History 17A--MWF--SYLLABUS

History of the United States to 1877
Dr. Kallman
San Joaquin Delta College

Fall Semester 2004
Prerequisites: Reading Level II
MWF 7am-7:52am  Holt 401  Course code:  98330
MWF 10am-10:52am  Holt 313  Course code:  77626

Catalog Description. This course is a survey of United States history from its colonial beginning through the Civil War and Reconstruction. The student is encouraged to critically evaluate experiences from our nation’s past. This course fulfills the Social Science (group A) requirement for the AA degree and it applies toward the completion of California state requirements in US History and Institutions. (UC, CSU, CAN HIST 8, CAN HIST SEQ B with both HIST 17A and HIST 17B).

Required Texts.

Supplies. #2 Pencils

Office Hours. My office is Holt 248. Hours: MWF, 9:00-10:00am and TTh, 12:30-1:30pm, or by appointment. E-mail: tkallman@deltacollege.edu.

Course Objectives:

General:

1. To understand that history is not only an accumulation of facts but also a “way of thinking and understanding.”

2. To learn to apply that “way of thinking” to contemporary issues.

3. To realize that history is as much a question of interpretation as it is absolute truth or fact.

4. To develop skills (reading, writing, speaking, research, note-taking, critical thinking) that will be useful to academic and professional success.

Specific:

1. To survey the major social, cultural, political, economic and diplomatic developments in the United States from pre-colonial times to 1877.

2. To become familiar with key themes, events and persons in US history.

3. To critically examine popular preconceptions, myths and misconceptions about US history.
4. To understand the roles that different ethnic, racial and gender groups have played in the history of the US.

Obligations of the Student

Attendance: Attendance is mandatory. I will take attendance regularly. If you come to class late, you will be marked absent unless you clear the absence at the end of class that day. At my discretion, I may drop a student who misses any of the first three classes. I will drop any student who has six absences by September 13. AFTER SEPTEMBER 13, I WILL NOT, UNDER ANY CIRCUMSTANCES, TAKE RESPONSIBILITY FOR DROPPING A STUDENT FROM THE COURSE. IF A STUDENT STOPS ATTENDING CLASS, IT IS THE STUDENT’S RESPONSIBILITY TO DROP BY FILING A “PROGRAM CHANGE” IN THE REGISTRATION OFFICE. Students who quit attending class and do not officially withdraw will receive an “F” in the course.

Reading Assignments: Text reading assignments are listed in the class information sheet. Reading should be done before class meetings to participate in class discussion. I will lecture on the assumption that each student has read the assignments.

Quizzes/Classwork/Participation (25%). The grade for this portion will be based on "pop" quizzes on the assigned readings, written assignments and/or participation in class discussion. I do not give makeups on quizzes, but I will drop the lowest quiz grade.

Mid-term Examinations (25%). Students will take three mid-term examinations as listed in the class schedule. Exams may consist of objective questions (multiple-choice, true/false, fill-in-the-blank, matching), short "identify-and-tell-the-significance" items, essays, and a geography component based on the maps in your readings. You are responsible for all material covered up to the time of the exam. I do not give makeup exams, but you will be allowed to drop the lowest of the three exam grades.

Final Examination (25%). The final exam is comprehensive. See the class schedule for dates and times. The format will resemble the midterm examinations.

Book Review. I require each student to write a 1500 word critical book review. The book you review MUST come from the "Supplementary Reading" sections at the end of each chapter of the Carnes text. ABSOLUTELY NO EXCEPTIONS. If you do not follow these instructions, you will receive a "0" on the book review.

See the attached guidelines for writing a book review.

Written Work. In every course you should seek to improve your ability to read effectively, to think clearly, and to write coherently.

Papers are a test of your ability to identify and summarize the most important information about a topic. Your papers must be 100 percent your own work.

You must observe the following GUIDELINES:
I will penalize late papers one letter grade per calendar day late.

Organize your paper into coherent paragraphs. Begin each paragraph with a clear topic sentence. Then elaborate with evidence, examples, and implications. No one-sentence paragraphs.

Make each sentence clear to a NAIVE READER--a person who does not know what you know about the topic and, therefore, depends on your paper to learn about it.

Summarize main points in YOUR OWN WORDS. Avoid long direct quotations. Avoid slang and unnecessary jargon; define unfamiliar terms. Include proper citations.

Edit and rewrite until your paper is tight and clear.

I will evaluate your paper on content, coherence, grammar (style, spelling, etc.), and following instructions. If you need help with your writing, go to the Writing Lab in Shima 217.

