

**"It is the chronicle of historical events that teaches us - bit by bit by bit, like a mosaic that eventually forms a picture - about civilization and human nature and its consequences. Imagine two men who find themselves at the end of a centuries-long journey in time: one was asleep all along the way, and the other was awake. The latter man witnessed every triumph and calamity, learned where beauty flowered and where it died, and watched the greatest and most inglorious fights of good against evil. Which man would you choose as a leader? As a father? As a friend? Which would you rather be: the man who saw everything or the man who saw nothing? Your answer is the reason you should study history."**

## **Class Syllabus for Early American History History 108 Fall 2013**

Mrs. Judy Campbell

Email - [juc92020@yahoo.com](mailto:juc92020@yahoo.com)

Web site - <http://www.cuyamaca.edu/judy.campbell>

### **Course description and Student Learning Outcomes**

This course will cover an overview of the history of the United States from the Age of Discovery to the end of the Civil War. Students will learn the major political, religious and social historical events that have shaped the history of this country. Upon completion of this course students will leave with a better understanding of our country's history and hopefully a better appreciation of the past. The emphasis will be on significant historical events as they occurred and their impact on the story of our nation. Students will also have a strong foundation for further historical study in both lower and upper division courses.. People and places of historical importance will be studied; however, the greater goal is for students to understand

- 1) the evolution and relationship between each of the events of the past and
- 2) their effect on the present.

Students will be able to:

Identify and recall major themes, events, and figures in Early American History and apply them to the present.

Recognize significant geographical areas and changes in political geography and explain how they impacted historical events.

Analyze economic change, social change, intellectual movements and the importance of science and technology in America's development.

Analyze how various geographical areas and groups, such as ethnic minorities and women, influenced early American history.

Analyze the relationships between regions of the U.S. in the context of major events.

Analyze the origins of our political system and key changes to the political system throughout the entire area that is now the United States between the colonial period and 1865

Recognize and evaluate major constitutional issues and developments.

Evaluate the relationships of state and local governments with the federal government

Examine the rights and obligations of citizens under the U.S. Constitution.

Develop and improve reading comprehension and writing skills.

Develop necessary critical thinking skills; including developing arguments, and deriving conclusions based on analysis of historical evidence.

### **Course materials:**

The text is Give Me Liberty, Volume I, Third Edition, by Eric Foner

The text has online quizzes at the end of the chapters for your review.

There will be several outside readings that will be handed out in class and available on blackboard.

You need: a stapler. All papers must be stapled and typed to be accepted.

5 Grademaster forms (25420) for each test

maps on the United States to print out are on the blackboard site and also at

[www.eduplace.com/ss/maps](http://www.eduplace.com/ss/maps)

Internet sites for "fun" help in learning the US states and countries of the world are many. Easily accessible web sites are:

Place the State (do the intermediate level)

Funbrain.com Where is That (US - do level 1 or 2)

[www.sporcle.com](http://www.sporcle.com) also has practice tests on practically all topics

[www.quizlet.com](http://www.quizlet.com) has flash cards on many topics

### **Classroom guidelines/expectations**

Attendance and participation are a vital part of this class. As you will see, historical events can be interpreted many ways depending on the eyes of the observer.

I welcome class discussion! Since test material will cover ideas presented in class in addition to the reading assignments, class attendance is absolutely vital for success.

You will sign yourself in - no one else - after two weeks.

You are responsible for yourself. If you do not sign yourself in - you are absent - no excuses or corrections later.

Students who miss the first class will be dropped in order to make room for those who wish to add. Students who miss any class during the first two weeks of the semester will be automatically dropped.

Those who decide not to continue with the course will need to withdraw themselves from the class. Students, who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule will receive an evaluative letter grade in this class.

Punctuality is a virtue admired through life; please don't insult me by straggling in late. Two "lates" of 10 minutes will constitute an absence (and taking the final)

If you wish to bring in coffee, coke or a snack, I have no problem with this. It may continue until someone forgets to pick up after himself or herself.

