COURSE DESCRIPTION: Survey of the political, economic and cultural history of the United States from earliest colonial times to 1877. Includes a study of the U.S. Constitution and federal government. Partially satisfies the requirements in U.S. Constitution, American history and institutions.

COURSE OBJECTIVES: The main objective of this class is to recognize the significance of our country’s collective past. This class will provide students with a working knowledge of United States history, and students will demonstrate an understanding and a level of thoughtful reflection of this history through fine-tuned academic skills. Students will be able to: recognize the significance and importance of certain historical events, figures, and dates; synthesize historical knowledge and use it in a thoughtful response to historical documents; demonstrate knowledge, understanding, and careful reflection of information and primary source documentation by using excellent academic skills.

STUDENT LEARNING OUTCOMES:
1. Students will analyze major forces, events, and people instrumental in shaping U.S. History.
2. Students will examine social-cultural value systems, which have formed a basis for American beliefs and challenges to those beliefs.
3. Students will describe examples of outstanding citizenship and productivity and explain the impact of dissent and disruption.
4. Students will analyze the various racial, ethnic and social sub-groups, which have played a role in the shaping of America and determine the common, underlying themes of American life.
5. Students will summarize the historical development of the State of California to gain a better understanding of federalism and the role of this state in American History.

REQUIRED COURSE TEXTS: (You will need access to all five books in order to succeed in this class.)

1. Title & Author: America: A Narrative History (9th Edition FULL, Vol.1) by George B. Tindall and David Emory Shi
   - ISBN: 9780393912630

2. Title & Author: First Generations: Women in Colonial America by Carol Berkin
   - ISBN: 9780809016068

3. Title & Author: 1776 by David McCullough
   - ISBN: 9780743226721

4. Title & Author: Lewis and Clark and the Indian Country: The Native American Perspective by Frederick E. Hoxie and Jay T. Nelson
   - ISBN: 9780252074851

5. Title & Author: Uncle Tom’s Cabin by Harriet Beecher Stowe
   - ISBN: 9780486440286 (also available as an ebook)
REQUIRED MATERIALS:
- All 5 texts listed above
- Lecture Packet (printed from my website: http://www2.bakersfieldcollege.edu/cparker/)
- Blue or Black ink pens for writing section exams
- #2 pencil for scantron forms
- 17 scantron forms (Form #882-E)
- Regular access to a computer and printer with dark readable ink
- Stapler

COURSE REQUIREMENTS: In order to receive a passing grade, students must: complete four exams, achieve a moderate level of success on multiple-choice quizzes, and complete four analytical papers in response to assigned book readings.

COURSE EVALUATIONS: The following will provide the basis for grading: 90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 59% and below = F.

FINAL GRADES are based on the following guidelines:
3 Section Exams 100 points each = 300 points possible
4 Analytical Papers 625 minimum words in length 100 points each = 400 points possible
Up to 17 Multiple Choice Quizzes 20 points each = up to 340 points possible
Final Grade up to 1040 total points possible

COURSE POLICIES:
Attendance: Students are expected to come to class prepared and on time and to stay for the duration of the class session. Students who are late to or miss more than three classes may be dropped from the class. To secure a seat in this course, students must attend and sign in to all class meetings the first two weeks of the semester. Students who fail to do this will be dropped.

Section Exams: Students will write their section exams in blue or black ink. Please do not use pencil. Handwriting must be legible to be considered for credit.

Analytical Paper Guidelines: The paper needs to be no less than 625 words in length or about 2-3 pages in 12 point font. All typed work must be printed on 8.5X11 white paper in black ink. No colored or faded ink please. Use Times font in 12 point size, double spaced with 1 inch margins. Do not print on the back side of the paper. Please use staples only – failure to staple in the upper lefthand corner will result in a deduction of points. No folders, etc. Students should be sure their name, section (day and time), and title of the assignment are typewritten at the top corner of the assignment – failure to do this will result in a deduction of points. Each paper is worth 100 points. No handwritten, dog-eared, or electronically submitted papers will be accepted.
Writing Self-Checklist for Analytical Paper

