

Honors 201A
Sophomore Seminar: M,W 11:30-12:45
Section 40, line #13657
Fall 2004

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The purpose of this course is to survey the development of American institutions, cultures and values from the 17th century through the late 19th century. This course will highlight the diversity of voices that makeup the human tradition in America by exploring a number of interrelated themes including race, ethnicity, gender and religion in North America. Moreover, the history of early North America will be placed within a wide and diverse framework in order to consider “foreign” and “native” American relations.

Specifically, we will examine interactions between Native Americans, Africans, African Americans, Europeans (especially the French, Spanish and English) and “immigrant” populations such as the Germans, Irish, Chinese and Mexicans. Early American history is fraught with conflict and therein provides rich material to explore the complexities of citizenship, marginalization, nation-building and statehood. Some “moments” of conflict highlighted in this course include; European exploration and trade with North American Indians, slave societies, revolt and resistance (including colonial revolts, the Wars for Independence, and the Civil War) and the Mexican-American War. Finally, because the peoples in North America had a profound impact on their biological and ecological surroundings, special attention will be paid to the role of disease and changes in the environment.

Assigned Texts

There are **5** assigned texts for this course. Additionally all students must register with the Blackboard course site and will be responsible for monitoring the site for additional information on course assignments and requirements. Please note that **REQUIRED** primary source document readings are also linked through the course Blackboard website:

1.) Alan Brinkley, *American History: A Survey*, Volume 1 MP w/Powerweb (McGraw-Hill Humanities/Social Sciences/Languages; 11th, edition (July 31, 2002), ISBN: 0072490519

2.) Colin G. Calloway, *Our Hearts Fell to the Ground: Plains Indian Views of How the West Was Lost*. (Bedford/St. Martin's; April, 1996), ISBN: 0312133545

3.) William Cronon, *Changes in the Land: Indians, Colonists, and the Ecology of New England*. (Hill & Wang Pub; (September 1, 2003); ISBN: 0809016346

4.) Paul Foss, *A Short, Offhand, Killing Affair: Soldiers and Social Conflict during the Mexican-American War*. (The University of North Carolina Press; (October 7, 2002) ISBN: 0807854050

5.) Larry Madaras, James M. SoRelle, *Taking Sides: Clashing Views on Controversial Issues in American History*, Volume I, Tenth Edition. (McGraw Hill Higher Education, December 2002), ISBN: 0-07-285029-9

The assigned texts for this course are available at Little Professor Book Store 725 N. Placentia Avenue, Fullerton, CA 92632; Phone: 714-996-3133; Fax: 714-528-1888; Email: lpbc@earthlink.net. The texts are also on reserve (under the course and section number) at the Pollak Library.

Course Requirements

Written requirements include 2 papers. Each paper must be 4 **pages typed** (double-spaced, reasonable size font-pica 12, one inch margins) writing assignments must include a cover-page (not included in the four page minimum). Papers topics will stem from class book discussions and lectures.

Papers turned in **WITHOUT** proper citations and references will be give a grade of F (see class handout “Helpful Hints on Writing a History Paper”). Papers are due at the **beginning** of class. Late papers are not accepted.

There will be no extra credit work assigned for this course.

Reading: ALL STUDENTS ENROLLED IN THIS CLASS ARE REQUIRED TO REGISTER AND FAMILIARIZE THEMSELVES WITH CSUF BLACKBOARD SYSTEM AND CHECK THE COURSE SITE AT LEAST ONCE A WEEK!

Exams: There will be one mid-term essay exam worth 25% and a comprehensive final essay worth 25%. There are **absolutely no make-ups for missed exams/quizzes, the midterm or final without my consent prior to the due date for the paper and/or exam.**

Attendance and class participation: while we are all human, and lateness and absences are sometimes unavoidable, students who have difficulty arriving on time or who need to leave early should be aware that they will not be allowed to interrupt the class in order to maintain personal or employment obligations. Habitual absences, lateness, and early departures will be noted. Students arriving later than 10 minutes will **NOT** be allowed to enter the classroom. Parking is particularly horrible at CSUF. Do not plan to use parking as an excuse for absences or late arrivals. Plan appropriately for the added inconvenience that limited parking will make on your schedule. Additionally, **students who miss in excess of 3 classes will be ineligible for an A grade. Those**

missing 4 or more will be ineligible for a B grade, and those missing 6 or more classes will fail the course.

Class discussion and leadership is of principal importance in this course. 30% of your total course grade relies on competency in answering discussion questions and the coherency of your verbal arguments/positions. Therefore it is essential that all students come to class prepared to discuss assigned readings and remain active participants in the seminar.

Break Down of Course Requirements

Participation and Seminar leadership	30%
Midterm Essay	25%
Papers	20%
Final Essay	25%

At the instructor's discretion, any student failing to submit, on time, any component of the course's requirements may receive an "F" for the course.

