History 130: U.S. History, 1500 - 1877
Spring 2016
Section 35, CRN 21574
Tues./Thurs., 1:00 PM - 2:15 PM
Meet in MH 202

Professor Katherine Hijar
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Office: 252 Markstein Hall

The Doctor is IN (Office Hours)
Tuesdays, 2:30 – 4:00 pm; Thursdays, 11:00 – 12:30;
OR BY APPOINTMENT

A Note to Spring 2016 Students
The California Faculty Association is in the midst of a difficult contract dispute with the CSU systemwide administration. In response to the CSU's stance, it is possible that the faculty union will call a strike or other work stoppage this term. I promise to inform the class as soon as possible of any disruption to our class meeting schedule. For further information about the issues involved in the strike, please see the resources at www.calfac.org, including two PDFs: the CFA Faculty Index and 23 Reasons Why. If you have further questions, please feel free to ask me and I will answer as best I can.

Introduction
Please read the entire syllabus by the first class meeting of Week 2. By then, you should be familiar with all course policies as stated in this syllabus, on our Cougar Courses web site, and/or during our class meetings.

Your continued enrollment in this course will be taken as your agreement that you have read and understand everything in the syllabus, and that you believe that you will have sufficient time to devote to History 130 this semester. I look forward to working with you this semester!

This syllabus is a living document. Over the course of the semester, I will make corrections and updates to the syllabus, as needed. Any corrections or updates will be saved in a new version of this syllabus and posted on our Cougar Courses site.

Please visit me during office hours or by appointment if you have any questions or concerns about the course and its requirements.

If you have questions about anything related to student life at CSUSM, including the many support resources that are available to you, please call Patty Diaz, SOAR Coordinator in the Dean of Students' office, at 760-750-SOAR (7627). More information is available here: <http://www.csusm.edu/soar/>.

Posted on our Cougar Courses web site you will find PDFs of required readings, skill- and knowledge-building assignment instructions, and various other documents and links that are designed to help you acquire important skills and knowledge, not only for the study of U.S. history, but also for understanding world in the present and planning for the future.
Course Description
This course is about the development of American society, politics, and culture, with a focus on understanding important connections between past and present.

American history has always been, and still is, a process. Over the course of this semester, we will just begin to scratch the surface of the deep and complex history of the United States. In spite of this limitation, my History 130 course is designed to provide you with a more sophisticated understanding of the U.S-American past as a way to better understand its present and plan for its future.

In this class, we will also learn to think like historians. First, you will develop a more sophisticated ability to read scholarly work and understand it. We will also examine historical evidence, analyze its meaning, and use it to support convincing interpretations and arguments. By learning how historians analyze evidence to draw conclusions about the past, you will learn to think rationally and better know how to identify reliable evidence. You will work with primary source (documentary) evidence in exactly the same way as historians.

This course aims to help students cultivate an understanding of, and empathy for, those whose life experiences may have been similar to and quite different from their own. More broadly, this course is designed as a foundation for a lifetime of learning, understanding, and responsible citizenship. Students who apply themselves to the course throughout the semester will learn valuable skills for success in college and the workplaces beyond.

What students can expect to get out of this class
Students who regularly attend class meetings, apply themselves conscientiously to the required work, and ask for help when they need it can expect to achieve the following in this class:

- Learn the habits of mind necessary to do well in college-level courses, and to improve their reading, writing, and analytical thinking skills.
- Learn the craft of historians: how to draw sound conclusions based on reliable evidence, thorough research, and rational argumentation.
- Gain a solid general understanding of some of the various forces that shaped American society, culture, economy, and political life, from the earliest days of European colonization through the era of Reconstruction.
- Learn how to find meaningful patterns and connections in historical sources and to understand the significance of historical events for understanding the present and planning for the future.
- Understand how to assess the reliability, limitations, and value of information and sources; construct and defend sound arguments; and analyze change over time by paying attention to context, multiple perspectives, and complex causation.
- Improve their ability to recognize, understand, and productively critique their own and others' arguments.
- Learn to use reliable evidence and rational thought to support their ideas in writing and in public discussion and debate. This is a crucial prerequisite for
rational civic engagement, and has very important practical value for preparing to participate in society and economic life.

