

History 1A
Journey Through the American Past
Course Syllabus

El Camino College
Professor Maria A. Brown
Office: SS 202A
Office Hours: M/W/F 8:15 a.m. – 9:15 a.m.
T/TH 2:00 p.m.- 3:00 p.m.
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Labor Day	College Closed	September 7, 2009
Veterans Day	College Closed	November 13, 2009
Thanksgiving	College Closed	November 26-29, 2009

The Last day to drop from class with a “W” grade is Friday, November 20, 2009. It is the student's responsibility to process an official withdrawal from class. Failure to do so may result in a letter grade of A through F. A student may drop a class or classes within the refund period and add another class or classes using the fees already paid. If a student drops after the refund deadline, payment of fees for the classes is forfeited. Any added class will require additional fees. A student may drop a class before the refund deadline and add a class with no additional fees. If a student drops a class after the refund deadline in order to add the same class at a different time, date instructor, the student must request a lateral transfer or level transfer from both instructors. All transfers are processed through the Admissions Office. (See page 5 of the ECC Schedule of Classes, Fall, 2009)

The semester ends Friday, December 18, 2009

Note: Please be advised that students are expected to follow the campus policy on student conduct which can be found in the ECC Campus Catalog. In this course students are expected to comply with the following:

1. Absolutely no Cell Phones or Pagers.
2. Gentlemen - no hats, caps, or scarfs.
3. No gum!
4. NO SAGGING!

Course Description: **Journey Through the American Past** is the chronological survey of the historical development of American civilization from the pre-Columbian period to 1877. The course focuses on the evolution of American social, intellectual, cultural, political and economic institutions, as well as the growth and development of the American people.

Course Objectives:

- Compare and contrast the cultural traditions, values and life styles of Europeans and native Americans that clashed in the early colonial period.
- Assess the American colonial experience under English domination through the political, social economic, and cultural forces that shaped its development.
- Analyze the major events that gave rise to the American Revolution against English rule.
- Explain the struggle for national unity and identity within the context of cultural diversity in the nineteenth century.
- Compare and contrast the political philosophies of Alexander Hamilton, Thomas Jefferson and Andrew Jackson.
- Differentiate and analyze the strengths and weaknesses of the Articles of Confederation and the United States Constitution.
- Define the basic principles of American foreign policy from 1789 through the Civil War era.
- Evaluate the evolution of liberty and authority with institutions of family, school, workplace, and community from the colonial era through the Civil War period.
- Identify and describe the impact of early nineteenth century European immigration on American culture and society.
- Analyze the forces that gave rise to sectionalism in the nineteenth century.
- Define the concept of Manifest Destiny and evaluate the consequences of westward expansion in international, national, and regional terms.
- Analyze nineteenth century social reform in American society that influenced the nation's democratic creed in racial, social, and gender relations.
- Analyze the causes, course, and outcome of the Civil War.
- Compare and contrast the Presidential and Radical reconstruction plans of the post-civil war era.
- Describe and assess the impact of African slavery on American economic, political and social development.
- Help student develop their reading, writing, research, analytical and computer skills.
- Generate student interest in the historical process by providing the student with both traditional and new historical methodology.

Student Learning Outcome statement:

Upon the successful completion of this course students will be able to evaluate the validity of American history from the Colonial period to the Era of Reconstruction and its relevance for contemporary society. Through assigned readings (primary and secondary), web sites, films and lecture materials, students will be able to identify major thoughts, ideas, and values that have been institutionalized in America customs, traditions, laws and rituals. Comprehension of this material will enable the student to persuasively develop, support, and articulate a cohesive and comprehensive historical thesis, with a sense of and an appreciation for American heritage and culture. .

Required Texts:

Murrin, **LIBERTY EQUALITY POWER, A History of the American People, Volume 1**, Fourth Edition. : This volume effectively weaves social, cultural, economic, and political history to a vivid and coherent chronological narrative of the American experience from pre-Columbian times to the Era of Reconstruction.

Butler, **KINDRED**. KINDRED is a classic time travel novel. Dana, a modern black woman, is celebrating her twenty-sixth birthday with her new husband when she is snatched abruptly from her home in California and transported to the antebellum South. The novel is peppered with science fiction and historical events and well as a commentary about the importance of history.

