

West Los Angeles College

CORRECTED VERSION #3

HISTORY 11- #1212– MW - 9:35- 11:00 pm.

A survey of political, economic, cultural and foreign policy of America from its roots in Europe through Reconstruction

Professor P.G. Siever

Office: GC 380L

Phone: 310 -287-4295

Off. Hrs: MW - 12:45-1:45pm

COURSE OUTLINE

COURSE DESCRIPTION_ (3 Units)

History 11 is a survey of political, economic, cultural and foreign policy areas of America from its roots in Europe through the Civil War and beyond (1877). This course fulfills the state graduation requirement in U.S. History and state and local government. This course can be taken in lieu of H41 & H43.

CURRICULAR PLACEMENT

PURPOSE OF TAKING THIS COURSE: STUDENT SUCCESS

This course will help prepare students toward achieving their academic goals in college of graduating and transferring to any university of their choice. The education and knowledge of History opens up the future to those students who want to acquire and determine their own future, wherein they will make a positive and significance difference in their own society, and, globally as diplomats, lawyers, community leaders, and positive role models for others. In this course you will learn how to: think critically, understand how to take good lecture notes and apply what you have learned outside of the classroom to: your home, friends, and family. In addition, students will understand, by taking this course, how America has been able to become such a significant and dominant world power in the 21st century, in spite of its history of gender inequity, indenture ship, slavery ,wars, and religious and cultural differences. You will be able to learn and apply that knowledge by contributing to the betterment of society, both locally and globally. After all, “Education is portable wealth” = It is your passport to the world and more!

COURSE SPECIFIC OBJECTIVES & STUDENT LEARNING OUTCOMES

A. GENERAL COURSE OBJECTIVES:

1. To examine how the history of the past influences the political and social institutions of the present.
2. To ascertain the origin and basic structure of the U.S. constitutional system, with specific emphasis on the relationships between federal, state and local governments
3. To examine the prevalent themes in U.S. History and delineate between fact, myth, and interpretation.

4. To enable the student to gain insight into the integral role played by diverse and minority populations in the creation and development of the United States.
5. To facilitate the student's understanding of the necessity of critical thinking for the solution of problems and for the discrimination among values.
6. To enhance the student's competence in exercising the privileges and responsibilities of democratic citizenship.
7. To stimulate the student to read more widely and deeply into the field of African-American History.
8. To facilitate the student's understanding of the necessity of critical thinking for the solutions of problems and for the discrimination among values.

B. COURSE SPECIFIC STUDENT LEARNING OUTCOMES:

SLO# 1: The student will be able to evaluate how the past relates to the present. For example, the student will learn to ascertain the origin and basic structure of the U.S. constitutional system, with specific emphasis on the relationships between federal, state, and local governments. Additionally, this learning outcome may be assessed by such assignments as: course specific research papers, critical book reviews related to the subject of the course, quizzes (both objective and subjective) and a comprehensive Final Exam (partial take-home and in-class)

SLO# 4: The student will develop successful skills and knowledge that will enable him/her to: interpret sections of the history textbook and supplemental readings, listen attentively to lectures, take effective notes, attend class consistently, and follow the guidelines given in the class syllabus. In addition, the student will be able to critically evaluate primary sources and debate the pros and cons on a particular historical subject, while relating the historical facts and evidence from the past to the present 21st century societal political and economic structures.

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METHODS OF EVALUATION, GRADING AND REQUIRED BOOKS:

1. CLASS INVOLVEMENT

- a. Students should be prepared for a quiz at any time.
- b. Attendance and sufficient preparation (reading the assigned text books and supplemental readings, completing class assignments, etc.), are the prime prerequisites for meaningful class involvement.
- c. During the semester, students will be expected to write an opinion, summary, or interpretation on the assigned readings and topics dealing with such various subjects as the Amerinds, indentured servants, the Declaration of Independence, slavery, the Mexican-American War, etc
- d. Selected videos/films may be shown in this class which deals with the evolution of America.
The student is expected to take notes on these videos/films because the student can expect to be quizzed on them.