The History Department’s Student Learning Outcomes for B.A. students are here.

The CSU LEAP goals for General Education courses are here.

Student Learning Outcomes for Bachelor of Arts in History are here.

The University’s Student Learning Outcomes for B.A. students (History) are here.

**Students with Disabilities**

Students with disabilities who require academic accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at 760-750-4905; TTY at 760-750-4909; or fax at 760-750-3445. You may also reach DSS staff by e-mail at <dss@csusm.edu>, and their website is here. Students authorized by DSS to receive accommodations should meet with me in my office in order to ensure their confidentiality. If you know or suspect that you might have a disability that will affect your class performance, please seek guidance from the DSS office as early as possible at the start of the semester.

**Communication with Professor Hijar**

You should always feel free to e-mail me. Before you do, please take a look at the e-mail etiquette handout that is posted on our Cougar Courses site.

I try to keep up with my e-mail, but please know that I am often swamped by more e-mail than I can reply to. If you require a response and you don’t hear from me within about 24-36 hours, please feel free to follow up with a second e-mail reminder. E-mail messages don’t usually go missing, but it can happen.

If you have a question about the class or an assignment, before e-mailing me, please make sure that the question is not already answered in the syllabus, an assignment handout, or on our Q&A page.

When you have more than a brief question, it is always best to meet in with me in person. All students are welcome to come to my office during office hours. If you are not able to visit me during those times, please contact me to see if we can set an appointment for another day and/or time. Please don’t be afraid to ask for help.

**Required Books**

*Additional readings assigned as PDFs are listed in the course schedule.*

**Two copies of the textbook, *Of the People*, listed below will be on two-hour reserve at the CSUSM Kellogg Library. This means that you may check out this title for two hours at a time, as long as someone else has not already checked them out.**


**Recommended:** Strunk, William Jr. and E. B. White. *Elements of Style*, 4th edition. (Allyn & Bacon, Inc.) ISBN: 9780205309023 [Please note that ANY edition of this book will be acceptable. It is no longer protected by copyright, and there are free versions available for download online.]

**Online Resources**
Our weekly readings will include many unfamiliar words. You should use this class as an opportunity to expand your vocabulary. I strongly recommend that you look up unfamiliar words that appear in the assigned readings. The ultimate authority on the English language is the Oxford English Dictionary, which is available through the Kellogg Library: [http://www.oed.com](http://www.oed.com) or [http://www.oed.com.ezproxy.csusm.edu/](http://www.oed.com.ezproxy.csusm.edu/). Just remember that British spelling of certain words is different from the U.S. spelling!

**Cougar Courses**
An electronic version of this syllabus and other resources and information may be found at the Cougar Courses web site for this course. Go to [http://cc.csusm.edu/](http://cc.csusm.edu/) to log in. I will use the History 130 Cougar Courses site to post readings, relevant links to online resources, assignment instructions and additional course-related materials.

In addition, I will maintain an online Q & A forum in Cougar Courses where you can ask questions and receive answers from me.

On our Cougar Courses site, you will find information about course policies, student responsibilities, communication etiquette, and other information.

Information about developing your writing and study skills, along with many other helpful topics, will also be posted on our Cougar Courses web site.

