

WEST LOS ANGELES COLLEGE  
History 11 - U.S. History I - Hybrid  
Spring 2015

4904, Tu, 5:45 pm - 9:50 pm GC 310

Computer Lab CE 104 TBA

2:50 hrs/wk, TBA, 2/9/2015 - 4/3/2015

**Office Hours:**

On Etudes Chat, Questions or Private Messages (scheduled Google Hangouts)

E-mail: *Etudes Questions or private messages preferred.* If you do send an email, please document clearly, in the subject, please write your full name, campus, course & subject "Jane Doe, West-History 11 - Egyptian Patriarchy" to [gchee99@yahoo.com](mailto:gchee99@yahoo.com) or [CheeGE@wlaac.edu](mailto:CheeGE@wlaac.edu)

[www.Professorchee.wordpress.com](http://www.Professorchee.wordpress.com)

Phone: 310-770-7391



**Required Readings:**

- ✓ Foner, Eric. *Give Me Liberty! An American History. Brief Third Edition.* Volume One. ISBN# ISBN 0-393-91190-X (required text)
  - ✓ Etudes posted primary sources/additional secondary sources/videos
  - ✓ Ken Burns. *Not for Ourselves Alone: The story of Elizabeth Cady Stanton & Susan B. Anthony.* PBS, 2004.
  - ✓ *American Experience: We Shall Remain: Cherokee Trail of Tears.* PBS, 2009 (Videos on Amazon, iTunes, YouTube, public libraries or elsewhere)
- [www.professorchee.wordpress.com](http://www.professorchee.wordpress.com) (links provided to books and videos)

**I. Course Description:**

This course is the first half of the standard survey of United States history from its beginnings through the Civil War and Reconstruction, ~1865. It focuses on political and social developments in the formation of the United States, as well as economic and cultural trends.

**II. Methods of Presentation - Onsite class, supplemented with online work on Etudes**

This history course is a shorter 8-week semester course which involves 4 hours and 15 minutes of online in-class instruction including lectures, discussions (essays), quizzes, and films. There are numerous advantages of doing some of the work online: less commute and we become good environmentalists by saving paper. You will have 24-hour access to lectures, study guide materials, grades, and additional reading materials, until approximately a week after the semester ends. Another important point to note is that UCs, Cal States, and private colleges regularly use online platforms, so this is great training for those interested in transferring or developing educational technology skills in the twenty-first century. However, keep in mind, similar to on-site classes, this class requires an additional 8 hours of independent study, in addition to class time, on a weekly basis.

**III. Official History 11 Objectives:**

- *Utilize evidence from the past and the present to formulate and support constructive arguments in both written and verbal form (WEST History Program Student Learning Objective)*
- *Using primary and secondary sources, students will be able to explicitly and critically, convey their knowledge regarding the evolution and import of the U.S. Constitution and the Bill of Rights as to their historical and political relevance within 21st century America.(West History 11 Objective)*

**IV. Official West LA College General Education Objectives**

- Use current and emerging technologies to optimize procedures, solve problems, and enhance productivity in one’s personal, career and community life.
- Live as responsible member of society, an ethical global citizen, one who examines the political, cultural, and historical context of the world in world in which they reside.

**V. Course Themes from Professor Chee:**

- A. *Define history, the role of the historian, and the interpretation of primary and secondary sources as evidence*
- B. *Explore the intersection of Native American, African, Asian and European cultures and communities that created a new nation*
- C. *Explore the major themes of early U.S. history such as the conquest of the Americas, colonization, slavery, revolution, expansion, and civil war, in a global context*
- D. *Explore U.S. History through current analytical categories of race, class, gender, ethnicity, religion and the environment*
- E. *Discuss and evaluate the successes and failures of the American people’s attempts to realize the promise of democracy*
- F. *Consider major economic, technological and scientific developments and their historical significance.*
- G. *Analyze major political trends, attitudes, conflicts and events – including both mainstream and reform efforts – and explain their historical significance.*
- H. *Explore major social and cultural developments, their causes and effects, and their historical significance.*