Douglass, **NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, An American Slave**. This little book is the story about the meaning of slavery and freedom in antebellum America.

Johnson, ed., **ABRAHAM LINCOLN, SLAVERY, AND THE CIVIL WAR**. This little book is the story about the meaning of Abraham Lincoln, slavery and freedom in Civil War America.

Course Requirements and Grades

A. There will be three (3) written examinations based on reading, web sites and lecture materials. All examinations and assignments are to be returned to the professor. (Examinations and sample of Student grade report are included in this syllabus. Be sure to remember due dates.) All examinations carry the same weight.

B. In this course, World Wide Web sites, feature films and documentaries will be used as historical sources. Students are EXPECTED to complete a critique on each film and Web sites assigned. Each critique is to be no less than two (2) typed written pages (use either a size 10 or 12 font) and is to be submitted with examination on due date day. Be sure to follow critique guidelines. Critiques are mandatory as completion of critiques will constitute an examination grade. (Film discs will be provided by the instructor.)

C. Extra Credit. Credit can be earned by completing eight (8) to ten (10) extracurricular activities during the course of the semester. Such activities include: attending lectures, viewing of documentaries and feature films, Web sites, museum/library exhibits (please include brochure for library or museum) and articles pertaining to the subject matter of this course. All activities must be critiqued according to the guidelines specified in the critique forms provided in the student syllabus / handbook. Film critiques for extra credit are restricted to the History 1A film list. (That list you will find in this in this syllabus.) A minimum of eight and a maximum of ten critiques may be submitted in order to receive extra credit. (8

submissions= extra credit 'B'; ten submissions = extra credit 'A') All extra credit must be submitted **December 12, 2008.**

Week One - Week Six

Module 1: The Peopling of the North American Continent

- Focus:** Introduction to course
What is History?
The First Americans
Culture Clash: The Coming of Europe
The Creolization process
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>
- Reading:** KINDRED
LIBERTY EQUALITY POWER : Chapters 1- 3
- Films:** 500 Nations, The Clash of Cultures (Critique)
500 Nations, Invasion of the Coast (Reference)
The New World (Critique)
- Web Sites:** Ice Mummies
<http://www.pbs.org/wgbh/nova/icemummies/> (Critique)

The Conquistadors
<http://www.pbs.org/conquistadors/> (Critique)

Rewriting Southwestern Prehistory
<http://www.he.net/~archaeol/9701/abstracts/southwest.html> (Critique)

(Time line on Home page: 35,000 B.C.-1500 A.D.)
<http://journeytohistory.com/history1A/35000.htm> (Reference)

Module 2: Eighteenth Century American Culture

- Focus:** Colonial America
The American Family
American Thoughts and Values
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>
- Reading:** LIBERTY EQUALITY POWER: Chapters 4 and 5
- Films:** The Middle Passage (Critique)
New World: Nightmare at Jamestown (Critique)

Web sites: Africans in America: The Terrible Transformation (Critique)
<http://www.pbs.org/wgbh/aia>

(Time line on Home page: 1500 -1700)
<http://journeytohistory.com/history1A/ColonialAm.htm> (Reference)

EXAMINATION 1: Examination file (including critiques) is to be submitted on **October 9, 2009**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. **USE HEADERS FOR EACH ONE OF YOUR PAGES.** You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use endnotes and include a bibliography Be sure to attach all assigned film and web critiques to insure proper credit. (Make sure that your attachments are Microsoft Word documents. Process 2 hard copies of all your work for your records and save files in a History 1A directory on your hard drive.) **No late papers!**

Week Six - Week Ten

Module 3: The Age of Reason and the American Revolution

Focus: Real Freedom: Age of Enlightenment
The Birth of a New Nation
American Constitutionalism

Lecture: Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>

Reading: LIBERTY EQUALITY POWER: Chapters 6-8

Films: Benjamin Franklin (Critique)
Thomas Jefferson, A View from the Mountain (Critique)
John and Abigail Adams (Critique)

Web sites: Ben Franklin (Critique)
<http://www.pbs.org/benfranklin/>
Thomas Jefferson
<http://www.whitehouse.gov/history/presidents/tj3.html> (Reference)