**Assignments and Grade Weights**
Further information about all of these assignments and grading components will be provided in class and/or as written instructions.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage of course grade</th>
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<tr>
<td><strong>Vocabulary (turn in at least 10)</strong></td>
<td>5%</td>
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<tr>
<td>Look up all unfamiliar words and turn in your list of words plus an appropriate definition for each word. You must use the online <em>Oxford English Dictionary</em> to complete these lists. If you know all of the words in the assigned readings for a given week, then you may turn in a short paragraph (typed and printed) that compares (similarities) and contrasts (differences) the entire set of primary sources for the week.</td>
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<tr>
<td><strong>Weekly in-class and online reading &amp; lecture quizzes (best 5)</strong></td>
<td>20%</td>
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<td>You will have at least 7 opportunities to show what you’ve learned by taking in-class quizzes on the assigned readings and lectures. These quizzes will almost always be given on Thursdays. Your 5 highest quiz scores will be used to calculate this part of your course grade.</td>
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<td><strong>Weekly writing, analytical exercises, discussions, &amp; group work preparation</strong></td>
<td>35%</td>
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<td>This portion of your final grade will reflect the quality of your preparation for, and engagement with, short analytical and written assignments that will be completed in and/or outside of class, including peer reviews. Further information about this work will be provided each week in class. You will have at least 8 opportunities to earn credit for this portion of your course grade.</td>
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If more than 8 opportunities are offered, you this part of your grade will be calculated based on your best 8.

Each assignment earns a maximum of 4 points. Points will be deducted if your assignment reflects little knowledge or incorrect understanding of the required reading and lecture material. Assignments that reflect no familiarity with the readings will receive no credit.

**In-class team quizzes (3 worth 10% each)**
These quizzes are scheduled for Week 6, Week 12, and Week 15. Each of you will take the quiz individually, then you will take it with your group. For each quiz, 75% of your grade will be based on your individual score, and 25% will be based on your group score. Depending upon the progress of the entire class, it may be necessary to postpone the date for one or more of these quizzes. More information will be provided as the semester progresses.

**Digital History Assignment**  
*(due on Thursday, May 19 at midnight of Week 15)*
This assignment will be broken down into smaller steps, each step worth a smaller portion of the total grade for this category. More information will be provided in class and on Cougar Courses.

| Total | 100% |

*There is additional important information that follows the course schedule, below. Please be sure that you have read and understand the entire syllabus no later than the end of Week 2. If you have questions, please ask me through the Cougar Courses History 130 Q & A page, or come to my office, either during office hours or by appointment.*
COURSE SCHEDULE

• Most readings on the required reading list will be posted as PDFs on our Cougar Courses site, with the exception of the Oakes textbook and the book of slave narratives, *When I Was a Slave*.

• Further guidance and information will be provided throughout the semester about weekly reading assignments, quizzes, the Digital History project, and more. Unless you are instructed otherwise, you should complete and prepare to discuss each week's assigned reading by the time our class meets on Thursday of that week.

• Each week, we will workshop and discuss various assigned readings. You are responsible for all of the required readings, even those we don’t discuss in class. If you have difficulty of any kind with the readings or any other aspect of the class, please come see me in my office, either during office hours, or by appointment.

WEEK 1
Tuesday, January 26
Thursday, January 28

Reading – Primary Sources
• Christopher Columbus, "So that they are good to be ordered about," Letter to Spanish King and Queen (1492)

• Christopher Columbus on the Taino people of "Hispaniola," Letter to King Ferdinand and Queen Isabella of Spain (1493)

• Fray Tomas de Mercado, *A Critique of the Slave Trade* (1587)

• Penobscot oral tradition, *American Indians Encounter Europeans*, recorded by Joseph Nicolar (1893)

Reading – Secondary Sources
• *Of the People*, Chapter 1: Worlds in Motion, 1450-1550 (read first half of chapter, to the end of “Collision on the Caribbean“)

WEEK 2
Tuesday, February 2
Thursday, February 4

Reading – Online
• “Pocahontas: Her Life and Legend” at [Historic Jamestowne](http://www.historicjamestowne.org)

Reading - Primary Sources
• News articles about 2015 protests against Junipero Serra’s canonization (posted on Cougar Courses)

• Miantonomo, A Naragansett Chief Calls on Other Indian Tribes to Unite (Montauk, Long Island, New York, August 1641)

• Junipero Serra on the Need for Indigenous Laborers (mid- to late-18th c.)
  • (continued on next page)
**Reading - Secondary Source**

