

# West Los Angeles College

**HISTORY 11- #1212– TTH - 9:35- 11:00 pm.**

**Professor P.G. Siever**

A survey of political, economic, cultural and foreign policy of America from its roots in Europe through Reconstruction

Office: CG 380L  
Phone: 310 -287-4295  
Off. Hrs.TTH - 12:45-1:45pm

## **COURSE OUTLINE**

### **COURSE DESCRIPTION (3 Units)**

History 11 is a survey of political, economic, cultural and foreign policy areas of America from its roots in Europe through the Civil War and the Reconstruction Period. . This course fulfills the state graduation requirement in U.S. History and state and local government. This course can be taken in lieu of H41 & H43.

### **CURRICULAR PLACEMENT – UC: CSU**

### **PURPOSE FOR TAKING THIS COURSE: STUDENT SUCCESS**

This course will help prepare students toward achieving their academic goals in college of graduating and transferring to any university of their choice. The education and knowledge of History opens up the future to those students who want to acquire and determine their own future, wherein they will make a positive and significance difference in their own society, and, globally as diplomats, lawyers, community leaders, and positive role models for others. In this course you will learn how to: think critically, understand how to take good lecture notes and apply what you have learned outside of the classroom to: your home, friends, and family.

### **COURSE OBJECTIVES & STUDENT LEARNING OUTCOMES:**

#### **A. GENERAL COURSE OBJECTIVES:**

1. To examine how the history of the past influences the political and social institutions of the present.
2. To examine the prevalent themes in U.S. History and delineate between fact, myth, and interpretation.
3. To enable the student to gain insight into the integral role played by diverse and minority populations in the creation and development of the United States.
4. To facilitate the student's understanding of the necessity of critical thinking for the solution of problems and for the discrimination among values.
5. To enhance the student's competence in exercising the privileges and responsibilities of democratic citizenship.
6. To stimulate the student to read more widely and deeply into the field of African-American History.
7. To facilitate the student's understanding of the necessity of critical thinking for the solutions of problems and for the discrimination among values.
8. To ascertain the origin and basic structure of the U.S. constitutional system, with specific emphasis on the relationships between federal, state and local governments. Exam (partial take-home and in-class).

#### **B. COURSE SPECIFIC STUDENT LEARNING OUTCOMES:**

**SLO 1:** The student will be able to compare and contrast the 16<sup>th</sup> century theological and secular reformations and their impact upon the subsequent English colonization, in America, during the 17<sup>th</sup> & 18<sup>th</sup> centuries.

**SLO 2:** The student will be able to clarify, debate and historically document and interpret: (1) When and why the Bill of Rights was added to the U.S. Constitution and (2) will explicitly elaborate upon Amendments 9 & 10's relevance and impact upon the current 21<sup>st</sup> century, especially, in the economic and political environment of the United States.

## **EVALUATION, GRADING AND REQUIRED BOOKS:**

### **1. CLASS INVOLVEMENT**

- a. Students should be prepared for a quiz at any time.
- b. Attendance and sufficient preparation (reading the assigned text books and supplemental readings, completing class assignments, etc.), are the prime prerequisites for meaningful class involvement.
- c. During the semester, students will be expected to write an opinion, summary, or interpretation on the assigned readings and topics dealing with such various subjects as the Amerinds, indentured servants, the Declaration of Independence, slavery, the Mexican-American War, etc
- d. Selected videos/films may be shown in this class which deals with the evolution of America. The student is expected to take notes on these videos/films because the student can expect to be quizzed on them.

### **2. REQUIREMENTS, PROCEDURES AND STUDENT RESPONSIBILITIES**

- A. All mobile or electronic communication is prohibited in this class, which includes, but is not limited to: cell phones, computers and text messaging. If any of the foregoing occurs, the student will be asked to leave the class immediately. If the incident happens a second time, the Professor will contact the Vice President of Student Services.
- B. Late assignments are not accepted.
- C. All materials written by the student must conform to the MLA format and must be legible, type written, word processed or in ink – no pencil... Also, all tests and assignments must have the student's last name first, class time, title and section number.
- D. Assignments of more than two pages must be stapled.
- E. **Exams may be either objective and/or subjective (essay). There are no make-up exams.**
- F. Prior to each class meeting, the student should review and study the textbook and lecture notes, because he/she should BE PREPARED TO TAKE AN EXAM AT ANY TIME.
- G. Bluebooks are required for the Midterm and Final Exams.
- H. College/classroom protocol is observed at all times in this class. It is the student's responsibility to abide by the Standards of Conduct printed in the College Schedule of Classes.
- I. The talent of each individual student is valued; therefore, plagiarism and cheating are prohibited.
- J. It is the student's responsibility to practice ethical behavior; therefore, if, in a rare case any form of cheating occurs, the student will receive an "F", on that assignment or exam.
- K. No eating or drinking in the class (... this includes water) – these are District regulations. If a student had a medical condition that necessitates water, please show the Professor the documented authorization.
- L. **NOTE: If any of the above items: A, B, I, J, or K are violated by any student more than once, the Professor will contact the appropriate academic personnel and/or campus security officers.**

