***“History is a set of lies that people have agreed upon.”* – Napoleon Bonaparte**

**Reedley College American Civilization 1**

**HIST 11-53792 Professor Zachary Cuddy**

**Spring Semester 2024**

**Room: Soc Science 32 T-TH- 2:00-3:15 p.m.**

**Office Hours: M-W – 11:30 – 12:00 p.m.**

**Email: Canvas Inbox or zc001@reedleycollege.edu**

**Course Description:**

During the course of this class we will examine the political, economic, and social development of the United States through texts, primary documents and literature from the point of Native contact with European colonizers. We will focus on the development of a new nation, world economics and the impact on United States sectionalism, disunion and eventually Civil War and reconstruction of the Nation. We will also discuss the relevance of great historical figures of American history, including Native Americans, African Americans, Mexican Americans, and other ethnicities. Finally, this course requires study and understanding of the U.S. Constitution which fulfills most American Institution requirements.

**Course Requirements and Evaluation:**

Class Participation 50 points

Midterm 80 points

Final Exam 100 points

Writing Prompts (2) 50 points

Works Cited Paper 10 points

Research Paper 100 points

Chapter Quizzes (12) 60 points

 Extra Credit Points Possible (About 40)

**Total Points 450**

A – 90-100% (405-450)

B – 80-89% (360-404)

C – 70-79% (315-359)

D – 60-69% (270-314)

F – 59% - below (269-below)

**Required Text:**

Brinkley, Alan. *The Unfinished Nation: A Concise History of the American People*. New York: McGraw-Hill, 8th, or 9th Edition. **Volume 1**

Takaki, Ronald. *A Different Mirror. A History of Multicultural America*

**Other Instructional Materials and Primary Source Links:**

Open Educational Resources: https://asccc-oeri.org/2021/01/23/primary-sources/

**Student Learning Outcomes**

* 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 SLO3: Demonstrate the ability to interpret primary and secondary sources, discern between the two and to compose an argument which uses them, as appropriate, for support.
* 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.

**Class Objectives:**

1. Demonstrate the ability to interpret primary & secondary sources, discern between the two and to compose an argument which uses them, as appropriate, for support.
2. Examine the changes in America’s social structure from colonial times to 1877.
3. Analyze the political, economic, and social factors leading to the Civil War.
4. Examine the major battles of the Civil War and compare the relative strengths and weaknesses of the Union and Confederacy in determining the outcome of the Civil War.
5. Assess the consequences of the Reconstruction Era in terms of changes to the United States Constitution, effect on African Americans and race relations, impact on southern states, and effect on the American political system.
6. Evaluate the importance of specific prominent persons, places, and events in United States history from colonial times through 1877.
7. Describe the evolution of the American economy from colonial times to the Reconstruction Era, focusing on the transition from pre-industrial to an increasingly industrial and urban society.
8. Compare and contrast the trends and movements in American social, cultural, and intellectual life through 1877.
9. Analyze the factors present in post-Civil War America (resources, institutions, values, immigration, etc) which caused the United States to enter a period of rapid industrialization and modernization after 1865.
10. Evaluate the contributions, socio-economic conditions and experiences of minority groups in the history of the United States through 1877.
11. Examine the development of political and governmental institutions in the United States up to the end of the Reconstruction Era in 1877.

**Reading Assignments:**

 You are responsible for following the syllabus and completing the reading assignments before class discussion. The Chapter Review questions are posted on Canvas for each chapter of Brinkley. You will be expected to come to class every day having finished reading the chapter(s) assigned, and having answered the questions on the Chapter Reviews. **Most importantly, you must work alone on the Chapter Reviews. I almost always collect your notes, and if I find two of the exact same two papers, they are both considered plagiarized.**

**Most students print out the answers and handwrite them. However, if you want to use a phone or a laptop, that is fine, as long as you send me the chapter review notes before the end of the day. If you do not, you will not receive credit.**

**Late and Makeup Assignment Policies:**

Your two short essays will be marked down one letter grade per day -24 hours- that they are late. In other words, if a paper is due Tuesday morning at 11:45 a.m., you have until Wednesday morning at 11:45 a.m. to turn it in with a penalty of one letter grade. If you turn in the paper at 11:55 a.m., it is considered late. You will **not** be able to make-up quizzes or exams unless you have a valid excuse and submit proof the professor in writing (death certificate, court appearance slip, etc.) Quizzes are given at the beginning of class. If you arrive late, you may miss the quiz.

**Quizzes, tests and extra credit:**

Quizzes occur most of the time on Tuesdays, and you **can** use your notes or the Chapter Review questions. You may **not** use the textbooks. As mentioned before, there will be no quiz make-ups, unless you have a legitimate excuse and you inform me *before* the quiz. You may not use notes or textbooks for the midterm or final exam. Finally, extra credit will be offered, primarily in the form of writing assignments or discussion boards based on Takaki.

**Research Paper:**

This 5-7-page paper deals ***either*** with how the French and British global struggle for power affected Americans, or with events leading up to the Civil War. You may rewrite this paper **only if** you turn in the Works Cited Paper on the due date.

**Attendance and Tardiness:**

Reedley College states that you may be dropped for excessive tardiness, for failure to attend class the first day, or if your total absences exceed twice the number of hours the class meets per week.