<table>
<thead>
<tr>
<th>Did I avoid writing a simple summary?</th>
<th>YES</th>
<th>NO</th>
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<tr>
<td>Did I go beyond just the obvious?</td>
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<td>Did I turn it in on time?</td>
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<td>Did I fulfill proper length requirements?</td>
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<td>Did I spell check/grammar check?</td>
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<td>Did I use appropriate punctuation?</td>
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<td>Are my paragraphs transitioned logically?</td>
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<td>Does the body of the paper support the point I’m trying to make?</td>
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<td>Did I review the plagiarism policy and adhere to it?</td>
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<tr>
<td>Did I have someone else proofread my paper for me?</td>
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<tr>
<td>Did I review and follow the instructor’s specific guidelines and requirements for this assignment as outlined in the syllabus?</td>
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<tr>
<td>Did I evaluate my work using the Analytical Paper Rubric?</td>
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Quizzes: There will be a series of multiple choice quizzes designed to check student understanding of previously covered material. This will enable students to assess their level of preparedness for the larger section exams throughout the semester. Each quiz will deal only with the preceding assigned chapter, the corresponding class discussion, and any material presented by the instructor. Quizzes will be administered only once during the class meeting. Again, these are not meant to overwhelm students, but are meant to help prepare and give students a relatively painless way to earn points. You will need to bring one scantron form (Form #882-E) and a #2 pencil to be able to take the quiz.

Late work/Make-Ups: Students may only make up a missed quiz by taking it with another section or submitting a typed essay within a week of the missed quiz answering all of the Focus Questions from that chapter in America: A Narrative History. Section exams can be made up either by sitting with another section that is scheduled to take that same section exam or by writing an extended essay form alternative exam provided by the instructor. Students MUST check with the instructor prior to sitting in on another section for a make-up quiz or section exam. Late papers will be accepted at the instructor’s discretion and with a severe loss of points also at the instructor’s discretion. (Please use staples only – failure to staple in the upper lefthand corner will result in a deduction of points. No folders, etc. Students should be sure their name, section (day and time), and title of the assignment are typewritten at the top corner of the assignment – failure to do this will result in a deduction of points.)

Lost/Missing Assignments: Papers that go missing are the student’s responsibility. Back-up files should be kept on the computer and handwritten rough drafts should also be kept until final grades are posted. The professor is very careful with student papers and the benefit of the doubt will go to him.

Plagiarism: The Bakersfield College policy reads as follows: Plagiarism is defined as “using someone else’s words or even ideas in writing, without giving that person credit, as if the words or ideas were one’s own . . . You plagiarize if you: do not acknowledge a quotation; fail to put an author’s words into quotation marks; paraphrase facts or opinions without stating exactly from where they come; use long sections in your paper that have been rewritten by a friend or a tutor; buy, find, or receive a paper that you turn in as your own work. Plagiarism will result in severe consequences, up to and including failure.”
**Integrity Policy:** Absolutely no notes, books, or written materials of any kind are to be open during either quizzes or section exams. Communication by any medium (talking, note writing, copying answers, text messaging, etc.) during testing is strictly prohibited and will not be tolerated. If a student chooses to leave the room during the exam, they must turn in the exam and will forfeit the opportunity to finish the exam. **Students should consider this fair warning; violators of any part of this integrity or plagiarism policy will be dealt with severely (at the instructor’s discretion).** This may include a failing grade for the entire course not just the compromised assignment/exam. These guidelines are meant to ensure the academic integrity of this course and benefit those students who work hard and take their educational opportunities seriously.

**Accommodations:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Student Programs & Services located at Student Services Building, 1st Floor, Counseling Center (661-395-4334), as soon as possible to better ensure such accommodations are implemented in a timely fashion. Students who do not officially meet the requirements to receive supportive services, but who still may find need of further assistance, are strongly encouraged to contact the instructor so arrangements can be made. Standards of integrity and expectations of academic performance will not be lowered for anyone, but this class will reflect a dedication to helping every student find the means to achieve success however creative or unorthodox these might be. Please note, when taking exams at the DSPS office, it is the student’s responsibility to return the exam to the Humanities Office Secretary in H 57 in a sealed envelope addressed to Prof. Parker.

**Revisions:** The instructor reserves the right to amend the syllabus as needed.

**Study Tips and Helpful Hints:** In order to be successful in this class, students may want to follow the following study tips and helpful hints: study lecture and reading notes frequently in small segments rather than “cramming” for an exam; keep up on textbook readings in the same way; use quiz results to self-assess weak areas before section exams; prepare and turn in papers early in order to receive instructor feedback on how to better these assignments; attend class regularly; make extensive use of the author’s website http://wwnorton.com/college/history/america9/full/.