**3. REQUIRED BOOKS:**

- A. AMERICA: A CONCISE HISTORY. VOLUME #1 – 5<sup>TH</sup> EDITION - HENRIETTA & BRODY**
- B. AMERICAN LEGACY: THE UNITED STATES CONSTITUTION AND OTHER ESSENTIAL DOCUMENTS**

**LISTED BELOW IS THE TOPICAL OUTLINE FOR THIS CLASS WHICH IS BASED ON THE FIFTEEN WEEK SEMESTER+ FINALS WEEK.**

**WEEK:**

1. Introduction, Class Requirements, and Historical Overview
2. The Age of Discovery: The 2<sup>nd</sup> European Discovery of America
3. America Before Columbus and The Age of Exploration: Africa and the Battle of Ceuta, 1415
4. Theological and Secular Protestant Reformation: - Martin Luther, John Calvin and Henry VIII
5. Patterns of Empire: Part One - Types of colonies, secular and theological foundations

**NOTE: MIDTERM BOOK TITLES ARE DUE BACK NO LATER THAN THURSDAY, FEBRUARY, 26<sup>TH</sup> :  
TITLE OF BOOK, AUTHOR AND YEAR OF PUBLICATION**

6. Great War for the Empire, 1756-1763
7. England Tightens Control : The Evolution of the American Revolution
8. Toward A New Nation: The Constitution, Federalists, Antifederalists
9. The War of 1812 and Its Aftermath
10. The Era of Good Feelings: 1816-1824 - Missouri Compromise, Monroe Doctrine, and Liberia
11. Election of 1824 and its ramifications.
12. The Peculiar Institution: The Cotton Kingdom and the institutionalization of Chattel Slavery
13. Manifest Destiny and the Mexican-American War
14. Sectionalism and the Stage for Civil War
- 15. The Civil War and its Ramifications.**
- 16. Final Exams Week Begins**

**QUIZZES AND EXAMINATION SCHEDULE:**

- A THURSDAY, FEBRUARY- 19<sup>TH</sup> - SHORT QUIZ (15 minutes) on class syllabus.**
- B. THURSDAY, MARCH 5<sup>TH</sup> - QUIZ (one hour – four questions) based on previous Lecture.**
- C. THURSDAY, APRIL 16<sup>TH</sup> - MIDTERM EXAM (in class book review – green/blue book Required).**
- D. THURSDAY, MAY- 14<sup>th</sup> – OBJECTIVE, 60 MULTIPLE CHOICE QUESTIONS BASED ON MATEXTBOOK READINGS (Scantron & #2 pencil is required)**
- E. COMPREHENSIVE FINAL EXAM SCHEDULE = THIS EXAM IS IN TWO PARTS AND CONSISTS OF FIVE QUESTIONS: THE PARTIAL TAKE HOME FINAL EXAM CONSISTS OF FIVE QUESTIONS (See page 4)**

**PART ONE: THURSDAY, MAY, 28<sup>TH</sup>** - at this last regular class meeting three questions will be handed out to answer at home.

**PART TWO: TUESDAY, JUNE, 2<sup>ND</sup> - 10:15 AM – 12: 15 PM**

Scheduled final exam day. At this class meeting: two (2) questions will be distributed and answered in class and all five (5) questions will be handed in at this last meeting. accepted!

**5. GRADING:**

A. 30 POINTS = **MIDTERM - AN IN-CLASS BOOK REVIEW**

B. 30 POINTS = **TWO QUIZZES (15 POINTS/QUIZ): SUBJECTIVE AND/ OR OBJECTIVE**

(Based on lecture and text ) -

C. 35 POINTS = **COMPREHENSIVE TAKE HOME FINAL EXAMINATION**

(five questions - see page# 3 above.)

D. 05 POINTS = **HOMEWORK**

(Note: See Pages 5&6 as to how grading is calculated on Objective quizzes & Essay exams).

**CALENDAR OF IMPORTANT COLLEGE DATES TO REMEMBER  
SPRING, 2015  
FEBRUARY 9<sup>TH</sup> – JUNE 7<sup>TH</sup>**

**JUNE, 1<sup>ST</sup> – JUNE, 7<sup>TH</sup>. .....FINAL EXAMS**

**MONDAY, FEBRUARY 9<sup>TH</sup> .....CLASSES BEGIN**

**LAST DAY TO:**

- (1) **ADD/AUDIT CLASSES IN PERSON.....FRIDAY, FEB 20<sup>TH</sup>**
- (2) **DROP CLASSES WITH A REFUND/NO FEE OWED.....FRIDAY, FEB 20<sup>TH</sup>**
- (3) **DROP CLASSES WITHOUT A “W”).....FRIDAY, FEB 20<sup>TH</sup>**
- (4) **DROP CLASSES WITH A “W” .....FRIDAY, MAY 8<sup>TH</sup>**
- (5) **FILE FOR PASS/NO PASS.....FRIDAY, FEB 20<sup>TH</sup>**