**Professor Chee’s SLOs:**

**What will students be able to do upon completion of this course?  
the ability to:**

- define history, the role of the historian, and how historians use primary and secondary sources as evidence
- write a thesis statement
- analyze primary sources, and place it in a historical context
- construct a narrative history of the United States from conquest to revolution
- define key categories of social identity (e.g., class, race, nation, gender, etc.) and to evaluate critically their use in primary and secondary sources
- construct and evaluate historical questions
- make connections between events

**VI. Method of Evaluation:**

Your final grade will be based entirely on the number of points that you earn based on the following breakdown:

Syllabus Contract (must sign to continue w course)	
Syllabus & History Quiz (must achieve 70% or 14)	20 _____
Self-Introduction/Profile	10 _____
Paper Version of the Bio	10 _____
Quizzes - multiple choice (4 sets @20 points each)	80 _____ = _____
Quizzes - Essays (4 sets @20 points*)	80 _____ = _____
Discussions or Presentations (5 sets @10 points*)	50 _____ = _____
Final Research Project: article search	30 _____
<u>Final Research Project Presentation</u>	<u>10 _____</u>
<b>Sub-Total</b>	<b>290</b>

Extra Credit: TBA	10
Total:	300

*This may change throughout the semester, so please listen for announcements! Also, there are lots of extra credit questions embedded in the quizzes.*

261-300 = A  
 232-260 = B  
 202-231 = C  
 174- 201 = D  
 173 and below = F

**Please plan in advance for car accidents, problematic relationships, computer crashes, etc. on or before scheduled due dates. Please keep in mind – Absolutely NO makeups! Truly, I am sympathetic and feel compassion for your life challenges, however, please keep in mind, there are hundreds of you, and one of me. You are always welcome to work in advance, as I provide assignments in advance. One missed assignment may not hurt you, but multiple missed assignments will. Note, that this is why I offer lots of extra credits, including questions embedded into the quizzes.**

**Syllabus contract in Assignments, Tests and Surveys:** All students must sign (electronically) the syllabus contract by the due date. Otherwise, Etudes will not allow you to continue with the course.

**Syllabus & History Quiz in Assignments, Tests and Surveys:** A syllabus & history discipline quiz, essential for understanding key discipline terms, student learning outcomes (SLOs) and course objectives. This is one quiz you may take as many times as you would like to get the best score, however, in order to continue with this course, you must pass with 70% or 14/20 or better. Those who do not pass this test may be dropped by the first DROP DEADLINE #1- Drop Classes Online Without Having to Pay Fees, Without a "W."

**Discussions: Self-Introduction and online profile:** A photo of yourself as avatar, short introduction about yourself, including your online profile/photo. See rubric

**Multiple Choice Quizzes:** Quizzes will consist of multiple choice questions conducted in etudes, on material covered in class lectures & discussions, film, online sources, and readings from textbook and primary sources. Generally all sources cover the same material from different perspectives. Think of these as reading comprehension and analytical questions.

**Short Essay Quizzes:** One essay question for each module, or four total. Think of discussions as part II of your quizzes if you were taking them onsite. Essays will be graded on content, and also on skillful historical argumentation. Submitted material should not just be a summary of a reading, but should show evidence of critical thinking. (Remember, writing and speaking in history involve a thesis, a body with three points, and a conclusion. Please see rubric on etudes for examples of an A, B, C, D, F essay.) Submitted material presented with grammatical errors will also be marked down. (Computer word programs have convenient spell checks and grammar checks!) *Plagiarism, the copying of another person's work including internet sources, purchases, copying from the textbook, etc. will result in an F for the assignment and may also result in dismissal from class.*

**"0" in essays** - Please note that it takes one to two weeks for me to grade essays. Etudes default to a "0" with assignments that have either not been graded, or if you have no posting. The only other reason for a zero is plagiarism.

