Course Description
This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

Required Texts

Rules of Conduct
Show up to class prepared and ready to learn. Treat others as you wish to treated; with respect. This respect should be shown to your instructor and fellow students. Class participation and discussion is an essential part of the learning process; however, refrain from inappropriate or offensive language. Any anti-social behavior is unacceptable. Mute cell phones before class begins. Electronic devices are permitted in class for note-taking and class-related research only. Food and beverages are not permitted in the classrooms. The instructor reserves the right to prescribe a proportionate penalty upon infraction.

Academic Integrity
El Camino College is a community which believes the pathway to success is paved through honest work. Academic dishonesty of any kind distorts the learning process and will result in you receiving an automatic zero for the assignment or exam in question and an official referral to the dean as appropriate. Academic dishonesty includes cheating, such as viewing your neighbor's exam, plagiarism or copying someone else's work (often from the internet) and presenting it as your own, as well as falsification and facilitation.

Accommodation for Disabilities:
El Camino College is committed to providing educational accommodations for students with disabilities upon the timely request by the student to the instructor. A student with a disability who would like to request an academic accommodation is responsible for talking with the instructor and the Special Resources Center. To make arrangements for academic accommodations, contact the Special Resources Center at 310-660-3295.
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Attendance/Drop Policy/Absence
Attendance will be taken at the start of every class. If you do not appear by the end of the first class, you may be dropped due to enrollment demand. More than three absences may result in you being dropped from the class. Should you wish to withdraw, as a student, you are responsible for meeting the class withdrawal date.

Course Objectives: Upon completion of this course, the student will be able to:
1. Compare and contrast the cultural traditions, values and life styles of Europeans, Africans, and Native Americans in the early colonial period.
2. Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development.
3. Describe the institution of slavery and the experience of enslaved peoples during the colonial era; and explain why slavery became the dominant labor system in the southern colonies and how it impacted American social, political and economic systems.
4. Compare and contrast the Spanish, French and British colonies in North America.
5. Analyze the major events and ideas that gave rise to the American Revolution against English rule and assess the outcome of the war.
6. Identify the competing political philosophies in the early national period and explain how they impacted the creation of the Constitution and the expansion of democracy.
7. Define the basic principles of American foreign policy from 1789 through the Civil War era, and explain how those principles were applied to American interactions with foreign nations, including Native Americans in the West.
8. Evaluate the evolution of the institutions of family, school, workplace, and community from the colonial era through the Civil War period.
9. Identify and describe the impact of early nineteenth century European immigration on American culture, society, politics, and the economy.
10. Define the concept of Manifest Destiny and evaluate the process and consequences of westward expansion, including the impact of westward expansion on Native Americans and Mexicans.
11. Identify the nineteenth century reform movements aimed at the eradication of social ills in American society and assess how they influenced racial relations, gender roles and the social hierarchy.
12. Discuss the following issues in regards to the expansion of slavery in the nineteenth century: the evolving experiences and culture of enslaved peoples, the northern reaction to slavery, and the impact of slavery on southern economic and social systems.
13. Analyze the causes, course, and outcome of the Civil War.
14. Determine how political conflicts after the Civil War led to the creation of federal and State Reconstruction programs and assess the successes and failures of those programs.

Student Learning Outcomes: Upon completion of United States History to 1877, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history to 1877 and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

Grading Scheme
Your grade will be a 500 point-based evaluation using the following weighed categories.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Participation</td>
<td>50 (10%)</td>
</tr>
<tr>
<td>Assignments</td>
<td>50 (10%)</td>
</tr>
<tr>
<td>Homework 45 &amp; Conference</td>
<td>45 (9%) &amp; 5 (1%)</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>115 (23%)</td>
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<tr>
<td>Final Exam</td>
<td>115 (23%)</td>
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<tr>
<td>Research Essay</td>
<td>120 (24%)</td>
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Grading Scale:
- A 500 - 450
- B 449 - 400
- C 399 - 350
- D 349 - 300
- F 299 - 0
Assignments
Among other tasks, you are expected to complete five separate assignments either in or outside of class meetings. Each assignment explores a distinct element of historical thinking and is worth 2% of your final grade. Four of these assignments must be completed individually whose topics are listed below:

1) Map Assignment
2) Movie Review
3) Historical Identification
4) Primary Source Analysis
5) In-Class Presentation

The fifth and final assignment is an In-class Presentation. Each student will be assigned a group and an event from the chronology list. This will be the topic for the group presentation and for the research essay that is due at the end of the course. Throughout the course, each group will provide a 15 min. presentation of that group’s assigned event. The type of presentation is to be a group decision. It may be a historical drama, a short audio or web clip or PowerPoint explanation. All members of the groups must contribute to the organization and presentation of the material. The presentation should focus on two issues: 1) defining and giving a brief background to the event (who, what, where, when) & 2) the importance or significance of the event to the United States. If you have questions about the organization or presentation of your topic I will be glad to help.