2. REQUIREMENTS, PROCEDURES AND STUDENT RESPONSIBILITIES

- a. Any form of student mobile or electronic communication is prohibited within this classroom, which includes, but is not limited to: cell phones, computers and text messaging. If any of the foregoing occurs the student will be asked to leave the classroom immediately.
- b. Late assignments are *not accepted*.
- c. All written materials *must be legible, type written, word processed or in ink – **no pencil***. *In addition, all written materials must have the student's last name first, class time, title and section number.*
- d. Assignments of more than two pages *must be stapled*.
- e. Exams may be either objective and/or subjective (essay). There are no make-up exams.
- f. Bluebooks/Greenbooks are required for the Midterm and Final Exams.
- g. College/class room *protocol* is observed at *all times* in this class.
- h. The talent of each individual student is valued; therefore, *plagiarism is prohibited*. If plagiarism does occur, the instructor will give that student an "F" on that exam or paper.
- i. It is the student's responsibility to abide by the Standards of Student Conduct printed in the College Schedule of Classes...
- j. Students, who stop attending a class, should officially withdraw; otherwise, the instructor has no other choice than to give that student an "F" as a final grade.
- k. Eating and/or drinking are prohibited in this classroom.

3. REQUIRED TEXTS

- a. America: A Concise History. Volume #1 – 5th - Henretta & Brody
- b. American Legacy: The United States Constitution and other Essential Documents

LISTED BELOW IS THE TOPICAL OUTLINE FOR THIS CLASS WHICH IS BASED ON THE FIFTEEN WEEK SEMESTER+ FINALS WEEK.

WEEK:

1	August	26	Class Introduction and Requirements, and Historical Overview
2	September	2	The Age of Discovery: The 2 nd European Discovery of America
3	September	9	America Before Columbus and The Age of Exploration: Africa and the Battle of Ceuta, 1415

**DEADLINE: MIDTERM BOOK TITLES DUE (Author & Year of Publication)
WEDNESDAY, SEPTEMBER 11)**

4	September	16	Theological and Secular Reformation: Martin Luther, John Calvin and King Henry VIII
5	September	23	Patterns of Empire: Part One - Types of colonies, secular and theological foundations
6	September	30	Great War for the Empire, 1756-1763

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WEEKS:

7	October	7	England Tightens Control : The Evolution of the American Revolution
8	October	14	Toward A New Nation: The Constitution, Federalists, Antifederalists

**MIDTERM: IN CLASS BOOK REVIEW, WEDNESDAY, OCTOBER 16, 2013 – GREEN
BOOK REQUIRED**

9	October	21	The War of 1812 and Its Aftermath
10	October	28	The Era of Good Feelings: 1816-1824 - Missouri Compromise And the Monroe Doctrine and Liberia
11	November	4	Election of 1824 and its ramifications.
12	November	11	The Peculiar Institution: The Cotton Kingdom and the the institutionalization of Chattel Slavery.
13	November	18	Manifest Destiny and the Mexican-American War
14	November	25	Sectionalism and the Stage for Civil War
15	December	2	The Civil War and its Ramifications.
16	December	9	Final Exams Week

QUIZZES AND FINAL EXAM SCHEDULE –FALL, 2013

- **Wednesday, September 11th Short quiz (15 minutes) on Class Syllabus**
- **Wednesday, September 27th – Essay Quiz (One Hour – Four 4 Questions) based on previous lectures**
- **Monday, November 20th – Objective/ Multiple Choice Quiz based Textbook Readings – 60 questions – Scantron needed and #2 pencil)**

THE PARTIAL TAKE HOME FINAL EXAM CONSISTS OF FIVE QUESTIONS – SEE THE SCHEDULE BELOW:

- **Wednesday, December 4, 2013: Last regular class meeting. Three (3) Questions will be handed out to answer at home.**
- **Wednesday, December 11, 2013 – 10:15 am -12:15 pm. Scheduled Final Exam Day. At this class meeting two (2) questions will be distributed and answered in class. All five (5) questions will be handed in to the instructor. Late finals will not be accepted!**



**CALENDAR OF IMPORTANT COLLEGE DATES TO REMEMBER:
FALL 2013 - TRADITIONAL SEMESTER
AUGUST 26 – DECEMBER 15**

MONDAY, AUGUST 26CLASSES BEGIN

MONDAY, SEPTEMBER 2HOLIDAY – LABOR DAY

FRIDAY, SEPTEMBER 6 LAST DAY TO:

- (1) ADD/AUDIT CLASSES IN PERSON**
- (2) DROP CLASSES WITH A REFUND/NO FEE OWED**
- (3) DROP CLASSES WITHOUT A “W”**
- (4) FILE FOR PASS/NO PASS (formerly “Credit/No Credit”)**

MONDAY, NOVEMBER 11HOLIDAY – “VETERANS DAY”

FRIDAY, NOVEMBER 15 LAST DAY TO DROP CLASSES WITH A “W”.