- *Of the People*, Chapter 1: Worlds in Motion, 1450-1550 (read second half of chapter)

**WEEK 3**

**Tuesday, February 9**

**Thursday, February 11**

**Forces of Change: European Points of View**

**Primary Sources**

- Readings from (OLD) American History textbooks

**Secondary Sources**

- Richard White, excerpt from *The Middle Ground*, “The Middle Ground,” pp. 50-53

- *Of the People*, Ch. 2: "Pursuing Wealth and Glory" (34-37); "New France" (38-44, including section on Huronia)

- *Of the People*, Ch. 3: "Changing the Landscape to Fit the Political Economy" (79-80); "American Landscape: New England Settlements" (81)

**WEEK 4**

**Tuesday, February 16**

**Thursday, February 18**

**Indentured servants**

**Primary Sources:**

- Javin Toby's indenture contract (1747)

- Mittelberger, Gottlieb. "Packed Densely, Like Herrings": The Perils of Emigration" (1750)

- John Frethorne's Letter to His Parents (1623)

- John Winter Defends His Wife's Right to Beat A Servant (1639)

- Robert Beverley Account of Bacon's Rebellion (1704)

**Textbook reading:**

- *Of the People*, Ch. 2: "New Netherland" (44-48); "England Attempts an Empire" and "Indians on the Thames" (48-57)

- *Of the People*, Ch. 3: "The First Chesapeake Colonies" (62-69); "The Political Economy of Slavery Emerges" (70-73)

- *Of the People*, Ch. 4: "The Plan of Empire," "New Colonies, New Patterns," and "The Transformation of Virginia" (92-104, including list of slave laws on p. 104)

**Online Viewing:** Watch video on home page and view all exhibit pages

Written in Bone: Forensic Files of the 17th-Century Chesapeake.
**WEEK 5**  
**Tuesday, February 23**  
**Thursday, February 25**

**Slavery in North America: Beginnings**

**Primary Sources**
- Sewall, Samuel. The Sin of Slaveholding (1700)
- Horsmanden, Daniel. An Account of New York City Fires in 1741, and the Trial That Followed (1744)
- Excerpts from the Journal of John Woolman (1757)

**Secondary Source:**
- *Of the People*, Ch. 3: "America and the World: The English Enter the Slave Trade" (77-78)
- *Of the People*, Ch. 5: "Bound for America" (131-135, including "American Landscape: The Slave Ship")

**WEEK 6**  
**Tuesday, March 1**  
**Thursday, March 3**

*Team Quizzes this week*

**Early American Ideas**

**Primary Sources:**
- Excerpts from Benjamin Franklin, "Observations Concerning the Increase of Mankind" (1751)
- Excerpts from Thomas Jefferson, A Summary View of the Rights of British America (1774)

**WEEK 7**  
**Tuesday, March 8**  
**Thursday, March 10**

**Coming War, Common Sense, and the Rights of Man**

**Primary Sources:**
- Thomas Paine, excerpts from *Common Sense* (1776)
- Thomas Paine, excerpts from *Rights of Man* (1791)

**Secondary Sources:**
- *Of the People*, Ch. 6: "The Victory of the British Empire" (162-172); "Enforcing the Empire" (172-176, including "American and the World: Paying for War"); "The British Empire in Crisis" (176-181); "A Revolution in the Empire" (181-188)
WEEK 8  
Tuesday, March 15  
Thursday, March 17

Rights & Republican Virtue  
Influence of Enlightenment Thought/Revolution

Primary Sources:
- Abigail Adams, Feminist. Letter to John Adams (31 March 1776)
- John Adams in Women’s Rights. Letter to Abigail Adams (14 April 1776)
- Murray, Judith Sargent. "On the Equality of the Sexes" (published in 1790)

Secondary Sources:
- *Of the People*, Ch. 5: "The Head and Heart in America" (150-156)
- *Of the People*, Ch. 7: "The Challenge of the Revolution" (208-214)

