

History 11 - US History to 1877

Summer 2021

Dual Enrollment Course

Reedley College + Sanger High School

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Office Hours: **Tuesday and Thursday 3:00 - 4:00 on Zoom**

Course Syllabus

Course Description:

This History 11 course will follow the emergence of the US from its “discovery” to the end of Reconstruction. In this class we will explore the refinement and redefinition of an American identity through the lens of European and Native collaboration and conflict, political and economic revolutions, westward expansion, Antebellum America, the Civil War, and Reconstruction that followed. While learning in this course, you will have the opportunity to analyze previous historical work and primary sources in order to improve your historical thinking skills. While doing this, we will look into the unsavory side of American History as well as the triumphs. We will explore how the environment, society, economics, and the politics of a nascent country were affected by social movements, governmental policies, and global events. The task, as a student, is to read through the textbook as supplemental material, take careful notes during lecture, be present in mind and body, and ultimately to learn and have fun while learning.

Lectures, discussions, activities and assignments are designed to help students learn how to analyze documents from the past, take a position on a historical question, use evidence to support their views and express their insights to others. The focus is on analyzing why things happened as much as learning what happened. Gaining these abilities helps not only in understanding American history, but also in improving the critical thinking and communication skills essential to doing well both in school and in the future.

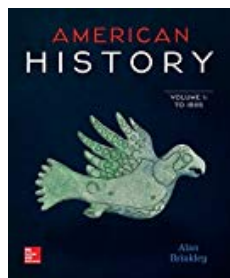
Methodological questions we will ask include: How well do we understand individuals, institutions and groups in the past? Do our stories and narratives about them capture their history and complexity? Or do our stories wittingly or unwittingly simplify or alter what these individuals and groups experienced? Finally, what are the public uses of history in the present?

Course Outcomes/Learning Objectives:

	Political	Economic	Social	Soc/Cul/Int	Political
	HIST-11 SLO1: Analyze the causes and consequences of America's foreign policy, wars, and its geographical expansion through 1877.	HIST-11 SLO2: Analyze the fundamental changes in the American economy from pre-industrial times to the late 1800s.	HIST-11 SLO4: Identify the contributions and changing roles of gender and ethnic groups in American history to 1877.	HIST-11 SLO5: Identify the key trends and movements in American cultural, social, and intellectual life through 1877.	HIST-11 SLO6: Identify the origins of America's distinctive political traditions and governmental institutions.
Title: When Worlds Collide			Native Societies	Native Societies	
EQ: How do you live in a community with diverse backgrounds?	Colonization	Colonization			Colonization
Title: Hearts + Minds	Road to Rebellion	Road to Rebellion		Road to Rebellion	
EQ: How do you develop a common cause worth fighting for?	Revolution		Revolution		Revolution
		Building the Nation		Building the Nation	Building the Nation
Title: Framing an Identity	Virginia Dynasty	Virginia Dynasty			Virginia Dynasty
EQ: How do you maintain a vision, to which others may not understand?		The American System	The American System		
		Antebellum		Antebellum	Antebellum
Title: Divisive Expansion		Slavery		Slavery	
EQ:			Sectional Divide		Sectional Divide
	Manifest Destiny				Manifest Destiny
Title: A House Divided	Civil War	Civil War	Civil War	Civil War	Civil War
EQ: Why are entrenched beliefs hard to reconcile?					

Required Text: American History, Connecting with the Past, 15th Edition, Volume I: To 1865 by Brinkley, Alan

ISBN: 978-0-07-777675-6



Recommended and Required Materials:

1. Textbook
2. Classroom writing materials (pencil, pens, notebook etc.)
3. Canvas

Course Assignments:

Exams (2): There will be two exams in this course. They can include written and formative questions (m/c, t/f, short answer). The exams will be worth **100 points and weighted 10% each.**

Quizzes: There will be 4 module quizzes that are worth **25 points each, weighted 30%**

Daily Module Assignments: Each module of study will be accompanied with several module assignments that will help you to better understand the course material. They may include online lectures, reading questions, vocabulary development, secondary academic articles, primary source analysis, instructor curated resources or student created content. If only part of the module is completed, I will assign partial points. **These assignments are weighted 30%.**

Online Participation and Productivity: Participation encompasses online discussions, completion of modules, engagement with other students and SHS teachers and course instructor online. **This will be weighted 5%.**

Essay: There will be one document based essay that **is required to pass the course.** The essay will be three to five (3 to 5) pages. Front and back count as two(2) pages. The essay will be worth 100 points and weighted 15%.