The Declaration of Independence
<http://www.nara.gov/exhall/charters/declaration/decmain.html> (Critique)

Liberty: The American Revolution
<http://www.pbs.org/ktca/liberty/> (Critique)

(Time line on Home page: 1700 -1777)
<http://journeytohistory.com/history1A/ColonialAm.htm> (Reference)

Module 4: The American Industrial Revolution

- Focus:** The expansion of America
The Industrial Revolution
The Purchase of New Land
The Removal of the a People
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>
- Reading:** LIBERTY EQUALITY POWER: Chapters 9-10
- Films:** Alexander Hamilton
- Web sites:** Lewis & Clark
<http://www.pbs.org/lewisandclark/> (Critique)
- Alexander Hamilton
<http://www.pbs.org/wgbh/amex/hamilton/> (Critique)
- (Time line on Home page: 1700 -1777)
<http://journeytohistory.com/history1A/Hope.htm> (Reference)

EXAMINATION 2: Examination file (including critiques) is to be submitted on **November 16, 2009**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. USE HEADERS FOR EACH ONE OF YOUR PAGES. You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use end notes and include a bibliography. Be sure to attach all assigned film and web critiques to insure proper credit. (Make sure that your attachments are **Microsoft Word documents**. Process hard copies of all your work for your record and save copies in a History 1A directory on your hard drive.) No late papers.

Week Eleven - Week Sixteen

Module 5: The Age of Reform

- Focus:** Romanticism
Creation of a perfect society
To the Pacific Ocean
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>

- Reading:** LIBERTY EQUALITY POWER: Chapters 11 - 13
- Films:** Frederick Douglass: When the Lion Wrote History (Critique)
 The Roots of Resistance (Critique)
 Donner Party (Critique)
- Web sites:** Frederick Douglass
<http://www.nps.gov/frdo/freddoug.htm> (Critique)
- Not For Ourselves Alone (Critique)
<http://www.pbs.org/stantonanthony/>
- (Time line on Home page: 1800 -1877)
http://journeytohistory.com/history1A/growth_1.htm (Reference)

Module 6: A Nation Divided

- Focus:** The Debate over slavery
 The coming of the Civil War
 Reconstruction
- Lecture:** Lectures
<http://journeytohistory.com/history1A/atlecture2.htm>
- Reading:** LIBERTY EQUALITY POWER: chapters 14-17
 NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS.
 ABRAHAM LINCOLN, SLAVERY, AND THE CIVIL WAR.
- Films:** The Civil War (The Causes)
 John Browns Holy War (Critique)
- Web sites:** The Underground Railroad
<http://www.nationalgeographic.com/railroad/> (Reference)
- Abraham and Mary Todd Lincoln
<http://www.pbs.org/wgbh/amex/lincolns/> (Critique)
- (Time line on Home page: 1800 -1877)
http://journeytohistory.com/history1A/growth_1.htm (Reference)

EXAMINATION 3: Examination file (including critiques) is to be submitted on **December 18, 2009**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. **USE HEADERS FOR EACH ONE OF YOUR PAGES.** You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. **Do not** use parenthetical footnotes. Use endnotes and include a bibliography. Be sure to attach all assigned lecture and web critiques to insure proper credit. (Make sure that your attachments are **Microsoft Word documents**. (Process hard copies of all your work for your record and save copies in a History 1A directory on your hard drive.) **No late papers.**

Journey Through the American Past Study Tips

Succeeding in On-line Courses

Succeeding in an on-line course is no different than succeeding in a traditional classroom setting

You still must:

Focus your attention

Be **organized**

Use your **time wisely**

Take responsibility for your learning

Use **self-directed**

Be willing to **work** and **participate**

Communicate effectively

Today's courses are making a shift from the passive learner model - where the student sits quietly in the classroom to the active learner model - where students interact and collaborate with one another.

What does this mean for you? - **Participation is essential for everyone involved.**

Tips on Time Management

What we know from research is that there is usually an adjustment period for most students as they learn the rhythm and patterns of on-line communication. Here are some tips for getting comfortable:

Do **take time to review** the available help files and documentation.