Some of you may argue that this is a history class not English and why should I grade you on your writing skills. Well, part of knowing history is your ability to express it effectively using the written language. Furthermore, if you are going to get college credit for my class and graduate from college using those credits, you must be able to communicate in writing at a college level.

If you have questions about these directions, talk with me before you write. I am available after class, during office hours, and by appointment to talk with you about your work in this course.

Cheating and/or plagiarizing: One deserves credit for work that is one's own; others must be given credit for their work. Plagiarism is the use of another's words or ideas (including your fellow students) and claiming them as your own. Be careful in writing papers to identify all quoted material with quotation marks and a page citation. Passages that are not direct quotes should be in one's own words, not paraphrased from someone else's sentences. Paraphrasing is a form of plagiarism, as is failing to identify quotations properly (with quotation marks and a citation of the author).

Any student suspected of cheating or plagiarizing will receive an “F” in the course and may be recommended for academic suspension. The instructor will not bear any burden of proof in terms of student cheating and/or plagiarizing.

I am well aware that cheating and plagiarism are endemic at Delta College and schools and universities across the country. You need to be aware that I am on a personal mission to end it. If you are feeling lucky and like to live dangerously, feel free to cheat, but I can assure you that I will make a valiant effort to catch you.

Examples of Plagiarism:

If your source says:

Beginning in 1890, America was transformed into a nation of consumers.

and you write:

Beginning in 1890, America was transformed into a nation of consumers.
without quotation marks or a citation, it is plagiarism and you will receive an "F" in the course.

If your source says:

Ellis uses the machine-gun as an entryway for a fascinating look at the persistence of customs, practices, traditions, and above all, a way of thinking in the face of a drastically changed practical reality.

and you write:

Ellis uses the machine-gun as an entrance for an interesting look at the determination of traditions, practices, society, and above all, a way of thinking in the face of a radically altered realistic idealism in military technology.

without a citation, it is plagiarism and you will receive an "F" in the course.

**Method of Evaluation.** I grade as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/Classwork/Participation</td>
<td>25%</td>
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<tr>
<td>Midterm exams</td>
<td>25%</td>
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<tr>
<td>Book Review</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>25%</td>
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**Grades:**

- **A** 90-100% Work that is exceptional in its quality and originality
- **B** 80-89% Represents work that rises above the minimum required
- **C** 70-79% Work that is acceptable in accuracy & understanding
- **D** 60-69% Signifies work minimally acceptable for a passing grade
- **F** <60% Failure

**Reading Assignments:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Aug. 16</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>Aug. 18</td>
<td>Carnes, Prologue</td>
</tr>
<tr>
<td>Aug. 20</td>
<td>Carnes, Ch. 1</td>
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<td>Aug. 23</td>
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<tr>
<td>Aug. 25</td>
<td>Belmonte, Ch. 1</td>
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<tr>
<td>Aug. 27</td>
<td>Carnes, Ch. 2</td>
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<td>Aug. 30</td>
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<tr>
<td>Sept. 1</td>
<td>Belmonte, Ch. 2</td>
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<td>Sept. 3</td>
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<td>Sept. 6</td>
<td>No class</td>
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<tr>
<td>Sept. 8</td>
<td>Carnes, Ch. 3</td>
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<td>Sept. 10</td>
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<tr>
<td>Sept. 13</td>
<td>Carnes, Ch. 4</td>
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<tr>
<td>Sept. 15</td>
<td>Belmonte, Ch. 3</td>
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<td>Sept. 17</td>
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<tr>
<td>Sept. 20</td>
<td>Exam 1</td>
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<td>Sept. 22</td>
<td>Carnes, Ch. 5</td>
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<td>Sept. 24</td>
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</table>
Sept. 27  Belmonte, Ch. 4
Sept. 28  Last day to drop without a "W"
Sept. 29  *****
Oct.  1  Belmonte, Ch. 4
Oct.  4  Carnes, Ch. 6
Oct.  6  Carnes, Ch. 7
Oct.  8  
Oct. 11  Belmonte, Ch. 5
Oct. 13  
Oct. 15  Carnes, Ch. 8
Oct. 18  Carnes, Ch. 9
Oct. 20  Carnes, Ch. 10
Oct. 22  Belmonte, Ch. 6
Oct. 25  
Oct. 27  Exam 2
Oct. 29  Carnes, Ch. 11
Nov.  1  Belmonte, Ch. 7
Nov.  3  
Nov.  5  Carnes, Ch. 12
Nov.  8  Belmonte, Ch. 9
Nov. 10  Carnes, Ch. 13
Nov. 12  No class
Nov. 15  Belmonte, Ch. 8
Nov. 16  Last Day to Drop with a W"
Nov. 17  
Nov. 19  Carnes, Ch. 14
Nov. 22  Belmonte, Ch. 10
Nov. 24  
Nov. 26  No class
Nov. 29  Exam 3
Dec.  1  Carnes, Ch. 15
Dec.  3  
Dec.  6  Book Review Due
        Belmonte, Ch. 11
Dec.  8  
Dec. 10  Carnes, Ch. 16
Dec. 12  Belmonte, Ch. 12
Dec. 13  Monday 8:00-9:50am  Final Exam for 7am class
        Monday 10:00-11:50am  Final Exam for 10am class