**MARCH 20 – MARCH 26**  
**NO CLASS: SPRING BREAK**

WEEK 9  
Tuesday, March 29  
Thursday, March 31 – Cesar Chavez Day – No Class Meeting

New Nation/Yeoman Farmers/Rebellions

Primary Sources:
- Jefferson, Thomas. A bill concerning slaves in Virginia (1779)
- Crevecoeur, Hector St. Jean de. "What, then, is the American, this new man?" in *Letters from an American Farmer* (1782)
- Savage, Ezekiel. "Certificate of citizenship by Massachusetts, for John Harris a black man" (1824)
- Lincoln, Benjamin. Letter to George Washington on the causes and significance of Shays' Rebellion (4 December 1786)

Secondary:
- *Of the People*, Ch. 7: "Creating a New National Government" (217-223)
- *Of the People*, Ch. 8: "The Struggle to Form a Government" (230-234)

WEEK 10  
Tuesday, April 5  
Thursday, April 7

Indians in the U.S./Trail of Tears  
Democratization of Politics and Religion

Primary Sources
- Boudinot, Elias. *An Address to the Whites* (1826)
- Congressman Edward Everett opposes Jackson's Indian "removal" policy (1830)

(continued on next page)
• U.S. Legislation: The Removal Act of 1830

• Thomas L. McKenney, first Commissioner of Indian Affairs, on the federal government's failure to keep whites off Cherokee land (1830)

• Catlin, George. The effects of Europeans on the Indians of North America (1841)

• Excerpt from Laws of the Cherokee Nation (1819)

**Scholarly Secondary Source**


**Textbook readings:**

- *Of the People*, Ch. 7: "A New Policy in the West" (214-217)

- Ch. 9: "Ways of Life in Flux" (284-292)

- Ch. 10: "The Social and Political Bases of Jacksonian Democracy" (306-310); "A Policy of Removing Indigenous People" (313-319)

- *Of the People*, Ch. 9: "An Economy in Transition" (274-284)

- Ch. 10: "A New National Politics" (298-306)

**WEEK 11**

**Tuesday, April 12**

**Thursday, April 14**

*Team Quiz on Tuesday, April 12*   **Industrialization and Evangelical Reform**

**Primary Sources:**

- Mary Paul, Selected letters from Lowell, Mass. (1845-1848)

- Angelina Grimké on the relationship between antislavery and women's rights. Letter to Catherine E. Beecher (October 2, 1837)

- Grimké, Sarah. Excerpts from *Letters on the Equality of the Sexes, and the Condition of Woman* (1837)

**Secondary Source:**


- *Of the People*, Ch. 11: "Perfectionism and the Theology of Human Striving" (328-334); "Reform and the Urban Classes" (334-341); "Self-Reform and Social Regulation" (340-345); "Women's Rights" (345-348)
WEEK 12
Tuesday, April 19
Thursday, April 21

National Expansion/War Against Mexico/
Nativism & Immigration

Primary Sources:
• Begin reading When I Was a Slave (book). More information about the specific reading assignment will be provided in class.

• "A Trip to Texas in 1828," excerpts from the journal of José María Sánchez (1828), Carlos E. Castañeda, trans.

• Austin, Stephen F. Excerpts from a speech justifying the Texas revolution against Mexico (Louisville, Kentucky, March 1836)

• General Mariano Arista's call to U.S. soldiers in the Mexican War (The San Patricios) (1846)

• Sheet music, “I’ll Go West!” (1875)

Secondary sources:
• Of the People, Ch. 5: "Bound for America" (129-132, read about European immigrants and slaves)

• Ch. 13: "Slavery and the Political Economy of Expansion" (397-406)

• Ch. 14: "Nativism and the Origins of the Republican Party" (421-427, including American Landscape: Lawrence, Kansas)

WEEK 13
Tuesday, April 26
Thursday, April 28

Slavery and Anti-slavery movements

Primary Sources:
• Begin reading When I Was a Slave (book). More information about the specific reading assignment will be provided in class.