In an effort to improve academic performance, students are urged to be creative in their study methods (tape recording, note-taking skills etc.) In case of an absence, make sure there is someone in the class who can be depended on for important information concerning any class announcements, handouts, or lecture and discussion notes. Students are encouraged to form study groups the use of which can greatly enhance understanding and test preparation. Students should expect to put in at least two hours of quality study time for each unit hour of class. This time can be most efficiently used by pre-reading assigned text chapters so meaningful contributions can be made to class discussions. This careful reading and note taking will also aid students in quiz and test preparation.

Any students finding they are lacking study skills are strongly encouraged to seek further assistance from the campus tutoring center, take academic development courses offered by Bakersfield College, contact supportive services if appropriate, and ask the instructor for further suggestions on how to succeed. The staff in the library also offers courses and assistance in writing research papers. Also, students should feel free to offer suggestions to the instructor on how better to serve their individual needs.

**Online Resources:**
Students may find it valuable to access the publisher’s online companion to the text at http://wwnorton.com/college/history/america9/full/

Students can check their grade progress and other updates, handouts, etc. for this class at http://www2.bakersfieldcollege.edu/cparker/
My email is: chparker@bakersfieldcollege.edu. Also, you need to send email from your own BC assigned address ending in @email.bakersfieldcollege.edu. You need to make sure you have an appropriate subject line and identify yourself and your section (day/time) in the email. Be in the habit of checking it each day.

COURSE OUTLINE*:

Part 1
- Read Chapters 1-4
- Complete Quizzes 1-4 in class
- Section Exam #1
- Analytical Paper #1 on First Generations: Women in Colonial America

Part 2
- Read Chapters 5-8
- Complete Quizzes 5-8 in class
- Section Exam #2
- Analytical Paper #2 on 1776

Part 3
- Read Chapters 9-13
- Complete Quizzes 9-13 in class
- NOTE: Section Exam #3 will be combined with Section Exam #4 at the final exam
- Analytical Paper #3 on Lewis and Clark and the Indian Country: The Native American Perspective

Part 4
- Read Chapters 14-17
- Complete Quizzes 14-17 in class
- Analytical Paper #4 on Uncle Tom’s Cabin

Final Exam Schedule:

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<tr>
<th>If your class meets at this time:</th>
<th>Your final is at this time:</th>
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<tr>
<td>MW 8:00-9:25am</td>
<td>Wed., Dec. 9 at 8:00-9:50am</td>
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<tr>
<td>MW 9:35-11:00am</td>
<td>Mon., Dec. 7 at 10:00-11:50am</td>
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<tr>
<td>MW 1:00 – 1:25pm</td>
<td>Wed., Dec. 9 at 12:00-1:50pm</td>
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<tr>
<td>MW 2:35-4:00pm</td>
<td>Mon., Dec. 7 at 2:00-3:50pm</td>
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<tr>
<td>T/Th 8:00-9:25am</td>
<td>Thurs., Dec. 10 at 8:00-9:50am</td>
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*Keep in mind this schedule is a rough guide for the timeline of this course.
Be sure to listen daily in class for any changes or updates.
It is your responsibility to be aware of due dates, quizzes, section exams, papers, drop dates, holidays, etc.
Analytical Paper Rubric

This is meant to give general feedback on what your score most likely indicates or the problems/positives of your paper. It doesn’t necessarily mean that you made every mistake listed for a certain grade or hit every goal for that grade. It is just meant to provide a rough idea of why you scored what you did. I certainly encourage you to see me during office hours for one-on-one feedback if necessary.

90-100:
Very well written. Contains few grammatical flaws. Clear, focused thesis statement supported consistently throughout the body of the paper. Appropriate and sufficient evidence.

80-89:

70-79:
Writing quality average. Needs further proofreading. Mechanical revisions needed. Lacks clear focus and thesis. Tends to include unnecessary information having nothing to do with the stated purpose of the paper. Lacks sufficient and appropriate evidence. Mostly a summary of the book without enough analysis.

60-69:

59-below:
Very poorly written to the point that the content is garbled. No clear focus. No significant understanding of the writing prompt. Lacks evidence.