

This course surveys the political, social, and economic history of the United States from the Colonial era to 1877 with an emphasis on the origin and implementation of the U.S. Constitution. The course meets the California State University requirements for United States History. We will pay specific attention to the development of the concepts of federalism, Americanism, and freedom, politically and materially, within different subsets of populations in the United States, and how this concept changes over time. We will also examine the idea that land is freedom, and what this looks like. You will be required to work in assigned groups on a regular schedule, participate in presentations and discussions, and be an active learner in this class. Some assignments, mostly writing, will be ungraded, but are still required. Being able to convey your thoughts verbally and in essay format is a



skill that takes time and practice thus you will have ample opportunity to practice. Come prepared to participate: we meet early in the morning and we all need to be physically **and** mentally present!



“The function of the historian is neither to love the past nor to emancipate [them]self from the past, but to master and understand it as the key to the understanding of the present.”
- Edward Hallett Carr

“Thus between the mechanically ‘realist’ and naively ‘constructivist’ extremes, there is the more serious task of determining not what history is – a hopeless goal if phrased in essentialist terms – but how history works. For what history is changes with time and place or, better said, history reveals itself only through the production of specific narratives. What matters most are the process and conditions of production of such narratives.”
– Michel-Rolph Trouillot

Instructor Information:

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Los Angeles Harbor College promotes access and student success through associate and transfer degrees, certificates, economic and workforce development, and basic skills instruction. Our educational programs and support services meet the needs of diverse communities as measured by campus institutional learning outcomes.

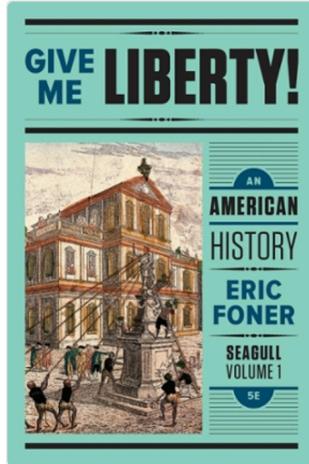
Course Student Learning Outcomes:

Upon completion of this course you will be able to:

- 1) Organize a chronology of early U.S. History that encompasses the period’s central political, economic, and social developments including Native Americans, Africans, and Europeans;
- 2) Demonstrate knowledge of colonial geography including 16th and 17th century colonial claims, 19th century westward expansion, and sectionalism;
- 3) Identify the history and principles of the U.S. Constitution and their implications for governance;

- 4) Analyze the influence of race, ethnicity, status, and religion in the organization of American labor and the formation of American society;
- 5) Locate primary and secondary sources in the library and on the internet; distinguish between the two types of historical sources and in essay form, critically evaluate each.

Course Requirements:



The study of history involves a lot of reading and analyzing content. As such, this course requires a lot of reading and writing. You will be given detailed instructions and grading rubrics for each assignment, and all assignments are due on the date they are listed on the calendar. The required course text is:

GIVE ME LIBERTY: AN AMERICAN HISTORY, 5th ed, Seagull Vol. 1 by Eric Foner

I highly recommend and encourage you to purchase the text, as much of your homework and in-class work relies on it. There are SIX copies of this text on reserve at the LAHC Library as well if that works better for you. Reading assignments and other materials not found in the required textbooks will be made available in class and stored in Canvas, an online learning management system to which you will have access.

Norton Publishing has a Study Space that houses additional resources that are very useful and worth checking out, including chapter outlines, study quizzes, and more:

<http://www.wwnorton.com/college/history/give-me-liberty4-brief/ch/01/studyplan.aspx>

Give Me Liberty 4th Edition/Brief, Part 1, Chapters 1-15 is where we will begin in this course in the Study Space.

Canvas

You will also complete certain assignments/extra credit via Canvas, so plan to log in at least once a week if not more to stay up-to-date.

Course quizzes will be conducted via Canvas as well; you will be asked to complete weekly quizzes with your assigned group, allowed a maximum of three attempts, with the higher of the three scores recorded for your grade, the same grade for each group member. These quizzes are not timed (but you do have a set time in which to finish), are open-book/open-notes and are designed to help you keep track of important dates and concepts. Each quiz will be available as a study-guide for the mid-term and final exams through the Norton Study Space. Exams will be taken individually.