Do **spend some time just navigating your way through the class** - learn the functions of the buttons on your screen.

Do manage your time. You'll find that your time management skills will be critical in an on-line class. It's very easy to spend either far too little time or far too much time on the class.

Set designated blocks of time to work on the class. This will help you stay up with the assignments and with the interaction required in most on-line classes.

Frequently check the calendar and/or course outline for assignments, quizzes, etc.

Ask for help right away if something isn't going right, whether it's a technical issue or something to do with the course content.

Don't forget about the tried and true technologies - the telephone and fax machine. If you are experiencing any problems, you can always pick up the telephone and call your instructor, other class members or **STUDENT HELP!**

Getting Started With A New Course

Spending some in the first week familiarizing yourself with the course and course components can save you time later on. Here are some tips to assist you with this:

Read any documentation sent to you (introductory letters, notes on logons and passwords, user manuals etc) before doing anything.

Read the course outline during the first week. Pay particular attention to assignment due dates. Mark these on your calendar.

Find out how to get in touch with your instructor. What is his/her e-mail address? Remember, if you have questions about the course or course content contact your instructor.

Look for the course schedule in the course. It could be posted in the calendar or in the course outline.

Quickly scan your text, manual or any reading materials. Are there questions or study activities that will help you prepare for a test or exam?

Find out the structure of the course. Do you have self-tests to complete? Are you expected to participate in conferences? How much participation is expected? Is participation graded and what is the criteria?

On-line Communication and Communities

As always, effective communication is critical to success. It's even more important in the on-line environment because your instructor and the other class members can't see your frown, or hear the question in your voice. Here you'll be responsible for initiating contact, asking for help when needed, and sharing information with others. This communication is essential to forming an on-line community where students learn best.

In this relatively, new, on-line community, you no longer have all those non-verbal cues that you get in the physical classroom. What you still have however, is the practice of courtesy and respect that apply in all classrooms. Here are some guidelines:

Participate. In the on-line environment, it's not enough to show up! We need to hear your voice and to feel your presence. Your comments add to the information, the shared learning experience, and the sense of community in each class.

Be persistent. Remember that we're all working in a fairly new environment. If you run into any difficulties, don't hesitate! Send a note or call your instructor immediately. Most problems are easily solved but we must hear from you before we can help.

Share tips, help, and questions. For many of us, taking on-line courses is a new frontier. There are no dumb questions! Even if you think your solution is obvious, please share it, someone will appreciate it.

Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words? While you can't anticipate all reactions, do read over what you've written before you send it. Remember that we can't see your reactions.

We can't see the grin on your face when you make a sarcastic comment. We can't see the concern on your face if you only say a couple of words. We also can't read your mind and fill in the gaps if you abbreviate

your comments. You must be clear and concise when communicating on-line. Explain your ideas fully.

Good Luck With Your Studies!

*Online @ BCIT (British Columbia Institute of Technology)

The Peopling of the North American Continent:

Examination file (including critiques) is to be submitted on **October 9, 2009**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. **USE HEADERS FOR EACH ONE OF YOUR PAGES.** You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use endnotes and include a bibliography. Be sure to attach all assigned film and web critiques to insure proper credit. (Make sure that your attachments are **Microsoft Word documents**. Process hard copies of all your work for your record and save copies in a History 1A directory on your hard drive.) **No late papers.**

Drawing from your reading, lecture, film and web site materials **essay on 1 (one)** the following:

Section I:

The peopling of the New World began long before Christopher Columbus was given his commission to make his voyage across the western seas. Arriving in migratory waves, the first people to settle the Americas dates back between 30,000 and 20,000 years ago. These first Americans, over the ages, developed a variety of cultures, society ranging from the massive totalitarian civilization of the Incas in Peru to the hunter-gather of the Eskimo. When Columbus arrived in 1492, not only were millions of people living in the New World, but he encountered, unbeknown to him, a world that was full of rich and complex societies and cultures--- the beginning of the history of the Americas.