**Discussions:** five sets of discussions/ assignments on primary sources or other historical questions. (Please see rubric on etudes.) You are asked to read in preparation for class discussions. You are asked to make thoughtful and critical input to class discussions and participate in group exercises. Please be sure to treat each other with respect. One of the most exciting aspects of higher education is the wide range of backgrounds and people from diverse perspectives, cultural, political, and experiential.

**Final Project: "New American Food"**

This assignment requires researching a food or dish and be able to persuasively argue how it becomes an American dish or food. Where did the dish originate? is it indigenous? (Native American) or did it travel? How? When? You may want to think of the food as a commodity and ask what it reveals about the societies of peoples who carried the food. What makes it an American food (up to 1865)? (be sure and cite your sources. Encyclopedias are not allowed except for one, the *Cambridge History of Food*, otherwise, cite books or articles.) More information on this assignment will be posted on etudes.

**Extra Credit:** Extra credit is embedded in the quizzes and other assignments as announced. Etudes has a difficult time calculating extra credit points, so it will be easier if you complete your point value chart as provided above. There are no special extra credits for special individuals; all will be announced to the entire class.

**Attendance & Drops:** According to the College attendance policy in the College General Catalog, "whenever the absences 'in hours' exceed the number of hours the class meets per week, the student may be excluded from class by the instructor." If you do not complete the first week assignments, you may be dropped at the beginning of the semester (although it is the responsibility of the student to drop to avoid a failing grade).

**Preparedness - Online or Onsite**

You are expected to come to each class session (even in on online class) prepared, having reviewed your syllabus reading list, study guide terms and questions, completed readings and be prepared to ask or answer questions during class discussions. You are expected to have your syllabus (always), book, primary source readings, pens/pencils (or equivalent electronic devices), and be prepared to be engaged with class material. This means buying the required texts/films, doing the assigned readings and homework, and being prepared to ask questions about concepts/confusing material. If you are unsure about material when preparing for class, - and this may happen frequently throughout the course - you are encouraged to write down questions to ask during office hours or posting under "**Questions.**" Take personal responsibility by asking the professor for clarification as needed during or after class. Remember that you are probably not alone; the student who asks questions is the student who succeeds.

On the other hand, if you have questions because you did not read your modules or you were not paying attention...Stop and think before emailing/asking a question (what is this week's assignment? when is it due?), do your legwork, i.e., re-read the announcements, modules or

syllabus or ask a classmate. (History professors love questions about historical content, and are less enthusiastic about assignment related questions previously covered in class multiple times)

**Honors:** If you are interested in receiving honors credit for this course, I am happy to do the additional work with you, so you can make progress in honors. If interested, you must visit the honors office, complete the contract, and also do some additional work for this class. Please make sure that your paperwork is complete by week 3.

**Academic Dishonesty:** Violations of Academic Integrity include, but are not limited to, the following actions: cheating on an exam, plagiarism, working together on an assignment, paper or project when the instructor has specifically stated students should not do so, submitting the same term paper to more than one instructor, or allowing another individual to assume one's identity for the purpose of enhancing one's grade.

[http://www.laccd.edu/board\\_rules/documents/Ch.IX-ArticleVIII.pdf](http://www.laccd.edu/board_rules/documents/Ch.IX-ArticleVIII.pdf)

**Violations of Academic dishonesty, including plagiarism will result in an automatic "0" for the assignment, and/or an F for the class, and may be reported to the appropriate academic deans.**

If there are violations of these or other rules, as outlined in the LACCD student code of conduct (9803.28), this syllabus, or as common sense would dictate, you will receive either a verbal/written warning, depending on the severity of the issue, be asked to leave the class and reported to the appropriate academic deans.

**Special Programs & Services:** with appropriate documentation from this office, I am willing to make reasonable accommodations to meet your learning needs. Any student who feels she/he may need an academic accommodation based on a disability should contact this office.

