# HIST 108 – Early American History (#0213)

Spring 2018 – Grossmont College
Online: 16-week course
Course week: * Thursday-Wednesday

Professor Kristin Hargrove
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Course Description

Early American History (HIST 108) is a survey of the early political, social and cultural development of the entire geographic area that is now the United States, with emphasis upon the origins of basic American institutions and ideals. (* Recommended Preparation: A "C" or "CR" grade or higher in ESL 119 / ENG 110 or equivalent.)

• This course meets Track 1 Part A or Track 2 Part B of the American Institutions requirement for CSU
• Satisfies General Education for: Grossmont College D3; CSU D6; IGETC4F
• Transfers to: CSU, UC (credit limited; see ✍ **Grossmont Catalog** and/or check with your ✍ **Counselor**)
• CAN HIST 8 (HIST 108+109 = CAN HIST sequence B)

Student Learning Outcomes / Course Objectives

The ✍ **Grossmont College History Department** is committed to:
1. helping enable students critically analyze and synthesize both primary and secondary American historical sources and explain how they support a thesis statement;
2. understand and explain the relationships between causes of American historical events and their effects; and
3. identify a relevant individual involved in an historical event and explain their significance in this event.

At the completion of this course, HIST 108 students should be able to:

· Articulate special topics in US history (of your choosing) by employing college-level research, writing, and presentation skills;

· Differentiate between myth and reality in early American history;

· Compile list of books and non-print resources on relevant historical topics and events in order to research historical topics;

· Use maps and atlases to locate regions, sites, and landforms to better understand the physical content of early American history;

· Critique articles about the early history of America;

· Analyze economic change, social change, intellectual movements and the importance of science and technology in America's development;

· Evaluate significant theories of historical development;

· Analyze how various geographical areas and groups, such as ethnic minorities and women, influenced early American history;

· Analyze the relationships between regions of the U.S. in the context of major events;

· Analyze the origins of our political system throughout the entire area that is now the United States;

· Distinguish major constitutional issues and developments;

· Comprehend how our political system has changed between the colonial period and 1876;

· Evaluate the relationships of state and local governments with the federal government in the context of major events;

· Examine the rights, obligations, and activisms of citizens under the U.S. Constitution;

· Understand the origins, evolution, and processes of California state and local governments; and

· Critically apply the basic themes of early American history to present history and current events.

Reading (required)

- **REQUIRED:** Stefoff, Rebecca, and Howard Zinn. *A Young People's History of the United States.* New York: Seven Stories Press, 2009. Print. ISBN: 9781583228692 *LOW COST (UNDER $20)*
- Lit Readings (available on Canvas) *NO COST(!)*

Academic Integrity

Cheating and plagiarism (using as one's own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

HIST 108 policy: First instance = F or 0 points for work and a warning.
Second instance = F for course and referral to Department Chair and 🖱 **Office of Student Affairs**

Accommodation

Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact the 🖱 **Accessibility Resource Center (ARC)** early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in Room 110 or by phone at (619) 644.7112 or (619) 644.7119 (TTY for Deaf).

Attendance

Although HIST 108 is an online class, "attendance" means successful students will check Canvas several times a week. The HIST 108 course week starts on Thursday; work is due by the following Wednesday evening by 11:59pm. This gives all students the option to work before, during, and/or after the weekend, with flexibility for school holidays and student work/personal plans. **Late work is generally is not accepted.**

Things happens, so please email via Canvas Inbox if:

1. you have a pre-planned event in advance that will disrupt your HIST 108 participation during the term, or
2. something comes up. We're all human, so when in doubt, please check in so we can discuss options.

Class Conduct

Successful, interactive online courses happen when students take the time to review course material, reflect how they feel about it, and make informed posts that educate their classmates. There's not necessarily right or wrong answers in our course: opinions on the content might differ, but you can do your part to positively contribute to our class by acting respectfully towards others by exhibiting cultural equity, or awareness to varying perspectives, backgrounds, and experiences. Work to value what others share about their perception of American history, just as you hope they value your interpretations on the topic.

By participating in this class, you agree to practice 🖱 **netiquette**, academic integrity in your work (cite sources and do your own work), courtesy to your classmates/instructor, and take responsibility for your weekly scholastic performance, thus your final grade in the course. Conduct yourself as you would in a formal workplace in tone, frequency, and length. If 🖱 **emailing**, please state the course & section (HIST 108/0213) and your full name.