As you consider the above, access the major themes in the development of the North America civilization from 15,000 B.C. to the arrival of Christopher Columbus in 1492. Who were the first Americans? What role did the environment and technology play in the development of the first American communities? How did their experience in this new environment help to lay the foundation for American civilization? What implication does this fact have for European adventurers who would later arrive in the New World? Does this point explain why American History began as an offshoot of European imperialism? How has this notion affected the development of American society and culture?

Section II

“To the poor, often starving and indentured refugees from European Feudal society, the vast, unexplored North American continent was the far dark shores of hope, an escape from the continued numbness of poverty, suffering and misery. These new comers saw the New World as a shining symbol of freedom, fortune and the possibility of a happy future. But the New World was not only a symbol. In truth it was the birthplace and homeland of liberty . . .”

As you consider the above statement examine the reason why people came to the New World during the 16th and 17th centuries as you trace the development of American character from 1660 to 1760. What was it that pulled thousands of English colonists to this new and strange environment? Did they find what they were looking for? What will the situation be when they arrive in the Americas? Will the English find the same as the Spanish and the French? What social, cultural and intellectual baggage did they bring with them. What impact did this new environment have on these immigrants? How did they cope with this new environment? Will these immigrants be able to accomplish whatever goals they might have? What about those immigrants who had no choice in coming to this new land? What is in store for them? What specific historical themes,

or this period, developed to help make those goals of the voluntary immigrant a reality? What themes and determinants dictated their course of action? Which theme, perhaps, had the greatest influence on colonial behavior? How are those reflected in the American character and culture? What kind of society ultimately evolved?

TOWARD A MORE PERFECT UNION

Examination file (including critiques) is to be submitted on **November 16, 2008**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. **USE HEADERS FOR EACH ONE OF YOUR PAGES.** You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use endnotes and include a bibliography.

Be sure to attach all assigned film and web critiques to insure proper credit. (Make sure that your attachments are **Microsoft Word documents**. Process hard copies of all your work for your record and save copies in a History 1A directory on your hard drive.) **No late papers.**

Drawing from your reading, lecture, film and web site materials **essay on 1 (one)** the following:

Section I:

In 1763 American colonists celebrated the defeat of the French with bonfires and parades. They toasted Britain's military victory, drinking to their King and to their Parliament. In that moment, the expulsion of the French from the American continent seemed to promise a future of peace and prosperity within the British Empire. Yet a decade later Americans were denouncing what they declared was an over grasping Parliament and denying the authority of its laws. A year later George III was being condemned as a "Royal Brute."

Why was the Enlightenment thought of the late 17th and early 18th centuries of great significance to the settlers in the North American colonies? What were the fundamental principles of the Enlightenment and how did they contribute to developing political ideals and theories of the age? How were those principles reflected in the behavior of the colonists as they prepared to protect themselves from a French invasion and ultimately the British Crown? What impact did the Seven Year War have on the colonists, in terms of how they saw themselves in relation to their environment, each other, the French and the British Crown? What was the outcome of and response to the conflict for all of the parties involved? Was the French and Indian war a prelude to a more critical event yet to come? If so, how? If not, why not?

Section II:

In 1781, the colonies organized themselves under the Articles of Confederation. This new government reflected the fears of a centralized government that resulted from the colonial experience with the British Crown. However, those fears were not relieved as the Articles of Confederation proved to be ineffective and a failure. In 1787, delegates met in Philadelphia to revise the Articles. At that meeting the delegates to the convention were confronted with the facts that the colonies were differently founded, had different habits of life and because of poor means of transportation were distant from each other. Though the Articles provided the first form of government for the Americans, the delegates had little experience in self- government. Their knowledge of the law was theoretical. As patriots they had insisted on their rights as Englishmen. They originally thought the Articles would solve their dilemma only to discover that such at hand was how to make practical application out of the political theory articulated prior to the War of 1776. Fifty-five days later, the men who became known as the "Founding Fathers," left the Philadelphia meeting with a new form of government that has existed to this very day.

