Culture. The Northern Middle Class. The Plain People of the North. A New Popular Culture. Family, Church, and Neighborhood: The White South. Race. Citizenship.</p> <p>The American System. 1819. Republican Revival. Adams Versus Jackson. Jacksonian Democracy And The South. Jacksonian Democracy and the Market Revolution. The Second American Party System.</p> <p>Constituencies. The Politics of Economic Development. The Politics of Social Reform. Excursus: The Politics of Alcohol. The Politics of Race. The Politics of Gender and Sex.</p> <p>MANIFEST DESTINY: AN EMPIRE FOR Growth as the American Way. The Mexican War. The Election of 1848. The Compromise of 1850. Filibustering.</p>	<p><i>Exam #3 Chapters 9-13</i>  Be familiar with all the topics/themes listed to the left.  Exam will consist of 50 multiple choice questions. You will have 1 hour to complete the exam. Once the exam has been accessed it must be completed.</p>

THE GATHERING TEMPEST, 1853-1860.

Kansas and the Rise of the Republican Party. Immigration and Nativism. Bleeding Kansas. The Election of 1856. The Economy in the 1850s. The Impending Crisis. The Lincoln-Douglas Debates.

SECESSION AND CIVIL WAR,

The Election of 1860. The Lower South Secedes. Choosing Sides. The Balance Sheet of War. Navies, the Blockade, and Foreign Relations. Campaigns and Battles, Confederate Counteroffensives.

Slavery and the War. A Winter of Discontent. Blueprint for Modern America. The Confederate Tide Crests and Recedes. Black Men in Blue. The Year of Decision. Lincoln's Reelection and the End of the Confederacy.

17. RECONSTRUCTION,

Wartime Reconstruction. Andrew Johnson and Reconstruction. The Advent of Congressional Reconstruction. The Impeachment of Andrew Johnson. The Grant Administration. The Retreat from Reconstruction.

*Exam #4 Chapters 14-17*

Be familiar with all the topics/themes listed to the left.

Exam will consist of 50 multiple choice questions.

You will have 1 hour to complete the exam. Once the exam has been accessed it must be completed.

**Be sure to close all applications while taking the exam, (i.e. virus protection, research pages, pictures, etc.) Open pages will overload the system and “freeze” the exam program. Do not hit the refresh or back button as this action will exit you from the exam program and the test CANNOT be reset. Do not attempt to copy any page. This action will also freeze the system.**

If you have any computer “malfunction” you may be required to take the exam with me in person. NO EXCEPTIONS!!!

#### **STAYING IN TOUCH:**

If you have any questions, concerns, or issues you would like discuss you may contact me at [msnarges@hotmail.com](mailto:msnarges@hotmail.com) or 714-628-4940.

Note: Email is the best method of communication.

#### **SENDING E-MAILS:**

You can simply e-mail me from your personal e-mail account to the above listed account. When e-mailing me your assignments please follow the guidelines below.

- **Always include your first and last name, and the course you are enrolled in.** It is important for you to identify yourself and the class you’re enrolled in since I am teaching different history courses this semester.
- **Do not send attachments.** Due to the threat of viruses I will not open any attachments. Please “copy and paste” directly into the email.

#### **STAYING ON TOP:**

I highly advise you to get started quickly and complete assignments early. I also encourage you to actively participate in the discussion forums and not wait until the end of the course to post to the

discussion boards. Not only will your grade suffer from this, but posting on the last day of a section of the course defeats the purpose of the discussion board.

### **SECURITY, ACADEMIC INTEGRITY & PLAGIARISM:**

Please read the following Statement carefully:

1. I agree that I, and only I, will be the one completing and submitting class materials (homework, assignments, quizzes, tests, etc.) in my name.
2. I agree that I will not attempt to decompile, reverse engineer, examine source code, or in any other manner attempt to find the answers to quizzes or exams before submitting them.
3. I agree that I will not share or accept answers or information relating to homework assignments, quizzes, exams, or any other course materials with fellow classmates and or other parties or sources.
4. I will not share or accept class information, with anyone not in this class.
5. During the exam I will not use any aids, notes, books or other material. I am on the honor code while completing all assignments.

I acknowledge that failure to comply with any of the above statements may result in my removal from the course and discipline action deemed appropriate by the policies and procedures set forth by the Board of Trustees of the South Orange County Community College District.

The instructor reserves the right to require any student, for any reason, to take any test/quiz/assessment on-site where official proof of identity will be required.

### ***Summary***

#### **What to do first...**

1. Read and print out this syllabus, then re-read it.
2. Read the tutorial on Blackboard, if this is your first class.
3. Buy the textbook .This will be the basis for studying for exams. As you read, outline the chapters.
4. If you have any further questions, please feel free to [e-mail me](#) otherwise, I look forward to meeting you in cyberspace.
5. Email is better than phone.

Sincerely,

Professor Rabii