Communication

General HIST 108 course questions should be posted on Q&A/the appropriate Canvas forum.
See Canvas for specific directions and check prior Q&A's first *before* posting to avoid duplication /clutter.

Personal matters or specific grading issues are the only items that should be privately emailed to me.
Please do not inquire about your grade/points on Canvas. Do this privately, per student privacy law.

· *On weekdays*, I check Q&A and email about 2 times between 7:00am to 6:00 pm, answering Q&A queries and responding to emails during this time. Please graciously allow a window of 24 hours for replies.
· *On weekends*, I will check Q&A and email once or twice. I will be sure to let you know if I am out of town and/or away from away from the computer in advance.

* Please be sure to check Canvas & the email account you have registered with Gmont's WebAdvisor often.

Course Activities

So what will you need to accomplish each week in HIST 108 before 11:59pm on Wednesdays?

- **Review Weekly Lesson Info:** Students will read the course text and lit reading excerpts, observe audio-visual lectures, and view a documentary video and film clips (usually 5 sources total each week).

- **Complete Discussions:** HIST 108 students are required to thoughtfully answer the weekly Discussion prompt every course week in order to earn full participation credit in the course. This is key! These weekly exercises help prep students for exams and ultimately, the Paper. *<mark>**Think PRR.**</mark> You are required to:
  1. **P**ost your original, deep-critical thinking interpretation of *all* weekly course materials (all readings, lectures, and video and film clips) to the main discussion prompt;
  2. **R**ead other students' postings; and then
  3. **R**espond to at least *two* other student postings in a substantial way by selecting/clicking a specific student post and making a "Reply" that extends/questions/counters the week's discussion (reminder: do this twice).

Discussion grading rubric:

Discussion Rubric (PRRs)

Criteria	Ratings						Pts
Use of Module Sources	All 5 Module sources used 1.25 pts	4 sources used 1 pts	3 sources used 0.75 pts	2 sources used 0.5 pts	1 source used 0.25 pts	0 sources included 0 pts	1.25 pts
Critical Analysis	Super crit A! Great discussion 1.25 pts	Expand a touch more (1-2 sentences each) with your perspective about the source info you bring in and/or be sure to do for each Module source 1 pts	Go a lot more in-depth on explaining your interpretation of the Module source info you bring in 0.75 pts	Work to avoid summarizing Module source info. Instead, bring in your original interpretation of why you think the source info is important to know about in relation to history 0.5 pts	Discussion does not focus directly on our Module sources, as required 0.25 pts	No Marks 0 pts	1.25 pts
MLA citing, punctuation, grammar	Nice job! 0.5 pts	A little citing, punctuation, and.or grammar polishing to do 0.35 pts	A LOT of citing, punctuation, and.or grammar polishing to do 0.15 pts	Be sure to cite or you are plagiarizing (!) and/or upgrade punctuation and grammar 0 pts			0.5 pts
Response 1	Great response 1 0.5 pts	Expand a touch more on your Response 1: go more in-depth and/or add a few more sentences directly related to Module content 0.35 pts	Expand a LOT more on your Response 1: go more in-depth and/or add a few more sentences directly related to Module content 0.15 pts	Response 1 not made 0 pts			0.5 pts
Response 2	Great response 2 0.5 pts	Expand a touch more on your Response 2: go more in-depth and/or add a few more sentences directly related to Module content 0.35 pts	Expand a LOT more on your Response 2: go more in-depth and/or add a few more sentences directly related to Module content 0.15 pts	Response 2 not made 0 pts			0.5 pts
						Total Points: 4	

Course exams and an end-of-term research paper and "virtual presentation" will also cumulatively synthesize and assess unit/class learnings during the term. See Canvas for details.

- *Exams:* Exam 1 will cover Unit; Exam 2 will cover Unit 2. The format for both exams will be the same: Part 1 requires you to "identify" several concepts key to each Unit, whereas Part 2 will be an open-ended essay question. The exams are "open-book" and you'll have a full week to complete your work.

- *Paper / Presentation:* You'll research a topic of your choosing relevant to the scope of our class (early American history, up until 1877) and "present" your analysis to the class via a written script (a "virtual" presentation). We'll work on the Paper in stages for a full month, plus have a full "Paper Week" at the end of the term.