After careful consideration of the above, briefly discuss the causes of the War of 1776. What was the underlying theme? Was the theme articulated in the Declaration of Independence and subsequently the Articles of Confederation and the United States Constitution? What was the intent of the Articles of

Confederation? How did the "Articles" fail? How, if at all, were those issues resolved at the Constitutional Convention? How did the new form of government differ from the "Articles?" On what concepts, i.e., ideals and/or principles was this new system based? Were the "founding Fathers" successful in making practical application out of the political theory articulated prior to the War of 1776? In so doing, did this new political document address the issues articulated and implied in Jefferson's declaration "... that all men are created equal, that they are endowed with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness . . ." Was this the beginning of the American Revolution?

The Growth of A Nation

Examination file (including critiques) is to be submitted on **December 16, 2009**. Whatever section of the examination chosen is to be addressed in no less than ten (10) type written pages, double – spaced in either a size 10 or 12 font. Be sure that your name is on your papers. **USE HEADERS FOR EACH ONE OF YOUR PAGES**. You are allowed to use outside sources, but if you do, all quotations or ideas that are not your own must be cited. Do not use parenthetical footnotes. Use endnotes and include a bibliography. Be sure to attach all assigned film and web critiques to insure proper credit. (Make sure that your attachments are **Microsoft Word documents**. Process hard copies of all your work for your record and save copies in a History 1A directory on your hard drive.) **No late papers**.

Drawing from your reading, lecture, film and web site materials **essay on 1 (one)** the following:

Section 1:

In 1776, Thomas Paine suggested that America “under a government of her own” could be “as happy as she pleases: she hath a blank sheet to write upon.” What in your estimation, are the most important things that America wrote on her slate in the more than two centuries between the first settlements and the end of the Civil War? Why?

Section 2:

During the first half of the 19th century, Americans attempted to create what they considered to a perfect society. As they set about this task, there evolved several reform movements. These movements were of equal importance. However, the most famous or infamous, of these was the Abolitionist Crusade of the 1830s.

Who were the reformers? What was their intent? What influencing factors compelled them to work for change in the American society? Where did they believe that change should take place? Why was the abolitionist crusade the most famous or infamous of the reform movements? How did the pro-slavery advocates approach to the debate differ? In accessing the debate over slavery, which approach was, perhaps, the most realistic? In looking at reform, did the reformers accomplish what they intended? What legacy did the reformers leave for future generations of Americans?

Section 3:

In the 1850's, slavery presented the American society with such enormous political and social problems that the dispute between the sections of the country could only have been solved through extreme care. But the nation, it seems from the colonial period forward, in search of its identity was inhibited by its fears and so wrapped in change that there was no other recourse but Civil War?

How would you evaluate the coming of the Civil War? As you consider the development of the American society (economic development, social differences, sectionalism, slavery and racial issues, legal traditions, ways of thinking, ways of viewing the world) and in particular the ten year period (and their roots) preceding the war (1850-60), could the war have been avoided? What did the coming war mean to

the North, South and the African American? What consequences, if any, did the war have for the American society? Who won the war?

Student Grade Assessment Report

Name:

Course: History 1A

Term: Fall, 2009

Examination no.:

Critiques no.:

Structure (logic of argument, organization of thoughts, ideas and points)

Satisfactory

Needs improvement

Unsatisfactory

Organization (sentence structure, paragraphing, grammar, etc.)

Satisfactory

Needs improvement

Unsatisfactory

Use of facts/evidence to support argument

Satisfactory

Needs improvement

Unsatisfactory

General Comment:

Grade

GUIDELINES FOR ESSAY EXAMINATIONS WORKSHEET

What is important in taking essay exams, especially in History and English classes, is integrating the material presented in lecture and the textbook(s) into a cohesive argument. Specifically, your essay should have a point or view; it should sway the reader into believing your assertions.

How do you do this effectively?