Grading

In general, letter grades of "A" are only earned for work that is very high quality, insights beyond the ordinary, sophisticated analytical abilities, and understanding of the subject matter. A "B" is for superior "above-average" work that is coherent and well organized, but not exceptional. A "C" reflects average, competent work. A "D" passing, but clearly inferior, less argued, often incomplete and often a result of repeated absences; an "F" is for work that is unacceptable, incomplete, poorly presented, or plagiarized.

Incompletes are given only in very rare circumstances. Students who do not complete their course work by the end of the semester will not automatically receive an incomplete. To receive an incomplete, the student must request one in writing-- preferably well before the final exam. The written request must contain a convincing and valid excuse deemed appropriate by the instructor.

Re-Grade Policy: Students who are unhappy with a grade they receive on an assignment can re-submit it for a re-grading. This option does **NOT** allow the student to rewrite the paper **ONLY** to re-submit the original paper. Furthermore, students must wait at least one class period before resubmitting their paper or test. In the time before resubmitting, students should re-read their paper or test and the instructor's comments. Upon the completion of that re-reading, students who still feel strongly that their paper was graded unfairly should briefly write down the specific reasons why they feel their paper warrants an improved evaluation (which should be submitted to the instructor along with the paper to be re-graded). Be aware-- a paper submitted for a re-grade can be returned with a higher grade, the same grade, or a lower grade.

At the instructor's discretion, any student failing to submit on time any component of the course's requirements may receive an "F" for the course.

Class Expectations

As outlined under “Course Requirements”, the assigned readings are to be completed **BEFORE CLASS**—meaning **BEFORE** the date that they appear on the syllabus.

Discussion is an integral part of active learning. When called upon in class, students should be prepared to provide insightful and relevant responses. Perpetual non-responsiveness will be noted and can adversely affect the student's grade.

There will be a considerable amount of reading, note taking and writing in this course. Students should make note of all paper, exam, test, and discussion deadlines. Please arrange your schedule to accommodate these important course components. Outside personal tragedies that can be documented and verified, there are no extensions or make-ups.

Academic Dishonesty, Plagiarism and Classroom Conduct

Plagiarism and academic dishonesty will not be tolerated in this class.

Students who violate university standards of academic integrity are subject to disciplinary sanctions, including failure in the course and suspension from the university. Since academic dishonesty in any form harms the individual, other students and the university, policies on academic integrity are strictly enforced. I expect that you will familiarize yourself with the academic integrity guidelines found in the current student handbook.

CSUF has well-established guidelines for cheating, whether on an exam or by plagiarizing a written assignment/essay. The following is from www.fullerton.edu/senate/PDF/300/UPS300-021.pdf

“Cheating is defined as the act of obtaining or attempting to obtain credit for work by the use of any dishonest, deceptive, fraudulent, or unauthorized means. Examples of cheating include, but are not limited to, the following: using notes or aides or the help of other students on tests and examinations in ways other than those expressly permitted by the instructor, plagiarism as defined below, tampering with the grading procedures, and collaborating with others on any assignment where such collaboration is expressly forbidden by an instructor. Violation of this prohibition of collaboration shall be deemed an offense for the person or persons collaborating on the work, in addition to the person submitting the work.

Plagiarism is defined as the act of taking the work of another and offering it as one's own without giving credit to that source. When sources are used in a paper, acknowledgment of the original author or source must be made through appropriate references and, if directly quoted, quotation marks or indentations must be used. The initial responsibility for detecting and dealing with academic dishonesty lies with the instructor concerned. An instructor, who

believes that an act of academic dishonesty has occurred, is obligated to discuss the matter with the student (s) involved. *The instructor should possess reasonable evidence with respect thereto, such as documents or personal observation. However, if circumstances prevent consultation with student(s), the instructor may take whatever action (subject to student appeal) he/she deems appropriate.*”

Additionally, students should be aware that the instructor uses Turnitin.com to check for possible cases of plagiarism, students must be prepared to submit any and/or all assignments either electronically or on disk at the instructor's request.

Disruptive behavior will not be tolerated in this class. Such behavior includes the following:

- Persistently arriving late
- Persistently leaving early
- Incessant talking while the instructor is lecturing or leading discussion
- Frequent interruptions to the flow of class with questions and/or interjections
- Belligerent confrontation with either the instructor or other students
- Talking and/or text messaging on a cell phone
- Using ANY electronic device such as a pager or PDA during class lecture and/or discussions

ALL CELL PHONES, PAGERS, PDAs, COMMUNICATION DEVICES AND OTHER ELECTRONIC EQUIPEMENT MUST BE TURNED OFF DURING ALL CLASS MEETINGS.

ALSO NOTE THAT ALL SUCH ELECTRONIC DEVICES WILL BE COLLECTED DURING TESTS AND EXAMS.