Class Rules:

CLASS BEGINS PROMPTLY. TARDINESS IS BOTH RUDE AND DISRUPTIVE.

I WILL NOT ALLOW ANY STUDENT TO LEAVE CLASS EARLY WITHOUT PERMISSION.

I WILL DISMISS FROM CLASS ANYONE SLEEPING.

I WILL DISMISS FROM CLASS ANYONE HOLDING PRIVATE CONVERSATIONS.

CELL PHONES AND PAGERS ARE DISRUPTIVE. TURN THEM OFF BEFORE YOU COME TO CLASS.
COLLEGE POLICY PROHIBITS BRINGING CHILDREN TO CLASS. I KNOW YOURS ARE "LITTLE ANGELS" BUT PLEASE DO NOT BRING THEM WITH YOU.

I reserve the right to revise this syllabus if necessary and to announce such revisions in class.

Writing a Historical Book Review

Goals:
To practice effective writing
To gain expertise about a particular historical topic.
Development of a historical perspective and an understanding of the nature and use of historical research.
To learn to think critically about historical writing.

Remember a critical book review goes beyond mere summary to look into the general worth of the book. It is "critical" in that it is a thoughtful discussion of the work, its benefits and shortcomings, and its significance.

Procedure:

Select a book from the list that I have provided. No exceptions.

Learn the author’s background, qualifications and viewpoint.
Point of view is especially important in identifying bias, perspective, and the author's frame of reference.

Figure out the purpose of the book.
What is the central question that guided the author's research? Why did the author write the book? What did he hope to prove? The best place to discover this is usually in the preface, foreword or introduction.

Read the book.
Read critically and analytically.

Include in your critique (in the following order)
What is the author’s main thesis? (State in a sentence or two)
Summarize the central argument of the author, covering her major points. (The individual chapters in the book can serve as a guide to the major elements of the argument)
What types of sources has the author relied upon? What is the extent of the material used?
If applicable, compare your book to other material I have assigned in the course. Does your author support or disagree with other interpretations?
Are you convinced by the author's argument in proof of his thesis?
Does the author use logical reasoning and reliable evidence to support his thesis? Are the arguments relevant?
Has the book helped you to understand further any of the material assigned in the course?
How might the author’s background have affected the perspective presented in the book? (E.g., a white Southerner may have a different perspective on Reconstruction than an African-American. Information about the author may often be found in the book’s preface or
introduction. A reference librarian can also point you to biographical reference books.)
Are there further questions that would be interesting to ask, but the author has not addressed?

Format.

See previous guidelines for written assignments.
Put your name, the course number and title, the day and hours the class meets and the due date in the upper right-hand corner of the first page.
Below that, centered on the first page, put a full citation of the book being critiqued in the following format:

Author's name, last name first. Complete title of the book,

This is your title. Double-space and begin the text of your paper.

You MUST type your papers. I do not accept handwritten work. It should be double-spaced with a margin of one inch all around. Do not use a font larger than 12 point. Do not use fancy fonts or colored paper. Number the pages. Staple or paperclip pages together. Do not use plastic or cardboard folders.
Put references to specific pages in the book as simple page numbers in parentheses at the end of the citation.
If you need to cite other sources, on the last page, give full bibliographic references in proper form on a separate last page. Use The Chicago Manual of Style or Kate Turabian, A Manual for Writers of Term Papers, Theses, and Dissertations for proper note and bibliographical form. Do not use MLA style.

Other hints.

Pet peeve: A work of nonfiction is not a "novel." Do not call it one.
Write clearly. If you have a choice of words, the shorter, simpler word is usually the better choice.
Write complete sentences with a subject and a verb. No sentence fragments. No run-on sentences.
Avoid random capitalization.
Manually proofread. Spell checkers do not distinguish between there, their, and they're.
Use apostrophes properly. They are not used in the plural form only the possessive.
Do not use contractions.
Indent paragraphs. Do not space between them.