**Financial Aid:** you may qualify for financial assistance. There have been some changes to the Pell grant lifetime limit as well as fees. Check with their office:

**Communications:** Be sure and check your district email or have it forwarded to the right address. I will periodically send you assignments and other important announcements through the email you have on record. *Be professional in your private message and email correspondence to your professor!*

- Professor love questions such as... "How did comics reflect popular cultural notions of race and gender during period X?"
- Before emailing/asking a question (what is this week's assignment? When is it due?), do your legwork, i.e., re-read the announcements. (History professors love questions about historical content, and are less enthusiastic about assignment related questions previously covered in class multiple times)
- Your messages/emails are formal documents that I save. As such, proofread before sending. Do not send text-style emails, or ones with all capital letters, which is shouting in e-speak. In cyberspace, people have a tendency to forget their "tone". Pretend that we are face-to-face when you send messages to your classmates and me.
- Do not send emails demanding that I respond ASAP. Your concerns and questions are important to me and I will respond as quickly as I can.

## **Etudes**

Welcome to Etudes! ETUDES - Easy To Use Distance Education Software.

Please review the information on the website

**Login:** Your login ID is the first 2 letters of your first name + the first 2 letters of your last name + the last 5 digits of your Student ID Number (not your social security number). If you do not know your new Student Identification Number you can look it up using the Student Information System (SIS) at <http://www.laccd.edu/>

**Password:** If this is your first ETUDES class your password is your Month and Day of birth. After you login you will see a list of the courses you are enrolled in on the top menu bar to the right of My Workspace. Just click on a course number/title to access a course. Once you have entered the course, use the left-side menu to navigate within the course. If you have any trouble, contact the help desk.

### **Communicating with me:**

**Etudes "Discussions and Private Messages"**– chat (or Google Hangout if applicable) during office hours for public questions, or under "Questions," and feel free to respond to each other or start a random discussion under "Discussions." I will be checking these sites a couple of times a week, except during holidays. If you have a private question, post under "Private Messages."

### **Drop Date Changes**

The deadline to drop without a "W" is in Week 2 of the semester. Dropping after that will result in a "W" on your transcript. Effective July 1, 2012 students will only have 3 attempts to pass a class. If a student gets a "W" or grade of "D", "F", "I", or "NP" in a class, that will count as an attempt. A student's past record of course attempts district wide will also be considered. Therefore, before the end of Week 2 you should carefully consider if you can reasonably manage this course with the other factors in your life (e.g. work, family, course load). If you think you will not be able to complete this course with a C or better, drop before the deadline.

### **IV. Study Hints/Preparation for class**

Classes will be mixed format including lectures, discussions, occasional videos and class exercises, with lots of opportunities to participate. Studies show that students who regularly participate in class, read actively, and take good reading/lecture notes, do better than those who do less. I have three words for you, preparation, preparation, preparation! (See my Calvin & Hobbes cartoon! Also ask me about the video game or body building rule.)

### **My Philosophy on Learning according to Calvin & Hobbes**



Studies also show that students who prepare in advance, tend to participate more, and in turn are far more successful. Ultimately, you will get out of this class what you put into it. Here are some study hints/preparations for class that may help you.