• "A Trip to Texas in 1828," excerpts from the journal of José María Sánchez (1828), Carlos E. Castañeda, trans.

• Austin, Stephen F. Excerpts from a speech justifying the Texas revolution against Mexico (Louisville, Kentucky, March 1836)

• General Mariano Arista's call to U.S. soldiers in the Mexican War (The San Patricios) (1846)

• Sheet music, “I’ll Go West!” (1875)

Secondary sources:
• Of the People, Ch. 5: "Bound for America" (129-132, read about European immigrants and slaves)

(continued on next page)
• Ch. 13: "Slavery and the Political Economy of Expansion" (397-406)

• Ch. 14: "Nativism and the Origins of the Republican Party" (421-427, including American Landscape: Lawrence, Kansas)

WEEK 14
Tuesday, May 3
Thursday, May 5

Pro-slavery responses and the Civil War

Primary Sources:
• Continue reading When I Was a Slave. More information about the specific reading assignment will be provided in class.

  • George Washington on Slavery (September 9, 1786)
  • John Adams, Letter on Slavery and Race (January 24, 1801)
  • Weld, Theodore Dwight. Excerpts from American Slavery As It Is (1839)
  • Walker, David. Excerpts from Walker's Appeal, In Four Articles (1829)
  • Douglass, Frederick. Speech: “What to the Slave is the Fourth of July?” (Rochester, New York, 4 July 1852)
  • Fitzhugh, George. Excerpts from Sociology of the South (1854)
  • Video: Sojourner Truth, “Ain’t I a Woman?” (1851), recited by Alice Walker

We will read the following two documents in class, and I will provide hard copies.

  • Marius Robinson’s transcription of Sojourner Truth’s speech at Akron, Ohio, “Ar’n’t I a Woman?” Anti-Slavery Bugle, Salem, Ohio (June 21, 1851)
  • Frances Dana Gage’s transcription of Sojourner Truth’s speech, “Ar’n’t I a Woman?” (New York Independent, 1863)

Secondary Sources:
• Of the People, Ch. 14: American Portrait (411-412, Frederick Douglass); "The Political Economy of Freedom and Slavery" (412-417); "Slavery Becomes a Political Issue" (417-421); "A New Political Party" (427-436); "A New Political Party Takes Shape" (427-439)

• Of the People, Ch. 10: "The Growth of Sectional Tension" (319-323)

AND
• Of the People, Ch. 12: "Slavery and the Nation" (353-379)

Recommended:

• Butchart, Ronald E. "The Serve My Own People" (17-51) in Schooling the Freed People: Teaching, Learning, and the Struggle for Black Freedom, 1861-1876.
WEEK 15
Tuesday, May 10
Thursday, May 12

Team Quiz on Tuesday, May 10

Reconstruction

Recommended reading: TBA

Final Project
Digital History Assignment Due Thursday, May 19 by midnight.

ADDITIONAL COURSE INFORMATION AND ADVICE

Courtesy
In order to ensure an environment in which all students feel comfortable sharing their ideas, it is absolutely crucial that all students conduct themselves in a manner that is respectful, considerate, and courteous. All students should balance thoughtful preparation with due consideration of each other’s feelings when participating in our classroom conversations.

The CSUSM Civility Campaign defines civility as "[c]onducting oneself with care, respect, and empathy while acknowledging the culture and humanity of others." You may find out more about the Civility Campaign here.

Please be aware that your use of laptop computers and other electronic devices is likely to be distracting to those around you. Please respect your classmates’ desire to learn by refraining from using electronic communication devices during class. Phones, laptops, and other communication devices should be put away for the entire class meeting time.

If you are monitoring an emergency situation and must send or receive a message during class time, please sit near an exit and leave the room quietly to use your phone, laptop, or other device outside.

If you are obviously distracted by electronic devices or otherwise disruptive during class meetings, I will ask you to leave.