Course Technology

Avoid losing work through server time-outs, computer freezes, Canvas glitches, etc.!
Type your work-in-progress using a word processing software, *then* copy+paste your completed work to Canvas.

Gmont - Canvas Help Contact Info:	⇗ **Tech Mall**

Canvas Help Desk: Telephone: 1-844-600-4953 (24/7).

⇗ **Canvas Student Guides**: search for your Canvas-related tech question here | ⇗ **Canvas Mobile App Guides**

Tech Tip: If you encounter an error on Canvas, the rule of thumb is to try again, try again a little later, try again on a different internet browser, and/or try again on a different computer. Sign out of Canvas and restart your computer. Clear your internet browser history cache often. Review Professor Hargrove's faculty web page (⇗ **Course Info**) and check Q&A on Canvas for previously asked tech questions. If you still need help, please then post your tech query to Q&A. Always back up your work and take screenshots as a "receipt" for your records.

⇗ **GCCCD Online Success** webpage	⇗ **tech equipment and tools**

Evaluation & Feedback

A premium will be placed on weekly, collaborative online participation (informed and properly cited contributions to class discussions). Written assignments will further augment learning.

HIST 108 activities are designed to strengthen critical thinking and transferable skills such as source evaluation, information analysis, effective and polished writing, proper attribution and citing, research, as well as online literacy, as we progress through the term. The course emphasizes continual improvement, and students will receive feedback usually within one week of deadlines on Canvas via point designation, rubrics, scorecards, and via typed, audio, and/or video comments. Please plan to review your activity scores and feedback regularly to upgrade your work during the term.

* Extra credit opportunities exist to reward students who are proactive and take extra initiative to apply themselves to the course while developing their scholarly skills as they work to meet standing course requirements.

Grading   "earning 100 points = 100% in the class"

Grading will be on a 100-point system.
Students start at 0 points and earn a course max 100 points.
Point designation is stated below and in Grades on Canvas.

Activity	Point Value	% of Final Grade
Discussions	10 @ 4 pts. each = 40 pts.	40%
Exams	2 @ 15 pts. each = 30 pts.	30%
Paper & Presentation	20 & 10 pts. = 30 pts.	30%
TOTAL	**100 pts.**	**100%**

Your final grade will generally be determined by converting your total points to this standard straight scale: (no+/–)

Grade	Point Range
A	90 –100
B	80 –89
C	70 –79
D	60 –69
F	59 and below

* Keep track of your HIST 108 progress by checking Canvas "Grades" and/or logging graded work in the printable "Grade Grid" (p.8). Please check in about your performance *during* the term (as early as possible) instead of waiting until the end of the semester.

Make-Ups

Please be professional by meeting our course deadlines, which are all stated on this Syllabus and on Canvas. You can even set due date reminders in Canvas. Just like the working world (or dating), if you don't think you can meet a deadline (our "date"), please check in. If this happens more than once, we should talk about what might be getting in the way of your successful completion of course work. Rule of thumb: please contact me via Canvas Inbox if something comes up. When in doubt, check in.

NOTE: coursework turned in on-time gets grading precedent over make-up work.
Please expect a grading delay for any make-up work.

Tutoring

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

· IDS 198, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
· English 198W, Supervised Tutoring for assistance in the 🖰 **English Writing Center** (Room 70-119); and/or
· IDS 198T, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Room 70-229,644-7387).

To add any of these courses, students may obtain Add Codes at the Information and Registration Desk in the Tech Mall. All supervised tutoring courses are non-credit/no-fee.

Weekly Schedule

* UNIT 1: R 2/1 – T 10/17 *		
Week	**Dates**	**Activities**

Week 1	R 2/1 – W 2/7	▪ View: Orientation videos
		▪ Read:
		  o HIST 108 Syllabus
		  o 🖰 **Course Info** web page
		  o HIST 108 Intro on Canvas
		▪ Complete: Orientation Activities
		  o Intro post
		  o Orientation Reflection

*F 2/9:		Can drop HIST 108 without a 'W' on transcript.