Course Policies:

Learning is the goal of this course; as such the classroom space is a safe and open space, conducive to learning. I look forward to lively and productive discussions each class period, and believe fully that learning is a social endeavor. That said, respect for one another and our different experiences, level of content knowledge, and communication styles is fundamental to this process. Dissenting opinions are not only tolerated, but they are encouraged – we can disagree and still be friendly.

Attendance is required. Absence for two (2) classes in a row may result in automatic exclusion.

I expect you to be on time to class in your seat to begin class promptly at 8:00am, and I expect you to remain for the duration of the course, from 9am until 12:05m. If you arrive late please enter the room quietly and find a seat quickly. The first 30 minutes of class will be group work in the computer lab (NEA 126), and if you arrive late you shorten the amount of time allotted for completion of tasks. We will take a 10-15mn break around 10:15am.

As approved by the Associated Student Organization and by the Academic Senate, all cell phones and electronic sound-emitting devices shall be turned off at all times during classes. Cell phones and pagers put on vibrate are acceptable, headsets are not (per LAHC schedule). **YOU MUST OBTAIN PERMISSION FROM ME PRIOR TO RECORDING ANY PORTION OF OUR CLASS OR LECTURE.**

Class Participation:

What constitutes good participation specifically? First and foremost, attendance in class, having read the required readings. Discussions are a part of each class period, and you will be expected to participate, if not with the class as a whole, then during small group discussions, and your participation will be noted. Participation is key to a lively class, and it provides you with the opportunity to practice speaking and to develop persuasive arguments, as well as active listening skills. Avoid comments that are vague, unrelated to the topic, disrespectful of others or repetitive. I am interested in the quality of your remarks and dialogue, not the quantity. Participation points will be awarded based on involvement in and completion of in-class writing and group work. Participation is also completing the assigned homework, which includes readings and other assigned tasks.

Grading Policy:

Assignments and exams will be given points according to the following scale:

- Class Participation = 60 points
- Quizzes (14 total) = 140 points (10 points each)
- Chapter Review Questions (10 total) = 100 points (10 points each)
- Discussion Board Participation (2 total) = 20 points (10 points each)
- Primary source Analyses (4 total) = 40 points (10 points each)
- Current Event Presentation = 30 points
- Topic Paper (essay 1) = 40 points
- Primary Source Review (essay 2) = 40 points
- Exams (2 total) = 60 points (30 points each)
- TOTAL = 535 points

Your percentage achievement will be computed by dividing your cumulative point total by 535. Extra credit opportunities will be offered throughout the semester, but total point value will not exceed 5% (26 points) of total possible points. This does not include the Service Learning option.

All assignments must be submitted TYPED – no handwritten papers will be accepted.

The following grading scale will be applied	
90-100 = A	=481+
80-89 = B	=428-480
70-79 = C	=374-427
60-69 = D	=321-373
BELOW 59 = F	=320-

Missed Exams/Make-Up Exams: All exams are pre-scheduled and you must be present in order to take the exam. All absences on exam dates should be brought to my attention a minimum of one week prior to the date; make-up exams will be scheduled as close to the scheduled date as possible. There is no make-up option for unexpected (e.g. illness) absences on an exam date.

Missed Assignments/Make-Up Assignments: All assignments are due on the date scheduled. Late work will be accepted for partial credit upon agreement between you and me, your instructor. A total of 10% of possible points will be deducted *at minimum* for any late work submitted. It is your responsibility to finish your work and turn it in on time. In-class assignments/ participation points cannot be made up, however additional/extra credit opportunities will be given to all students throughout the semester.

Weekly Assignments: Each week you will be assigned to read a chapter of the Foner textbook as well as additional primary source documents. Every Friday you will be ready, having read the chapter listed and submitted answers (via Canvas) to the Chapter Review Questions located at the end of each chapter. For odd-numbered chapters complete the odd-numbered questions, likewise for even-numbered chapters. The choice of odd or even questions will correspond to the week number listed on the syllabus. I will randomly select two questions per week to score from which your point total will be derived. You will not know the random selection in

advance. You are responsible for TEN of the possible 14 sets of questions throughout the semester. Likewise, every Friday morning we will meet in the computer lab for you and your group members to complete the chapter quiz. For every other writing assignment you will be given detailed instructions and rubrics.