Essay Requirements:

1. You can write about any person, place, or event that is covered in the textbook we are using this semester. If you have any questions concerning the topic, please see me immediately. If you wait until the last minute for help, you are creating unnecessary struggles for yourself.
2. **Each paper must contain a thesis statement in the introduction, a body of work that provides evidence to support your thesis statement, and a conclusion that envelops your argument.**
3. Typed, 12-point, Times New Roman font, double-spaced, 1" margins.
4. You must use at least **one primary source** and **one secondary source** (your textbook is a secondary source). Google Scholar is a terrific search engine for primary documents. In addition, Librarians are also a great source of assistance in searching for primary and secondary documents.
5. Your paper must be at least 3 full pages (*not 2 ½ or 2 ¾*). Works-Cited page is not included in those 3 pages.
6. You must have in-text citations for your sources using **Chicago/Turabian Format**. I will be going over the basics of the format halfway through the course.
7. **You must have a "Works Cited" page (On a separate page from your work)**
8. Absolutely **NO contractions** (don't, can't, and won't are contractions).
9. **Do NOT use "I" or me/my!** This is an essay about history, **not you!**
10. **Do Not** write your essay like you are sending someone a text message! (lol, bff, bae, etc. are not allowed)
11. When your paper is completed, you can earn **10 extra credit points** by meeting with one of the teachers and read it aloud. They will give you feedback and suggestions. They will then email me to verify that you met with them and have made changes to your essay.
12. Once you have completed the essay and it is ready for submission, you are required to submit the paper to Turnitin through our course Canvas site. The link for Turnitin can be found in our "Content Folder" for this class, just click on the icon and follow the simple instructions. **Once again, I will not read the paper until I see it on turnitin.com.**

13. **An essay is REQUIRED in order to pass this course.**

Grading Scale:

The Canvas app will be consistently updated so that you may track your grade, course assignments etc and will help you know your standing. ***Important to Note: There will not be a “curve” for this class.*** All grades are based strictly on a percentage of points earned divided by the total points possible and weighted as stated.

90-100% = A

80-89% = B

70-79% = C

60-69% = D

0-59% = F

Student Behavior

Respect other student’s views during discussion, lecture and online. When communicating with instructor via email, please apply professional etiquette. Emails, whether from your smartphone or not, should have a respectful greeting, clearly identify the subject of your email in the subject line, politely ask question or for assistance and end with a salutation and your name. Instructor may not respond to student emails without clear subject headings.

Late Work

No late work will not be accepted unless an arrangement has been made with the instructor prior to absence. This is purely up to instructor discretion.

Office Hours

I will hold weekly office hours via Zoom. I will also be available for additional support upon request. Please contact me if you would like to schedule individual time to meet or with specific questions about assignments.

Online “Attendance” Policy

In order to be successful in this course, you are expected to check into Canvas daily and complete assignments in a timely manner. Since this is an abbreviated course, it moves quickly. If you do not stay on top of the assignments and due dates, it is expected that you will fall behind and find it difficult to pass. Check your “to do list” each morning on Canvas, and review the calendar for more substantial assignments that are due each week (midterm exams, essays, etc.)

Cheating and Plagiarism

Cheating is the act or attempted act of taking an examination or performing an assigned, evaluated task in a fraudulent or deceptive manner, such as having improper access to answers, in an attempt to gain an unearned academic advantage. Cheating may include, but is not limited to, copying from another’s work,

supplying one's work to another, giving or receiving copies of examinations without an instructor's permission, using or displaying notes or devices inappropriate to the conditions of the examination, allowing someone other than the officially enrolled student to represent the student, or failing to disclose research results completely.

Plagiarism is the practice of taking someone else's work or ideas and passing them off as one's own without identifying them as such or giving credit to the source. Plagiarism may include, but is not limited to, failing to provide complete citations and references for all work that draws on the ideas, words, or work of others, failing to identify the contributors to work done in collaboration, submitting duplicate work to be evaluated in different courses without the knowledge and consent of the instructors involved, or encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Incidents of cheating and plagiarism may result in a variety of sanctions and penalties that may range from a failing grade on the particular examination, paper, project, or assignment in question to a failing grade in the course, at the discretion of the instructor and depending on the severity and frequency of the incidents.

Nondiscrimination and Accessibility Policy:

In compliance with the Americans with Disabilities Act of 1991 and other laws pertaining to race, color, national origin, sex, handicap and age, discrimination and harassment of any type will not be tolerated in the class. In addition, there are many services, activities, and facilities that are accessible to and usable by handicap persons. Please contact the instructor immediately. If you will need any special accommodation for this class it must be verified by the DSP&S office before it is made available. "Students with disabilities who qualify for academic accommodations must provide a letter from the DSP&S and discuss specific needs with the professor, preferably during the first two weeks of class. DSP&S determines accommodations based on appropriate documentation of disabilities."