University-level work and units of credit
The course work this semester requires you to keep up with the readings, devote focused attention to thinking about those readings, and review and synthesize course readings, lectures, and other course material. In addition, you will need time to write, revise, and refine the written work that you turn in. Students who don't have enough time to devote to the class requirements run the risk of failing the course.

Each unit of credit that you receive for a university-level course is based on the university’s assumption that you will spend one hour per week in the classroom, and 2 (two) hours per week doing work outside of class. So, for a three-unit class, this usually includes 3 hours of class meeting time per week, plus 6 hours outside of class: reading, reviewing, studying, researching, and writing.

I do not assign busy-work, and all material covered in class is meant to help students improve their prospects for future well being.
Please note that turning in the required work does not in itself ensure that you will receive a passing grade for the course. The work must demonstrate clear effort, understanding of the course material, and attention to the requirements of the assignment.

Details like formatting, grammar, clarity of language, and evidence of conscientious proofreading will all have considerable weight in calculating your grade for written assignments. University-level written work usually requires multiple rounds of writing and proofreading.

**Course Policies**

**Demonstrating respect for your classmates**

In order to ensure an environment in which all students feel comfortable sharing their ideas, it is absolutely crucial that all students conduct themselves in a manner that is respectful, considerate, and courteous. All students should balance thoughtful preparation with due consideration of each other’s feelings when participating in our classroom conversations.

Please do not engage in behaviors that distract the students around you. This includes using electronic devices. If you are obviously distracted by electronic devices or otherwise disruptive during class meetings, I will ask you to leave.

**Electronic devices**

Please stow your phone, laptop, and any other electronic communication devices that might distract you and those around you in class. Exceptions will be made for students who have been hired as note-takers for the Office of Disabled Student Services (DSS).

A 2012 study of the effects of students' in-class laptop use showed that students who use laptops in class not only score lower when tested on the course material, but also, students sitting around the laptop user also score lower. The study, "Laptop Multitasking Hinders Classroom Learning," is posted in the "Miscellaneous" field near the top of our History 130 Cougar Courses page.

In class, if you are monitoring an emergency situation and must send or receive a message during class time, please notify me before class begins, sit near an exit, and leave the room quietly to use your phone or other device.

**Attendance**

If you want or expect to do well in this class, attendance is absolutely necessary. This course is built on the idea that students benefit the most when they engage actively in their processes of learning. Attendance is, obviously, the first step.

You may miss three class meetings without penalty, but please know that your course grade may suffer because you may miss important information and guidance.

Your attendance in class will be considered a sign of your commitment to being prepared for the day’s activities and ready to devote your full and undivided attention to class.

I may lower the course grade of any student who is habitually late.

**If you cannot avoid missing a class**
If you cannot avoid missing a class meeting, please remember that you are still responsible for the information covered in class on the day(s) you missed. Be sure to get notes from a classmate as soon as possible.

Because of considerable pressures on our time, please note that I am not able to answer individual requests about what was covered in class if you were absent. I will be happy to provide clarification, however, after you have received notes from a classmate.

If you still have questions, please meet with me, either during office hours or by appointment if you have any questions. I am happy to help.

**Engagement in Class**

Attendance does not equal engagement. You may demonstrate your engagement in History 130 by reading and reviewing the weekly assigned reading; looking up unfamiliar words in the *Oxford English Dictionary (OED)* and keeping a list of words and definitions; taking notes while reading and while in lecture; reviewing class notes and reading notes in preparations for quizzes, exams, in-class activities, and written assignments; participating in classroom discussions and activities; turning in clearly presented, carefully composed work on time.

Engagement also requires participation in class discussions. To prepare: as you read the work that will be discussed, take notes and write down any questions you might have, or connections that you see between the reading and other topics covered in History 130 or more broadly.

In both classroom discussions and your written work, the main things that I will be looking for include

- your acquisition of new knowledge from the readings
- a clear demonstration that you are thinking about, and perhaps trying to better understand, that new knowledge
- evidence that you are making clear connections between each week’s readings and other events and developments, both historical and current.