1. **Readings/Study Guides/Questions:** in an online class, active and timely readings are imperative to your success! (6-9 hours per each 3-hour history class are the typical recommended time you should spend reading/reviewing/summarizing.) A study guide (posted in etudes under Modules) with your essay question in advance and terms to help you learn vocabulary and think about topics. Be sure you understand and are able to **articulate** the terms. Readings consist of the textbook, primary sources and lectures (in modules). Generally all three sources cover the same material from different perspectives. You may want to prioritize primary sources. You may also want to read difficult concepts multiple times. You may want to review the text and primary sources, before I cover them in class. (If you cannot afford the book, you may want to share with a classmate, or find a copy at the library reserve.) Finally, there is a correlation between physical and mental health.  
*Check out the following NPR segment, "A Bigger Brain is a Walk in the Park"*  
<http://www.npr.org/2011/02/04/133498136/growing-a-bigger-brain-is-a-walk-in-the-park>
2. **Writing (regular writing practice):** While you have only one research paper and four discussion essays to submit, you may also want to make a practice of writing summary paragraphs as you read. Writing summaries will help you understand so that you can articulate historical themes, and also helps you become a better history student or storyteller. You will be given questions in advance (study guides posted in etudes) and discussed in class, so you are welcome to reflect while reading and draft an outline or practice writing multiple times before the actual quiz period.
3. **Class discussions:** are a significant part of the online classroom experience. It is important that you prepare for class discussions by reading and thinking before you write. Group discussions center on primary source readings. You will be accountable for understanding texts, their sources and their significance in a historical context. *Please ensure that you understand who, what, where, when, and why/how* – why and how it is significant that we are covering a particular reading, such as themes, concepts, individuals, events, or regions. Please refer to the thought questions given to help you for your discussion preparation as well as study guides and reading list themes. While you might only be presenting on one document, you are still responsible for all of the documents.
4. **Lectures:** might include readable PowerPoints, videos and other film clips.
5. **Web sources:** Please note that encyclopedias (which might be appropriate to K-8) are not appropriate for sophisticated college students. Many colleges have banned Wikipedia, as they are author blind and full of errors. There are good internet research sites, which will be provided throughout the course.
6. **Maps:** are an important tool to test your geographical knowledge of the areas and themes we cover. Maps will help you understand how and why the environment affects human change, in addition to borders with neighboring countries. You are expected to locate and identify key cities, countries, bodies of water, and migration/trading patterns as covered in lecture/Readings from your textbook or handouts.

**Tentative 8-week Hybrid Course Schedule, Disclaimer:** Syllabus/schedule subject to change!

Etudes assignments are due Mondays 11 PM/In-class assignments are due in class

<p><b>Week 1 – February 10</b> Feb. 12<sup>th</sup> - Last day to drop w a refund</p>	<p>In-Class: Course Introductions What is History? Evidence &amp; Dates Lecture: Changing World of the 15th Century: Three Worlds Meet Syllabus &amp; Course Structure Overview</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read &amp; sign syllabus contract in Etudes- Assignments, Tests &amp; Surveys (must complete in order to continue)</li> <li><input type="checkbox"/> Read Module 1 – Introductions, esp History, Thesis docs</li> <li><input type="checkbox"/> Quiz on Syllabus &amp; History- must pass w 70% or 14/20 points</li> <li><input type="checkbox"/> Discussion: Self-Introductions</li> <li><input type="checkbox"/> READ: Foner, Ch. 1 &amp; 2 &amp; Primary Sources w study guide</li> <li><input type="checkbox"/> Watch PBS Video “We Shall Remain: After the Mayflower”</li> <li><input type="checkbox"/> Prepare D1: changing world</li> <li><input type="checkbox"/> Review &amp; preview lectures</li> </ul>
<p><b>Week 2 – February 17</b></p>	<p>In Class: <b>D1: Primary Sources – Changing World</b> Lecture 3: Making of Colonial Society Lecture 4: Moving toward Revolution Lecture 5: Revolution Practice writing essay D2 Discussions prep</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> READ: Foner, Ch. 2, 3, 4 &amp; Primary Sources</li> <li><input type="checkbox"/> Review: What is a Thesis? &amp; How to Write an Essay</li> <li><input type="checkbox"/> Prepare for quiz &amp; essay 1</li> <li><input type="checkbox"/> Review &amp; preview lectures</li> <li><input type="checkbox"/> Prepare D2</li> <li><input type="checkbox"/> Complete Paper Version of Bios (In modules – Intro)</li> </ul>
<p><b>Week 3 – February 24</b></p>	<p>In Class: <b>Quiz 1 &amp; Essay 1: Colonizing America</b> Lecture 6: The New Republic Lecture 7: Slavery Videos: Blending of Peoples <b>Paper Version of Self-Bios due (Modules-Intro-in-class submission)</b> <b>D2a: Steps Toward Revolution</b></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Watch Videos: Constitution, Declaration, Just a Bill, Electoral College</li> </ul>