Students who violate class policies on conduct will be warned, if the disruptive behavior does not desist, students will be reported to the Department Chair and the Dean of Student Affairs and dealt with accordingly.

Any student with a physical, psychiatric/emotional, medical, or learning disability that may affect course performance should contact the Office of Disabled Student Services located in University Hall 101 (714) 278-3117, E-mail: [Disabled Student Services@fullerton.edu](mailto:Disabled_Student_Services@fullerton.edu). That office will determine the procedure appropriate for this course. All information in this regard is confidential.

Course Schedule

***The following schedule is subject to changes throughout the course of the semester ***

Week 1

August 23, 25,

August 23: **Introduction to the course**

August 25: Reading: *American History* chapter 1; *Taking Sides*, Issue #1. “Is America Exceptional?”

Week 2

August 30 and September 1

August 30: **Early European explorations and the “discovery” of America.**

Reading: *American History*, chapter 2; *Changes in the Land*, Chapter 3.

September 1: Reading: *Taking Sides*, Issue #2 “Was Columbus an Imperialist?”

Week 3

September 8

September 8: **Settlement and Slavery.** Readings: *American History*, chapter 3; *Changes in the Land*, Chapter 4; *Taking Sides*, Issue #3 “Were the English Colonists Guilty of Genocide?”

Week 4

September 13, 15

September 13: **Settlement and Slavery continued.** Readings: *Changes in the Land*, chapters 5 and 6.

September 15: Reading: *Taking Sides*, Issue #4 “Was the Colonial Period a ‘Golden Age’ for Women?”

Week 5**September 20, 22**

September 20: **Colonies Assert their Identity.** Reading: *American History*, Chapter 4; *Changes in the Land*, chapter 7.

September 22: Reading: *Taking Sides*, Issue #5 “Were Socio Economic Tensions Responsible for the Witchcraft Hysteria in Salem?”

Week 6**September 27, 29**

September 27: **The American Revolution.** Reading: *American History*, chapter 5; *Our Hearts Fell to the Ground*, chapter 2; *Changes in the Land*, Chapter 8.

September 29: Reading: *Taking Sides*: Issue #6, “Was the Great Awakening a Key to the American Revolution?”

Week 7**October 4, 6**

October 4: **What does it mean to be a “Patriot”?** Movie clips from “The Madness of King George” and the “Patriot.”

October 6: **Paper #1 due;** in class discussion.

Week 8**October 11, 13**

October 11: **Challenges to the Young Republic.** Reading: *American History*, chapter 6.

October 13: Reading: *Taking Sides*, Issue #7 “Were the Founding Fathers Democratic Reformers?”

Week 9**October 18, 20**

October 18: **Jeffersonian America.** Reading: *American History*, chapters 7 and 8; *Our Hearts Fell to the Ground*, chapter 3.

October 20: Reading: *Taking Sides*, Issue #8 “Was Thomas Jefferson Committed to Bringing an End to Chattel Slavery?”

Week 10

October 25, 27

October 25: **Jacksonian America and Expansion Westward.** Reading: *American History*, chapters 9 and 10; *Our Hearts Fell to the Ground*, chapters 4 and 5.

October 27: Reading: *Taking Sides* Issue #9, “Was Andrew Jackson's Indian Removal Policy Motivated by Humanitarian Impulses?”

Week 11

November 1, 3

November 1: **Antebellum Society.** Reading: *American History* chapters 11 and 12, *Taking Sides*, Issue #10, “Was Antebellum Reform Motivated Primarily by Humanitarian Goals?”

November 3: **Mid-term essay due**

Week 12

November 8, 10

November 8: **Manifest Destiny and the Mexican-American War.** *American History*, chapter 13; *A Short Off Hand Killing Affair*, chapters 1 and 2.

November 10: Reading: *A Short Off Hand Killing Affair*, chapter 4

Week 13

November 15, 17

November 15: **The Mexican-American War continued.** *A Short Off Hand Killing Affair*, chapters 6 and 7.

November 17: *Taking Sides*, Issue #11, “Was the Mexican War an Exercise in American Imperialism?”

Week 14

November 29 and December 1

November 29: **The Civil War.** Reading: *American History*, chapter 14. *Our Hearts Fell to Our Knees*, chapter 6-8.

December 1: **PAPER #2 due**

Week 15

December 6, 8

December 6: **The Civil War and Reconstruction.** Reading: *American History*, chapter 15; *Our Hearts Fell to Our Knees*, chapters 9-11.

December 8: Reading: *Taking Sides*, Issue #17 “Was Reconstruction a Splendid Failure?”

Week 16

December 15

Exam preparation Day, December 13

Course Final Essays due on Wednesday December 15, promptly at 12:00 p.m. in my office Humanities 810-H.