THURSDAY, NOVEMBER 28 – 29..... THANKSGIVING VACATION

SATURDAY, NOVEMBER 30 – DECEMBER 1THANKSGIVING HOLIDAY (NON- INSTRUCTIONAL)

DECEMBER 9 - 15 FINAL EXAMS

ADDENDUM

PLEASE READ THE FOLLOWING IMPORTANT INFORMATION THAT WILL AID YOU IN BEING SUCCESSFUL IN PROGRESSING TOWARD TRANSFER & GRADUATION:

- *If you think that you will not be able to complete this course with a C or better, you should drop by Friday, September 6, so that you will not receive a “W” in the class. If you have any questions don’t hesitate to talk to me.*

- *If you need help paying for books and other college expenses, call the Financial Aids Office at 310- 287-4532 X4275...*
- *Students who have a verified disability or suspect that they have a learning disability should call the Office of Special Services (DSPS) at 310-287-4450 X4423 before or as soon after the beginning of the semester as possible.*
- *Please feel free to make appointments with me during my office hours (which are listed on the first page of this syllabus...) if you think that you need help, with note taking or if you do not understand or comprehend a lecture or any part of a lecture.*
- *Also understand, that according to District Regulations: "A student absent from class must inform his or her instructor of the reason(s) for the absence. Whenever absences in hours exceed (the number of units (3) of that class or the number of hours the class meets per week, the student may be excluded from the class by the instructor."*



"Welcome To the Class!"

GUIDELINES FOR GRADING OF QUIZZES AND EXAMS

- I. **Objective Quizzes: A = 100 -90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and under**
- II. **Essays: Quizzes and Final Exams:**

A = Excellent: In both written and verbal form, the student displays an exemplary knowledge of historical facts as they apply within the local and global socio-political and economic context. In the evaluation of historical data, the student demonstrates organizational coherency as to the data's relevance to past, present and future populations and societies. The content and language of the students work indicates that he/she understands not only the purpose of the assignment/exam, but can ably communicate that understanding on the college level. The students work reflects not only insight, but a distinct ability to deductively, and correctly employ (95 %+)

chronological accuracy in the assessment of historical events and situations. Students in the class can, in the written or verbal form, successfully (at least 80% of the time) discuss/debate the pros and/or cons and - give the meaning and implications of a given historical subject.

B = Good: The student has well above average knowledge of the historical facts and does know how to apply his/her work within the global socio-political and economic context. While the student does demonstrate a clarity and coherency in the evaluation of data, sometimes there are some errors in relating the data to the past and present. The student does comprehend the purpose and intent of the work and does communicate that well in any given assignments. Student does deductively and correctly employ chronological accuracy most (85%+) of the times, but the assessment of the events/situation is still valid. In class, this student can employ and discuss (70%) pro or con and give the meaning and implications of most of the given historical subject.

C = Average: The student has knowledge of historical facts and does comprehend the global context, but does not adequately know how to apply the socio-political and economic factors within that context. The student has some organizational coherency, but it is not consistent. The student can communicate on the college level, but has a problem in understanding and organizing the facts, which leads to problems in working with the purpose/content of the assignment. The student comprehends the importance of chronological accuracy, but does not employ it correctly or consistently (50%+), thus resulting in problems with the assessment of any given historical event or situation. In class this student seldom wants to be gets involved in speaking re: a pro or con situation. But the student still does the assignment(s).

D = Below Average: Student seems to have some knowledge about historical facts, but has no idea about how to apply that knowledge within the given context. This student has problems with organizing his/her thoughts, especially in a coherent way. The student can communicate, but seems not to have studied or have the ability to assess what is expected (even after it has been reviewed several times during class). Students work displays a multitude of problems including: lack of comprehension about the importance of accurate chronology in historical interpretation(s), poor language skills for a college student, incomplete and/or missing assignments and very poor grades on written work.

F.= Failure: Incomplete or not submitted. An abundance of plagiarism. It appears that the student does not comprehend or is ambivalent about the actual subject matter of the assignment.

On the average students score what you see below, although generally, the figures are higher in most classes. What you see below is from a class size between 40-50:

A=20%; B=25%; C=60%; D=12% and F=8%.

The student rating scale (above) was based on written works: comprehensive Final essay exam, Quizzes and Midterm. The purpose of this assignment was to get the students to think critically, historically examine and evaluate, while teaching themselves organization and how to appraise the information.