Education Plan: Do You Have an Education Plan? An education plan is essential to completing your education and to insuring that every class you take counts toward your college graduation and toward getting a job. If you have not worked out an education plan with a Harbor College counselor contact the counseling office and schedule an appointment. Do it today!

Service Learning Project

You can also earn an additional **20 points** by completing the Service Learning project. Service Learning 100 is a one-unit (online or face-to-face) course you enroll in separately: **ONLINE course #10369 (lec) & 10389 (lab)**, and complete 10 hours of volunteer service in the community that you then relate to the coursework we discuss here in History 052. To enroll in Service Learning after the start of the semester, email the instructor (Ms. L. Minor) at minorlo@faculty.laccd.edu.

Points for Service Learning will be awarded at the end of the semester once credit for SL100 is confirmed by the SL instructor. Those interested in this option should enroll right away.

Academic Dishonesty – Cheating and Plagiarism:

LAHC Student Plagiarism Policy: The Standards of Student Conduct in the Los Angeles Harbor College Catalog includes Board Rule 9803.12 which states, "dishonesty, such as cheating, or knowingly furnishing false information to the Colleges" shall be subject to disciplinary action.

Definition: Plagiarism is a student's failure to distinguish his or her own words and ideas from those of a source the student has consulted. Ideas derived from another, whether presented as exact words, a paraphrase, a summary or quoted phrase, must always be appropriately referenced to the source, whether the source is printed, electronic, or spoken. Whenever exact words are used, quotation marks or an indented block indicator of a quotation must be used, together with the proper citation in a style required by the professor. Usually, three or more words in a row copied from a source without a citation constitutes plagiarism (http://www.lahc.edu/classes/Academic_Policy.html).

When in doubt, cite your source.

Available Support Services (Tutors, Writing Lab): If you require extra academic support at any time throughout the semester, contact me. The Writing Lab, located in the Learning Assistance Center on campus is open Monday-Thursday from 9:00am – 6:15pm to assist you with your writing skills. In addition, I am more than happy to help you with supplementary study resources.

Students With Disabilities: Please speak with me directly regarding any special accommodations you require in this course. Students with disabilities, whether physical, learning or psychological, who believe that they may need accommodations in this class, are also encouraged to contact Disabled Students Programs and Services (DSPS) as soon as possible to ensure that such Accommodations are implemented in a timely fashion (310-233-4629; hours: M-TH 8:30-6pm & F 8:30-2pm; <http://www.lahc.edu/student-services/sps/index.html>). Please meet with DSPS Staff to verify your eligibility for any classroom accommodations and for Academic assistance related to your disability. DSPS is located in Cafeteria 108.

Title IX: Our class and our online space will be held to the same standards of zero tolerance of sexual harassment. Title IX is a landmark federal civil right that prohibits sex discrimination in education. Title IX is not just about sports; it is a prohibition against sex-based discrimination in education. It addresses discrimination against pregnant and parenting students and women in STEM (science, technology, engineering, and math) programs. It also addresses sexual harassment, gender-based discrimination, and sexual violence. Sexual violence includes attempted or completed rape or sexual assault, as well as sexual harassment, stalking, voyeurism, exhibitionism, verbal or physical sexuality-based threats or abuse, and intimate partner violence. If you

feel you are the victim of sexual harassment, discrimination, or abuse, contact [Dean Dawn Reid](#) or [Director Peggy Loewy-Wellisch](#) immediately. If you are in immediate threat contact the campus Sheriff's Dept. at 310-233-4600.

In Case of Emergency: If for any reason class is canceled or the LAHC campus is closed for unforeseen emergencies, you will be notified via email (your assigned LACCD email) as well as via Canvas.