Week 2	R 2/8 – W 2/14	▪ Observe: Historiography Lecture
		▪ Read:
		  o Zinn text: Intro
		  o Historiography excerpts (see Canvas):
		    · Zinn – Afterword from *A People's History of the United States*
		    · Loewen – *Lies My Teacher Told Me*
		    · Cobbs Hoffman – *Major Problems in American History*
		    · Colombo – *Rereading America*
		▪ View:
		  o *Bio of Am* – partial "New World Encounters" (ep. 1) [p.1]
		  o Misc. film clips
		▪ Complete: Week 2 discussion prompt

Week 3	R 2/15 – W 2/21	▪ Observe: Lecture 1 – "From Old World to New World"
		▪ Read:
		  o Zinn text: Chapter 1
		  o Lit Reading:
		    · excerpts: Christopher Columbus
		▪ View:
		  o *Bio of Am* – partial "New World Encounters" (ep. 1) [p. 2, partial 3]
		  o *1492* clips
		▪ Complete: Week 3 discussion prompt

Week 4	R 2/22 – W 2/28	▪ Observe: Lecture 2 – "Drawing the Color Line"
		▪ Read:
		  o Zinn text: Chapter 2
		  o Lit Reading:
		    · excerpts: John Smith
		▪ View:
		  o *Bio of Am* – partial "Growth & Empire" (ep. 3) [p. 1, 3]
		  o *Amistad* clips
		▪ Complete: Week 4 discussion prompt

*F 3/2:		Last day to sign-up for C / NC; P /F

Week	Dates	Activities

Week 5	R 3/1 – W 3/7	▪ Observe: Lecture 3 – "Haves and Have-Nots"
		▪ Read:
		  o Zinn text: Chapter 3
		  o Lit Reading:
		    • excerpts: Mary Rowlandson
		▪ View:
		  o *Bio of Am* – "Growth & Empire" (ep. 3) [p. 2]
		     "English Settlement" (ep. 2) [p. 1-partial 4]
		  o *The New World* clips
		  o *The Scarlet Letter* clips
		▪ Complete: Week 5 discussion prompt

Week 6	R 3/8 – W 3/14	▪ Observe: Lecture 4 – "Why Independence?"
		▪ Read:
		  o Zinn text: Chapter 4 and start of 5 (p. 71-83)
		  o Lit Reading:
		    • excerpts: Benjamin Franklin
		▪ View:
		  o *Bio of Am* – "Growth & Empire" (ep. 3) [p. 4-5]
		     "The Coming of Independence" (ep. 4) [all]
		  o *The Last of the Mohicans* clip
		  o *The Patriot* clips
		▪ Complete: Week 6 discussion prompt

Week 7	R 3/15 – W 3/21	Study Week
		    Midterm Reflection
		    Instructor Conferences(recommended)

Week 8	R 3/22 – W 3/28	EXAM 1 Week * See Canvas during W8 for essay exam instructions
SPRING BREAK	R 3/29 – W 4/4	HIST 108 SPRING BREAK No log-in this week! Enjoy your time off.

* UNIT 2: W 10/18 - T 5/16 *		
Week	**Dates**	**Activities**

Week 9	R 4/5 – W 4/11	* Finals Week Paper & Virtual Presentation Assigned (Canvas)
		▪ Observe: Lecture 5 – "Forming the U.S."
		▪ Read:
		  o Zinn text: rest of Chapter 5 (p. 84-88)
		  o Lit Reading:
		    • excerpts: J. Hector St. John de Crèvecœur
		▪ View:
		  o *Bio of Am* – "A New System of Government" (ep. 5) [all]
		  o AV medley
		▪ Complete: Week 9 discussion prompt

Week 10	R 4/12 – W 4/18	▪ Observe: Lecture 7 – "Expansion & Removal"
		▪ Read:
		  o Zinn text: Chapter 6 * AND * 7
		  o NO Lit Reading this week
		▪ View:
		  o *Bio of Am* – "Westward Expansion" (ep. 6) [p. 1, 2]
		     "The West" (ep. 16) [p. 1, partial 2, partial 3, 5]
		  o *Dances with Wolves* clips
		▪ Complete: Week 10 discussion prompt

Week 11	R 4/19 – W 4/25	▪ Observe: Lecture 10 – "Dueling Economies"
		▪ Read:
		  o Zinn text: Chapter 10
		  o Lit Reading:
		    • excerpts: Henry David Thoreau
		▪ View:
		  o *Bio of Am* – "The Industrial Revolution" (ep. 7) [p. 1-3]
		     "Slavery" (ep. 9) [all]
		  o *Far and Away* clips
		▪ Complete: Week 11 discussion prompt

Week	Dates	Activities
	* F 4/27:	Last day to drop course – will receive "W" on transcript. Students who continue course after F 11/9 will receive a letter grade.