- 1) On the text itself, you will be presented with a series of questions/points about the given era, i.e. "The Gilded Age." It isn't critical that each point be examined in excruciating detail. Rather, devise a central argument or thesis, that the different points lead towards, i.e. "The Gilded Age ultimately had a negative affect on society." (NOTE: Put thesis at beginning or end of your first paragraph.)
- 2) Take a few minutes to think about your thesis statement and break it up into various sections, or topic sentences, i.e. "How did the Gilded Age affect the individual? How did the Gilded Age affect industry?", etc. Each of these supporting topics paragraphs should consist of a well-developed thought that can be substantiated by a few details/facts (Dates are fine, but don't waste time memorizing countless dates because they won't turn a "B" paper into an "A"). The details/facts should come from the lecture, readings, films, discussion, or all. But, **AVOID GIVING YOUR OWN OPINION FOR ANY GREAT LENGTH OF TIME**, unless specifically solicited.
- 3) Time constraints are an obvious and acknowledged consideration. Consequently, I can't expect essays that are poetic and perfectly created. Instead, try to develop a cohesive introduction and body with sound logical analysis. If it doesn't make sense to you when you write it, it won't make sense to me when I read it. Try to write legibly, and if you have a genetic predisposition towards sloppiness, skip a line...please!
- 4) Understand the difference between there ("over there"), their ("Their car); and it's ("it is a hard test") and its ("the dog lost its collar"). Granted, the distinction is obvious. But, if last year is any indication, people ignore the obvious (in large quantities!)
- 5) The conclusion shouldn't merely restate the thesis word for word. Rather, it should touch on the thesis in light of the supporting evidence that you have (hopefully) presented.

FILM CRITIQUE WORKSHEET*

Title of film:

(Before viewing the film, consider the title, and what you think you will see in this film?)

VIEWING:

Film Classification (choose all that apply):

Fiction	Documentary
Newsreel	Propaganda
Theatrical short subject	Training film
Combat film	Animated cartoon
	Other

Physical qualities of the film (choose all that apply):

Music	Narration
Special effects	Color
Live Action	Background noise
Animation	Dramatization

What is the mood or tone of the film? (Consider how camera angles, lighting, music, narration, and/or editing contribute to creating an atmosphere in this film)

Does the film effectively convey its message? As a tool of communication, what are its strengths and weaknesses?

How do you think the film maker wanted the audience to respond?

Does this film appeal more to the viewer's reason or emotion? How does it make you feel?

What does this film tell you about life in the United States at the time it was made?

What questions do you have that were left unanswered by the film?

What information have you gained about the event or subject matter under discussion that would not be conveyed by a written source?

What is the central message of this film?

Would you recommend this film as an effective study tool?.

Critique is 2 typewritten pages (double spaced) in length, and 10 or 12 font only.

WEB SITE CRITIQUE WORKSHEET

Name of web site: _____

URL (address): _____

Critique should include:

1. Brief description of this location.

2. An evaluation of the specific focus of this assignment.

Ask yourself:

(a.) how accurate is this information?

(b.) how objective is this information?

(c.) how recent is this information?

(d.) how much coverage (scope)?

3. Would you recommend this site? Why or why not?

4. Did you find other links worth visiting? (If, yes, list the link(s).)

Critique is 2 typewritten pages (double spaced) in length, and 10 or 12 font only.

LECTURE CRITIQUE WORKSHEET

Lecture Title: _____

Name of Lecturer: _____

Date and Place of Lecture: _____

IN YOUR CRITIQUE FOCUS ON ...

1. Theme (s) i.e. thesis of the lecture.
2. What are the main points of the lecture?
3. EFFECTIVENESS of lecture /lecturer as to:
 - A. organization (does argument follow progression?)
 - B. persuasiveness (delivery)
 - C. use of evidence
 - Primary Sources: (letters, diary accounts, photographs, film footage from the actual event)
 - Secondary Sources: (second hand information)
 - D. use of multi-media materials.
4. Does the lecturer prove the validity of the thesis?
5. What significant questions were raised by presentation?
6. What contributions did the presentation make to the study of history?

Critique is 2 typewritten pages (double spaced) in length, and 10 or 12 font only.

HISTORICAL BOOK REVIEW WORKSHEET

This is a book review, not a book report. The purpose of this assignment is to introduce the reader to critiquing a historical thesis. Thus the following should be considered:.

1. The thesis, original premise, or hypothesis of the book.
 2. The sources used by the author to advance his thesis.
 3. The scope of the book. (Areas or topics covered in the book.)
 4. Major points of the book. (Consider how the author develops his points.)
 5. Minor points worth mentioning.
 6. Does the author do what he intends?
 7. Are there any points that were not covered that should have been?
 8. How would you compare this work with others you have read on the subject?
 9. Have you learned anything from this work?
 10. Would you recommend this work to others? If so, why? If not, why not?
- (It might be a good idea to go to the library and read some historical book reviews.)