Revolutionary War "tar and feathering" will be demonstrated should this occur.

Absolutely **NO** cell phones, ipods, blackberries etc, etc to be on in class - put them away and off when you walk in the door. It is possible to exist free of them for one hour. If you use any electronic device (other than those approved by the instructor) and I notice, it will affect your grade - up to you! Besides, it is **just plain rude**.

### **Academic Honesty**

In order to insure a positive learning environment for everyone, the course policy on academic honesty follows that of the college catalog. Cheating and plagiarism on tests and in-class assignments will result in failure on the assignment and possible academic sanction on your transcript. The college honor code will be strictly enforced. Students should familiarize themselves with the definition of plagiarism. Copying work from other classmates is an example of cheating and will result in a zero on the assignment or test.

### **Grading:**

All tests are graded on a scale, which depends on the class's performance. No tests are dropped. Your grade is not just an accumulation of points.

The following areas are weighted

Presentations on constitution - 20%

Five tests on lecture/text/maps - 60%

Three critical film reviews - 15%

Primary document quizzes - 5%

Students who have an "A" in class need not take the final exam.

If you have not missed **any** classes and are satisfied with your grade, you need not take the exam.

Otherwise, the cumulative final will be included in your test percentage.

If you know you will be absent for a test or quiz, you may make arrangements to take it early. Email me **before** the day of the test. Otherwise, one makeup test can be done within one week - but it will be penalized 10 points. (Quiz 5 points)

### **Assignments:**

Writings on outside reading/film reviews are due the day indicated on the class schedule. There will be no late work accepted unless you are absent. If absent, it must be handed in the next day present in class. **NO LATE WORK will be accepted at all.** Please don't come with excuses (I've heard them all!)  
Feel free to hand in all assignments early.

All written assignments must be handed in in hard copy as well as on "safe assign" on the blackboard site. No work will be graded without both of these requirements met by the due date.

All reading assignments are to be about 2 pages typewritten, double spaced, only name and title of assignment at top, no bibliography needed. Any quoted site should be in ( ) after quote, quotes from text should be (text, p. ---). Work must be stapled if more than one page.

Criteria for film reviews is on a separate sheet.

## Disability statement

If you have needs that require special accommodation, contact me privately to make suitable arrangements within the first two weeks of the semester. You are also encouraged to contact disabled student services & programs (DSP&S) so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in or by phone.

Since I do not have an office, hours in it would be irrelevant. Therefore, student appointments are available upon request. You may contact me via the yahoo internet address at any time - please include your full name, class and hour in the subject line. It can be very difficult to determine who "cutiepie@aol" is.

Please allow for changes in the syllabus as necessary.

For Early American History, you have the opportunity to do three additional extra credit assignments but they must be done **by** date on the class schedule. (they can be handed in anytime before then - **no later**)

These extra points will be added to test scores.

They will not replace any missing work. They are worth 10 points each.

They must be handed in in printed picture form.

1. Go to Fort Rosecrans National Cemetery toward the end of Point Loma. Have someone take a picture of you anywhere on this awesome site. Find someone who is here who has your first or last (or both) name. There is a directory near the main information center. Put your name and class on the back of the picture.
2. Go to Mt. Solidad war memorial in La Jolla. Find a plaque that is a famous person you recognize (why are they well known?) or one that is of interest to you (and why?). Take a picture of yourself by this plaque. On the back of the picture put your name, class and answer the "why".
3. Take a picture of yourself by any spot in San Diego that bears the name of anyone, anything, any place mentioned in your textbook. On the back put your name, class, the page(s) where it is mentioned in the text and two sentences that the text relates regarding it. Street signs with president's names do not count. (ie. if street signs did count - you might picture Monroe Street, p. 363-368, "Became the last of the Virginia presidents in 1816. Issued the Monroe Doctrine reflecting a rising sense of nationalism")  
If your idea is not mentioned in the text you may not use it.