Week 12	R 4/26 – W 5/2	▪ Observe: Lecture 6 – "Reform and the West"
		▪ Read:
		  ○ Zinn text: Chapter 8
		  ○ Lit Reading:
		    • excerpts: Helen Hunt Jackson
		▪ View:
		  ○ *Bio of Am* – "The Reform Impulse" (ep. 8) [p. 1-4]
		    "The Coming of the Civil War" (ep. 10) [p. 1-3]
		  ○ *Little Women* clips
		  ○ *The Alamo* clips
		▪ Complete: Week 12 discussion prompt

Week 13	R 5/3 – W 5/9	▪ Observe: Lecture 9 – "Settling the Slavery Question"
		▪ Read:
		  ○ Zinn text: Chapter 9
		  ○ Lit Reading:
		    • excerpts: Frederick Douglass
		▪ View:
		  ○ *Bio of Am* – "The Civil War" (ep. 11) [all]
		    "Reconstruction" (ep. 12) [all]
		  ○ *Cold Mountain* clip
		  ○ *Glory* clips
		▪ Complete: Week 13 discussion prompt

Week 14	R 5/10 – W 5/16	**EXAM 2 Week** * See Canvas during W14 for essay exam instructions

Week	Dates	Activities
Week 15	R 5/17 – W 5/23	Paper Week (Writing Center Visits)
* HIST 108 - Finals Week *		
Week	**Dates**	**Activities**
FINALS WEEK	R 5/24 – W 5/30	**"VIRTUAL" PRESENTATIONS DUE** **PAPER DUE**
* R 6/7:		Final grades submitted to school

Spring 2018 Registration Dates
·   Last day to drop course without receiving a "W": F 2/9 ·   Last day to apply for P/NP (C/NC): F 3/2 ·   Last day to drop course – will receive "W": F 4/27   ○ students who discontinue course *after* F 4/27 ·   will receive a letter grade ·   Final grades submitted to school: R 6/7

* NOTE ON DISTRICT WITHDRAWAL POLICY: (effective Summer 2012)

The governing body for the California Community Colleges is adopting new regulations regarding the number of times a student can enroll in the same credit course. *The maximum number of times a student may enroll in the same credit course is three times.*

A student, through a combination of substandard grades (D or F) and withdrawals on their student record, may only take a class three times.

If a student, through a combination of substandard grades (D or F) and withdrawals, wishes to take a class for the fourth time, they must submit a petition to the Admissions and Records Office. Petitions will only be approved based on extenuating circumstances.

  ○ Military Withdrawals do not count in terms of repetition restrictions, nor do withdrawals that occur due to fire, flood (Title 5 Sections 55024 and 58509)

  ○ This rule does not contain a grandfather clause. If a student has already reached the maximum allotted number of course repetitions, the district will not be able to claim apportionment for that course.

W2

Historiography

Whitman narrative in CP region being challenged in various ways of historical interpretation = national park site, sesquicentennial meeting, Whitman statue near/on campus

W3

Indigenous America

Cultural values of CP AIs = salmon and water-based culture

W4

Impact of initial European and American explorers in CP on AI life = Lewis and Clark and other early explorers not encountering too much excitement by CP AI's and their puzzlement about this; impact of horse and disease

W5

Impact of initial European and American settlers in CP on AI life = trade and early negotiation, HBT beaver trapping and land use

W6

Treaties in the CP = Walla Walla in particular. Gathering of many nations and events of meeting, as well as U.S. coming to table with stock treaty terms already penned for signage.

W9

Legacy of American diplomacy in the CP = infrastructure of American diplomacy and policy for the future.

W10

Oregon Trail impact on CP peoples = beginning of final push to divest CP AIs of their land and culture in favor of American practices.

W11

Economic impact on CP AIs with shifting American demographics = agr emphasis and takeover of CP resources (fish, agr, timber) without brokering formal, reciprocal agreements.

W12

Efforts of AI cultural resilience = while Anglo America reform movements happened, a look at the efforts of CP AIs to maintain connection to water and fishing via land via ceremony.

W13

Slavery and AI culture of the CP = KH to research = CP NAs used via peonage practice as other NAs in U.S. were at this time and parallel to AA experience?