Participation
There are three principal ways students can participate:

1) In Class: by asking and answering questions in class,
2) Group: by contributing to their group discussions and assignments, and
3) Debate: by constructing or articulating the position of their assigned team their while listening to the arguments of their opponents.

Note: Participation, HW and Assignments together count for 30 percent of your grade. Attendance and assignment completion therefore is a significant portion of your grade! There is no grading curve and extra credit should not be necessary.

Exams & Research Essay
Your Mid-Term and Final are each comprised of two sections; multiple choice and short answer. Each multiple choice section possesses 40 questions while each short answer section includes 12 key terms. From the 12 key terms, six must be selected and responded to. The question portion is valued at 80% while the key terms 20% of the exam grade. A 6-page research paper is also required. Each submission must include an outline, essay and Works Cited. Detailed instructions for the research essay will be provided in-class. It is very important that you read the essay instructions carefully. A typed paper copy of the research essay must be delivered in-person to the instructor in the assigned classroom by the end of the final exam period @ 10:55AM on 6/8 in order to receive full credit. The final covers only the second portion of the class.
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**Make Up-Exams/Late Work**
Make-ups exams are only allowed for extreme situations which must be documented, such as, death of immediate family, medical emergency, etc. Note, you must contact me; otherwise, I will assume you intended to fail. If you fail to turn in your research essay on time, the final grade will deducted 10 percent every day overdue. Please note students cannot make-up the final exam.

**Emergency Protocols and Evacuation**
To ensure the health and safety of all students, those who feel they may need evacuation assistance in the event of an emergency should speak with their instructor as soon as possible.

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**Calendar**

Week 1: The World before Columbus: 1492 - 1650
A) Class Introduction  
B) Indigenous America before Columbus  
C) Mesoamerican Civilizations

Week 2: When Worlds Collide: 1492 - 1650  
A) The Spanish Conquest of the Americas  
B) The Columbian Exchange  
C) Early European Colonization in North America  
**D) Map Assignment Due**  
Reading: *Making America* pgs. 4 - 24

Week 3: The Colonial World Flourishes: 1650 - 1754  
A) The Atlantic World  
B) European competition in the Americas  
C) Colonial Society & Latin America  
Reading: *Making America* pgs. 28 - 38

Week 4: The Birth of the British Empire: 1650 - 1754  
A) The English in Virginia and Massachusetts  
B) Slavery and the making of the British Empire  
C) Population growth and immigration  
**D) Movie Review Due**  
Reading: *Making America* pgs. 38 - 48

Week 5: The Peak of British America: 1754 - 1774  
A) New England, Middle Colonies, Southern Colonies  
B) Colonial Economic Development: Mercantilism vs. Free Trade  
C) The French and Indian War  
Reading: *Making America* pgs. 108 -118
Week 6: Crisis in the American Colonies: 1754 - 1774
A) Colonial Governance and Imperial Reform
B) Colonial Grievances & Resistance
C) The Boston Tea Party
Reading: Making America pgs. 118 -128

Week 7: The American Revolution: 1774 - 1783
A) The Shot Heard Round the World
B) Imperial Escalation and Colonial Confrontation
C) The Conflict Goes Global & Independence
Reading: Making America pgs. 132 - 154

Week 8: Mid-Term Exam - Bring a Scantron (886-E), and a No.2 Pencil
A) Tuesday Review
B) Thursday Mid-Term Exam
C) Historical Identification Assignment Due

Week 9: The Young American Republic: 1783 -1815
A) The Articles of Confederation & Constitution
B) The Federalist Era
C) Federalists vs. Republicans
Reading: Making America pgs. 184 - 197

Week 10: The Young American Republic: 1783 -1815
A) Jeffersonian Democracy
B) Jefferson and the West
C) The War of 1812
D) Image Analysis Due
Reading: Making America pgs. 224 - 230

Week 11: America Goes West: Manifest Destiny & Expansion 1815 - 1848
A) Jacksonian Democracy
B) The Transportation, Market, Political Revolutions
C) Cotton and Solidification of slavery
Reading: Making America pgs. 246 - 258

Week 12: America Goes West: Manifest Destiny & Expansion 1815 - 1848
A) Compromise & the Republics of Texas and California
B) The Mexican - American War
C) Primary Source Analysis Assignment Due
Reading: Making America pgs. 265 - 274
Week 13: The Impending Crisis: Social and Sectional Division 1848 -1861
A) Westward Settlement and Immigration
B) The Compromise of 1850
C) Society & Antebellum America
D) Sectional Polarization & the election of 1860
Reading: Making America pgs. 322 -342

Week 14: The American Civil War 1861 - 1865
A) Goals, strategies, resources of the Union & Confederacy
B) The Battles, Generals, and Men
C) The Emancipation Proclamation

Week 15: The Reconstruction Era 1865 - 1877
A) A New Nation Heals
B) Radical Reconstruction and Resistance
C) The 1877 Election and the end of Reconstruction

Week 16: Final Exam and Research Essay Due
Bring a Scantron (886-E), and a No.2 Pencil
A) Tuesday Review
B) Thursday Final Exam
C) Research Essay Due 9:10AM on 6/8