*****This syllabus is subject to change at any time****

Calendar/Schedule of Class Readings, Topics, And Assignments

DATE	TOPIC	ASSIGNMENT(S) – DUE ON DATE LISTED
WEEK 1 Friday, August 31	Course Introduction Introduction to History	
WEEK 2 Friday, September 7	A New World Conceptualizations of Outsiders/Confronting a Material New World	Foner: Chapter 1, Review Questions (1) Giovanni da Verrazano (2) The Pueblo Revolt (3) Father Jean de Brébeuf
WEEK 3 Friday, September 14**	Beginnings of English America, 1607-1660	Foner: Chapter 2, Review Questions (1) Sending Women to Virginia (2) John Winthrop (3) The Levellers Discussion Board Participation due Friday, 12:05pm
WEEK 4 Friday, September 21	Women in Colonial America Creating Anglo-America, 1660- 1750	Foner: Chapter 3, Review Questions (1) Nathaniel Bacon (2) Complaint of Indentured (3) Women in the Household Primary Source Analysis (1) due 11:59pm in Canvas
WEEK 5 Friday, September 28	Slavery, Freedom, and the Struggle for Empire, to 1763 <i>Saltwater Slavery</i>	Foner: Chapter 4, Review Questions (1) Olaudah Equiano (2) Trial of John Peter Zenger (3) Pontiac, two speeches Primary Source Analysis (2) due 11:59pm in Canvas
WEEK 6 Friday, October 5**	The American Revolution, 1763- 1783/ Black Loyalists	Foner: Chapter 5, Review Questions (1) Virginia Resolutions (2) Thomas Paine (3) Jonathon Boucher's Discussion Board Participation due Friday, 12:05pm Topic Paper Annotated Bibliography due Sunday, 10/7 11:59pm in Canvas
WEEK 7 Friday, October 12	The Revolution Within American Indians during the	Foner: Chapter 6, Review Questions (1) Right of Free Suffrage

	Revolution	(2) Noah Webster (3) Petition of Slaves Begin Current Event Presentations
WEEK 8 Friday, October 19	Founding a Nation, 1783-1791	<u>Foner</u> : Chapter 7, Review Questions (1) James Madison (2) Patrick Henry (3) Thomas Jefferson Topic Paper due 11:59pm in Canvas
WEEK 9 Friday, October 26	Securing the Republic, 1791-1815 / Constitution / Bill of Rights	<u>Foner</u> : Chapter 8, Review Questions (1) Tecumseh on Indians and Land (2) Felix Grundy, Battle Cry of the War Hawks Primary Source Analysis (3) due 11:59pm in Canvas
WEEK 10 Friday, November 2	Mid Term Exam The Market Revolution, 1800-1840	<u>Foner</u> : Chapter 9, Review Questions (1) Complaint of a Lowell Factory Worker (2) Woman in Westward Primary Source Analysis (4) due 11:59pm in Canvas
WEEK 11 Friday, November 9	Democracy in America, 1815-1840	<u>Foner</u> : Chapter 10, Review Questions (1) Appeal of the Cherokee Nation
WEEK 12 Friday, November 16	The Peculiar Institution	<u>Foner</u> : Chapter 11, Review Questions (1) Frederick Douglass (2) William Sewell (3) Confessions of Nat Turner Primary Source Review outline due Tuesday, 11/13 11:59pm in Canvas
WEEK 13 Friday, November 23	NO CLASS – THANKSGIVING HOLIDAY	
WEEK 14 Friday, November 30	A House Divided, 1840-1861	<u>Foner</u> : Chapter 13, Review Questions (1) A Protest against Anti-Chinese Prejudice (2) Lincoln-Douglas Debates Primary Source Review due Friday 11:59pm in Canvas
WEEK 15 Friday, December 7	A New Birth of Freedom: The Civil War, 1861-1865	<u>Foner</u> : Chapter 14, Review Questions (1) Abraham Lincoln, The Gettysburg Address (2) Frederick Douglass on Black Soldiers
	Reconstruction	(3) The Mississippi Black Code (4) Robert B. Elliott on Civil Rights
FINAL EXAM Friday, December 14 9:00am-12:	FINAL EXAM	