**Turning in your work**

Some required course work will be turned in as hard copies, some electronically through Cougar Courses, and some will require both submission formats. In such cases, more specific information will be provided in advance of the assignment’s due date. Out of respect for the efforts of the entire class, late assignments will not be accepted except in case of serious medical issues.

**Make-up assignments**

There will be no make-up assignments for missed in-class work except in case of serious medical issues that can be documented by DSS (Disabled Student Services). If you know in advance that you will have to miss a class meeting in which an assignment is due or in-class graded work is planned, you may turn in the assignment early, EXCEPT for in-class quizzes.

**Academic Honesty**

It should go without saying that academic honesty is of supreme importance. The university takes plagiarism and other forms of academic dishonesty very seriously.
Students who are found to have committed acts of academic dishonesty must be reported to the Dean of Students. They will also fail the assignment(s) in question, and may receive a failing grade for the entire course. Students found to have committed academic dishonesty risk probation, suspension, and even expulsion from the university.

**Students are responsible for making sure they understand what constitutes academic dishonesty.** The university has an excellent web site to help you understand the finer points of plagiarism, and how to avoid committing it: <http://library.csusm.edu/plagiarism/>.

Following is the official CSUSM policy **statement on Academic Honesty:**

Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work, clear and error-free. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated accordingly.

Students are responsible for honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.

The following definition of **plagiarism** is from the 20012-14 CSUSM General Catalog (pp. 92-93):

Intentionally or knowingly representing the words, ideas, or work of another as one's own in any academic exercise, including: (a) the act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substance of another's work, without giving appropriate credit, and representing the product as one's own work; (b) the act of putting one's name as an author on a group project to which no contribution was actually made; and (c) representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawings, sculptures, or similar works as one's own.

Important guidelines for identifying and preventing academic dishonesty and understanding what constitutes plagiarism, along with a link to the entire Catalog statement on Academic Dishonesty, may be found at the Dean of Students web site: <http://www.csusm.edu/dos/studres/cheating.html>.

**Asking Questions and Asking for Help**

If you have questions about the course, please read the syllabus and Cougar Courses page to see if your answer is there. If not, please visit me during my office hours or contact me to see if we can make an appointment.
If you are having any kind of difficulty with the course material, it's important that you ask for help as early as possible. Often I can provide guidance and advice that may help you do better than you expected. I will try my best to help you get on track.

This semester, I will maintain a Q&A message board on our Cougar Courses web site. There you can ask any course-related question and I will answer your question so that everyone can see both the Q and the A.

For many students, there is a huge gap between the quantity and character of required student work in high school, and the kind of student work that is acceptable in the university. If there's anything you don't understand, please seek help from me.

If you would like to find out about working with an Academic Success Counselor to set up a success plan, please contact Arlene Toya of PASS (Personalized Academic Success Services) at <atoya@csusm.edu>.

If you have questions about anything related to student life at CSUSM, including the many support resources that are available to you, please call Patty Diaz, SOAR Coordinator in the Dean of Students' office, at 760-750-SOAR (7627). More information is available here: <http://www.csusm.edu/soar/>.

**Course Format**

Class meetings will include lectures, group and individual exercises, quizzes, and discussions. Throughout the semester, you will have opportunities to sharpen your thinking and reading skills, and we will discuss some skills and strategies to help you succeed.

You will miss valuable information if you miss class. If you miss an excessive number of classes, you are likely to fall behind and fail the course. If you MUST miss a class, I regret that I do not have time to tell you about what you missed. Please be sure to get notes from one of your classmates so that you will have information about what you missed. After you have done this, please feel free to meet with me if you would like clarification.

Please do your very best to come to each discussion meeting prepared to discuss that week's assigned readings in depth. I will give you additional instructions week-by-week so that you know how to prepare for these discussions. I will usually assign some pre-discussion homework to help you build your analytical and critical thinking skills.