You are allowed three unexcused absences and three tardies without penalty. After this, your participation grade is reduced 5 points for every missed class. Tardiness equates to -2 points off your participation grade. For example, if you have missed 4 classes and you have arrived tardy four times during the semester, you will receive 43 points for class participation. ***If you leave before class is over or decide to take a 15 minute bathroom break, this is considered an absence.***

**Classroom Decorum:**

**The use of cell phones is NOT permitted** in my class with the exception of free time after a quiz. If I catch you texting during class, this equates to negative five points off of your attendance. Laptops/tablets/smart watches are acceptable only if you are following along during a Power Point. If I catch you using your laptop/tablet for any other reason, this equates to **negative five points** off of your attendance. In addition, **no EAR BUDS** are allowed. Finally, talking disrespectfully while I am lecturing will also equate to negative five points off of your attendance.

**Academic Accommodations:**

If reasonable accommodation, as defined by the Americans with Disabilities Act of 1990, is needed, it is the responsibility of the student to the present the “Disabled Student Services Reasonable Accommodation Form” to the instructor during the first two weeks of class. Reedley College uses Starfish for scheduling, but if you would prefer to call, you may do so at 559-494-3032 or you may contact via email at DSPS@reedleycollege.edu.

**Academic Success:**

To further your success, reinforce concepts, and achieve the stated learning objectives for this course, please refer to the One Stop Student Service Center located in the Student Center. Reedley College also offers Health and Wellness, Counseling, Basic Needs, and most importantly Guided Pathways: https://www.reedleycollege.edu/academics/guided-pathways/index.html

**Plagiarism and Academic Dishonesty:**

Plagiarism is a very serious offense. Any students caught submitting work that is not their own but is represented as such are subject to discipline by Reedley College. This can range from receiving a letter grade of “F” for the course to expulsion. ***This includes copying the chapter notes of another student, and I will periodically collect your chapter review questions*.** Students are required to cite the use of materials written by others in all written communications for courses. ***When you write the research paper, you need to cite in the text even when paraphrasing***. Remember, the use of ideas, words or phrasing without proper attribution constitutes plagiarism. The burden of proof rests on the student, not the instructor; in other words, the student will be required to prove that plagiarism has not occurred.

**AI:**

**The use of ChatGPT or any other AI software is prohibited on all prompts and papers.** If you use a generative AI tool to develop content for an assignment, you are required to cite the tool's contribution to your work. In practice, cutting and pasting content from any source without citation is plagiarism. Likewise, paraphrasing content from a generative AI without citation is plagiarism. (cme.edu)

**Tentative Course Schedule**

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| Dates | Topics | Homework Due: | Assignments Due On: |
| January 9, 11 | Historiography, Syllabus, & Primary v Secondary Sources | Couvares et al., 1-11 | Buy both books  |
| January 16, 18 | New World Encounters – Pre -conquest 1608  | Brinkley Ch 2 | Writing Prompt # 1: Jan 18 |
| January 23, 25 | England’s New World Experiments, Racism & English roots | Brinkley Ch 3Takaki Ch 2 - Optional for EC DB #1 | EC DB # 1 |
| January 30, Feb 1 | Hidden Origins of Slavery | Takaki Ch 3 | Writing Prompt # 2: Takaki Chapter 3 – Feb 1 |
| Feb 6, 8 | Empire in Transition, Racism and Colonization  | Brinkley Ch 4 |  |
| Feb 13, 15 | American Revolution | Brinkley Ch 5 | Optional Rewrite of Writing Prompt #2 |
| Feb 20, 22 | The Constitution, Alien and Sedition Acts | Brinkley Ch 6 |  |
| Feb 27, Feb 29 | Jeffersonian Vision | Brinkley Ch 7 | Works Cited Paper: Feb 29 |
| March 5, 7 | War of 1812, Era of Good Feelings | Brinkley Ch 8 | **MIDTERM: March 7** |
| March 12, 14 | Jacksonian Democracy | Brinkley Ch 9 | **Research Paper Option # 1: March 14 (no late papers accepted)** |
| March 19, 21 | Market Revolution | Brinkley Ch 10 Takaki Ch 4 - Optional for EC DB # 2 | EC DB # 2:  |
| March 25-29 Spring Break | Spring Break | Spring Break |  |
| April 2, 4 | The Character of Slavery | Brinkley Ch 11Takaki Ch 5 – Optional for EC DB # 3 | EC DB # 3: |
| April 11-13 | Abolitionists & Temperance | Brinkley Ch 12 | Optional Rewrite of RP # 1 |
| April 16, 18 | The Sectional Crisis, Mexican American War | Brinkley Ch 13 |  |
| April 23, 25 | The Civil War | Brinkley Ch 14 | **Research Paper Option # 2: April 25 (no late papers accepted)** |
| April 30, May 2 | Reconstruction | Brinkley Ch 15 |  |
| May 7, May 9 | The Irish/Mexican Experience | Takaki Ch 6 **or** 7 Optional for EC | Takaki Writing Prompt EC: Optional Rewrite of RP # 2 |
| Final Exam Week May 13-17 | Final Exam | Final Exam | **Final Exam:**  |