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Read Foner Chapters 5 &amp; 6, 7 &amp; Primary Sources w study guide</li> <li><input type="checkbox"/> Solomon Northrup, 1841 &amp; Norman Asing, 1852</li> <li><input type="checkbox"/> Review &amp; preview lectures</li> <li><input type="checkbox"/> Prepare d3 on the Constitution &amp; Declaration</li> <li><input type="checkbox"/> <b>EC: Representatives</b></li> </ul>
Week 4 – March 3	<p>In Class: Lecture 9: Cherokee Trail of Tears PBS Video, “Trail of Tears” Lecture 8, the American North &amp; Women in the New Republic</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Foner Chapters 8, 10, 11 &amp; Primary Sources w study guide</li> <li><input type="checkbox"/> Read Cherokee documents</li> <li><input type="checkbox"/> Prepare essay 3 -Cherokees</li> <li><input type="checkbox"/> Review &amp; preview lectures</li> </ul>
Week 5 – March 10	<p>In-Class: US History Clips: “Workers,” “The Chinese &amp; Railroad,” “Working Women”, “The US in 1850” &amp; “Chinese Immigrants” Videos: Ken Burns, “The West” Episode 2 on Tejas time permitting US History Clips: “The US in 1850,” “Chinese Immigrants”, “Blending of People” <b>D2b: Constitution &amp; Declaration</b> <b>Quiz 2 &amp; Essay 2: Revolution &amp; Constitution</b></p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> READ: Foner, Chapters 8, 9, 10 &amp; Primary Sources w study guide</li> <li><input type="checkbox"/> Prepare D3 &amp; Essay 3</li> <li><input type="checkbox"/> Review &amp; preview lectures</li> </ul>
Week 6 – March 17 March 20th -DROP DEADLINE #2 - Last Day to Drop Classes with a “W”	<p>In Class: <b>D3: The Face of America: Immigrants, Women, Free Blacks, Slaves</b> <b>Quiz 3– an Expanding People &amp; Cherokee Trail of Tears</b> How to Write A Research Paper Final Project – Research Guidelines Library Searches</p> <p><b>Assignments:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Submit Final Research Project: “New American Food”</b></li> <li><input type="checkbox"/> Prepare Presentation on Final Project, including extra Credit</li> </ul>
Week 7 – March 24 <b>Presentations on Final Project</b>	<p>In Class: Lecture 10: The Women’s Movement Lecture 11: American Expansion &amp; Conflicts Over Slavery <b>Presentations on Final Project, including extra credit</b></p> <p><b>Assignments:</b></p>

	<input type="checkbox"/> Watch video: Two Pioneering Women <input type="checkbox"/> Read Primary Sources on women <input type="checkbox"/> Look for background info in Foner, Chapters 12, 13 & 14 <input type="checkbox"/> Review & preview lectures
<b>Week 8 – March 31</b> No class – Caesar Chavez Holiday	<b>No class – Caesar Chavez Holiday</b> <b>Assignments:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Lecture 12: Civil War &amp; Videos</li> <li><input type="checkbox"/> Read Foner Chapters 12, 13, 14 &amp; Primary Sources</li> <li><input type="checkbox"/> <b>Quiz &amp; Essay 4: Civil War &amp; the Women's Movement</b></li> </ul>

**IMPORTANT DATES:**Feb. 12<sup>th</sup> Last day to addFeb. 12<sup>th</sup> Last day to drop w a refundFeb. 12<sup>th</sup> **DROP DEADLINE #1-** Drop Classes with full refund & without a "W"

Last Day to File for Pass/No Pass

March 20<sup>th</sup> **DROP DEADLINE #2 -** Last Day to Drop Classes with a "W"**Holidays:**

Presidents' Day: Feb 13 - Feb 16

Cesar Chavez Day: Mar 31

Spring Break: April 4 - April 10