(formerly “Credit/No Credit”)

**FRIDAY, FEBRUARY 13 – MONDAY, FEBRUARY 16<sup>th</sup> ..... PRESIDENTS DAY WEEKEND**

**TUESDAY, MARCH 31<sup>ST</sup> ..... CESAR CHAVEZ DAY**

**SAT., APRIL 4 – FRIDAY, APRIL 10<sup>TH</sup> .....SPRING BREAK**

**MONDAY, MAY 25<sup>TH</sup> .....MEMORIAL DAY**

**ADDENDUM**

- *If you think that you will not be able to complete this course with a C or better, you should drop by Friday, February, 20, 2015. so that you will not receive a “W” in the class. If you have any questions don’t hesitate to talk to me.*
- *If you need help paying for books and other college expenses, call the Financial Aids Office at 310- 287-4532 X4275...*
- *Students who have a verified disability or suspect that they have a learning disability should call the Office of Special Services (DSPS) at 310-287-4450 X4423 before or as soon after the beginning of the semester as possible.*
- *Please feel free to make appointments with me during my office hours (which are listed on the first page of this syllabus...) if you think that you need help, with note taking or if you do not understand or comprehend a lecture or any part of a lecture.*
- *Also understand, that according to District Regulations: “A student absent from class must inform his or her instructor of the reason(s) for the absence. Whenever absences in hours exceed (the number of units (3) of that class or the number of hours the class meets per week, the student may be excluded from the class by the instructor.”*

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**GUIDELINES FOR GRADING THE QUIZZES AND EXAMS**

**I. Objective Quizzes: A = 100 -90; B = 89 – 80; C = 79 – 70; D = 69 – 60; F = 59 and under**

**II. Essays: Quizzes and Final Exams:**

**1 = Excellent:** In both written and verbal form, the student displays an exemplary knowledge of historical facts as they apply within the local and global socio-political and economic context. In the evaluation of historical data, the student demonstrates organizational coherency as to the data’s relevance to past, present and future populations and societies. The content and language of the students work indicates that he/she understands not only the purpose of the assignment/exam, but can ably communicate that understanding on the college level. The students work reflects not only insight, but a distinct ability to deductively, and correctly employ (95 %+) chronological accuracy in the assessment of historical events and situations. Students in the class can, in the written or verbal form, successfully (at least 80% of the time) discuss/debate the pros and/or cons and - give the meaning and implications of a given historical subject.

**2 = Good:** The student has well above average knowledge of the historical facts and does know how to apply his/her work within the global socio-political and economic context. While the student does demonstrate a clarity and coherency in the evaluation of data, sometimes there are some errors in relating the data to the past and present. The student does comprehend the purpose and intent of the work and does communicate that well in any given assignments. Student does deductively and correctly employ chronological accuracy most (85%+) of the times, but the assessment of the events/situation is still valid. In class, this student can employ and discuss (70%) pro or con and give the meaning and implications of most

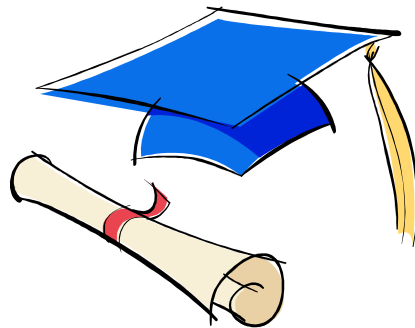
of the given historical subject.

**3 = Average:** The student has knowledge of historical facts and does comprehend the global context, but does not adequately know how to apply the socio-political and economic factors within that context. The student has some organizational coherency, but it is not consistent. The student can communicate on the college level, but has a problem in understanding and organizing the facts, which leads to problems in working with the purpose/content of the assignment. The student comprehends the importance of chronological accuracy, but does not employ it correctly or consistently (50%+), thus resulting in problems with the assessment of any given historical event or situation. In class this student seldom wants to be gets involved in speaking re: a pro or con situation. But the student still does the assignment(s).

**4 = Below Average:** Student seems to have some knowledge about historical facts, but has no idea about how to apply that knowledge within the given context. This student has problems with organizing his/her thoughts, especially in a coherent way. The student can communicate, but seems not to have studied or have the ability to assess what is expected (even after it has been reviewed several times during class). Students work displays a multitude of problems including: lack of comprehension about the importance of accurate chronology in historical interpretation(s), poor language skills for a college student, incomplete and/or missing assignments and very poor grades on written work.

**5= Failure:** Incomplete or not submitted. An abundance of plagiarism. It appears that the student does not comprehend or is ambivalent about the actual subject matter of the assignment.

The student rating scale (above) was based on written works: comprehensive Final essay exam, Quizzes and Midterm. The purpose of this assignment was to get the students to think critically, historically examine and evaluate, while teaching themselves organization and how to appraise the information.



“Welcome to the Class!”