Review is 2 typewritten (doubled spaced) pages in length, and 10 or 12 font only.

MUSEUM CRITIQUE WORKSHEET

Name of Museum/Library

Location:

Purpose of Museum/Library:

CRITICISM: Your criticism should focus on

- (1) the theme of the current exhibition.
- (2) the effectiveness of the display.
- (3) the why and how of the exhibition.
- (4) the broader social and political context of the exhibition.
- (5) whether you would recommend this exhibition (why or why not)?
- (6) what improvements, if any, would you make in the exhibition?

Critique is 2 typewritten pages (double spaced) in length, and 10 or 12 font only. Please attach a copy of the Museum/Library brochure to your report.

Journey Through the American Past Film List*

I. Peopling of the North American Continent

In Search of History: The Aztec Empire
Maya, Lords of the Jungle
The Incas
In Search of History: The Mound builders
Myths and Mound builders
The Cloud Warriors
In Search of Christopher Columbus
Christopher Columbus
Christopher Columbus (1985)
1492, Conquest of Paradise
500 Nations (Part 3): Clash of Cultures

II. The Coming of Europe

The Mission
The Black Robe
Clash of Cultures from 500 Nations
Conquistadors: The Search for El Dorado
500 Nations (Part 4): Invasion on the Coast
Pocahontas: Her True Story*
New York, The Country and the City, 1609-1825

III. Colonial Life

Drums Along the Mohawk
The American Experience: A Midwife's Tale
In Search of History: The Salem Witch Trials
Three Sovereigns for Sarah
The Crucible
The Last of the Mohicans

VI. The Trans Atlantic Slave Trade

Africans in America (Part 1) The Terrible Transformation
Africans in America (Part 2): Revolution
Africans in America (Part 3): Brotherly Love
Africans in America (Part 4): Judgement Day

V. The Age of Reason

Benjamin Franklin
Thomas Jefferson: A View From the Mountain
Thomas Jefferson (Parts 1 and 2)

VI. The Road to Independence

The Madness of King George
Liberty! The American Revolution: Episode 1 and 2
Liberty! The American Revolution: Episode 3 and 4
Liberty! The American Revolution: Episode 5 and 6
Revolution
1776
The Patriot
George Washington: The Man Who Wouldn't Be King
Jefferson in Paris
The War That Made America
John and Abigail Adams
John Adams

VII. America in the 19th Century

The Duel
Lewis and Clark, The Corp of Discovery
American Prophet: The Story of Joseph Smith
The American Experience: The Shakers
The American Experience: Iron Road
The Alamo (Part 1, 2)
The Mexican War (Part 1, 2)
In Search of the Oregon Trail
The Donner Party
Gold Fever
The American Experience: The Master Builder
The American Experience: Stephen Foster

VIII. A Nation Divided

The Journey of August King
Gone with the Wind (Parts 1 and 2)
Not For Ourselves Alone (Parts 1 and 2)
Amistad
The American Experience: The Roots of Resistance
The Underground Railroad

Frederick Douglass: When the Lion Wrote
 History*
 Frederick Douglass
 John Brown's Holy War
 Young Mr. Lincoln
 Abe Lincoln in Illinois
 Ken Burn's The Civil War
 The Civil War: The Causes
 The Gangs of New York
 Glory
 The American Experience: The 54th Regiment
 Gettysburg
 Andersonville (Parts 1 and 2)
 The Lincoln Assassination
 Lincoln*
 The American Experience: Abraham and
 Mary Todd Lincoln, A House
 Divided (Parts 1 and 2)
 The American Experience: Abraham and
 Mary Todd Lincoln, A House
 Divided (Parts 3 and 4)
 The American Experience: Abraham and
 Mary Todd Lincoln, A House
 Divided (Parts 5 and 6)
 The West: The People
 The West: Empire Upon the Trails
 The West: The Grandest Empire Under
 God
 The American Experience: Ulysses Grant
 (Parts 1 and 2)
 Cold Mountain

For extra credit please confine critiques to this list.