SYLLABUS

EL CAMINO COMPTON CENTER: SUMMER 2010

EIGHT WEEK ONLINE COURSE 6/28/10- 8/19/10

COURSE: History 1A - UNITED STATES HISTORY TO 1877
INSTRUCTOR: Saul Panski
SECTION NUMBER: # 9352
OFFICE PHONE: (310) 900-1600, Ext. 2560
EMAIL: spanski@elcamino.edu

ORIENTATION SESSION: Tuesday, June 29, 2010 6:00-7:30 P.M. ROOM E-34

IMPORTANT DATES:
Last day to drop without notation on record: July 13, 2010
Last day to drop with a "W": August 4, 2010

STUDENT HANDBOOK FOR ONLINE COURSES:

Before the session begins you should read the Student Handbook for Online Courses for Summer 2010. It can be found on the Distance Education link at the Compton Center website (www.compton.edu). It is also available in the Distance Education Office located in Room G-38 on the Compton campus.

ETUDES COURSE MANAGEMENT SYSTEM:

Course information—including announcements, assignments, and examinations—will be available online, on the El Camino distance education course management system called Etudes. You will need to familiarize yourself with how to access the Etudes system to complete this course and will need to have access to a computer that is compatible with this course management system. For help in logging on to Etudes go to the Distance Education link on the Compton Center web page.

Log-in instructions are also included in this syllabus. If you are unable to log on successfully, contact the Distance Education Office at 310 900-1600, ext. 2137 or stop by the Distance Education Office in Room G-38 on the Compton campus.

All assignments—and timelines for electronic submission—will be found on this site and online exams will be administered on this site on specified dates and at specified times, as listed in this syllabus below.

Students will also be expected to participate in online discussions on Etudes and will find essential information needed to prepare for exams there as well.
Often, the instructor will also post announcements or send private messages to the entire class or individual students. These announcements and messages will be accessible on Etudes. You will also receive notice of an announcement/message at your El Camino email address. Be sure that you are familiar with your MyECC email address and access it on a regular basis.

I. MISSION STATEMENT:

El Camino College offers quality, comprehensive educational programs and service to ensure the educational success of students from our diverse community.

II. COURSE DESCRIPTION:

This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

III. COURSE PREREQUISITE: Recommended: Eligibility for English 1A

IV. COURSE OBJECTIVES:

1. Compare and contrast the cultural traditions, values and life styles of Europeans, Africans, and Native Americans in the early colonial period.
2. Assess the American colonial experience under English domination through the political, social, economic, and cultural forces that shaped its development.
3. Describe the institution of slavery and the experience of enslaved peoples during the colonial era; and explain why slavery became the dominant labor system in the southern colonies and how it impacted American social, political and economic systems.
4. Compare and contrast the Spanish, French and British colonies in North America.
5. Analyze the major events and ideas that gave rise to the American Revolution against English rule and assess the outcome of the war.
6. Identify the competing political philosophies in the early national period and explain how they impacted the creation of the Constitution and the expansion of democracy.
7. Define the basic principles of American foreign policy from 1789 through the Civil War era, and explain how those principles were applied to American interactions with foreign nations, including Native Americans in the West.
8. Evaluate the evolution of the institutions of family, school, workplace, and community from the colonial era through the Civil War period.

9. Identify and describe the impact of early nineteenth century European immigration on American culture, society, politics, and the economy.

10. Define the concept of Manifest Destiny and evaluate the process and consequences of westward expansion, including the impact of westward expansion on Native Americans and Mexicans.

11. Identify the nineteenth century reform movements aimed at the eradication of social ills in American society and assess how they influenced racial relations, gender roles and the social hierarchy.

12. Discuss the following issues in regards to the expansion of slavery in the nineteenth century: the evolving experiences and culture of enslaved peoples, the northern reaction to slavery, and the impact of slavery on southern economic and social systems.

13. Analyze the causes, course, and outcome of the Civil War.

14. Determine how political conflicts after the Civil War led to the creation of federal and State Reconstruction programs and assess the successes and failures of those programs.

V. STUDENT LEARNING OUTCOME:

Given primary and/or secondary source(s) pertaining to a significant aspect of economic, political, social or cultural patterns in United States history prior to 1877, students will develop and persuasively argue an historical thesis in a written or oral assignment that effectively uses the sources as evidence.

VI. COURSE MATERIALS:

Textbook: (Mandatory) Print or E-Book

Print

You can also order online from the ECC bookstore at http://elcamino.collegestoreonline.com

E-Book
You may wish to consider purchasing an e-book version of the text from an organization called Coursesmart (www.coursesmart.com) E-text ISBN 978-0-07-731957-1
DVD Video lessons: (Mandatory)

You can purchase the video lessons in DVD format at the Compton Center Bookstore or from an organization called Intelecom. Go to www.intelecom.org and click on “Student Store” for ordering information.

Intelecom allows you to have the DVDs mailed to you or you can choose to download the video lessons or view them on streaming video. If you are interested in downloading or viewing the video lessons online your computer will need to be/have:

* A Pentium class or equivalent computer with speakers.
* A broadband connection such as DSL, cable modem, or wireless cable.
* Windows Media Player 9.0 or higher (for Video Downloads).
* Windows Media Player 7.0 or higher (for Video Streaming).

You will also be able to view the video lessons on campus in the Learning Center (G-39). Call (310) 900-1600, extension 2535 to verify summer operating hours. Two copies of the textbook (6th edition) will also be on reserve for in-house use at the Compton Center Library.

You will be expected to read the textbook (Chapters 1-15) and watch video lessons 1-26 as part of the work for this course.

VII. ASSESSMENT ACTIVITIES:

Assignments and exams will be administered and turned in online. Students will also be expected to participate in online discussions. Assignments and discussion contributions must be submitted by the specified deadlines listed on Etudes. Exams must be taken online on and at the prescribed dates and times. Students will be evaluated and assessed to demonstrate understanding of subject matter through the following activities:

A. Video lesson written summaries requiring critical thinking skills and knowledge of subject content.
B. Multiple choice, true-false, and matching online examinations
C. Participation in class discussions related to each chapter of the textbook.

VIII. EVALUATION CRITERIA:
History 1A is a Credit/Degree applicable course and the grade is based on points earned from the following:

**Video Summaries** 27% of grade 130 points
These summaries should be submitted online via the Etudes “Assignments, Tests, and Surveys” link. If you have a problem accessing Etudes when assignments are due, you can send summaries to me as attachments at my regular email address at
spanski@elcamino.edu  Each video summary should be distinguished by clear, separate headings. Do NOT combine summaries that are part of the same assignment.

**Class discussion:** 31% of grade 155 points

You will be asked to post online via the Etudes “Discussion and Private Message” link: an introductory comment telling the class a little bit about yourself online. This will indicate to me that you have successfully accessed and understand how to use Etudes. **Students who fail to do so will be dropped from the class as "no shows” on FRIDAY, JULY 2, 2010**

Subsequently you are to post two comments for each discussion topic, the first responding to the listed questions and the second to student comments. Participation for each discussion topic will be worth up to 10 points. There will be discussion questions posted for each chapter of the textbook.

**Midterm exam** 21% of grade 100 points
Chapters 1-8 of the textbook and Video Lessons 1-13
MIDTERM EXAMINATION JULY 22-23, 2010

**Final Examination** 23% of grade 100 points
Chapters 9-15 of the textbook and Video Lessons 14-26
FINAL EXAMINATION AUGUST 18-19, 2010

The Midterm and Final Examinations will be timed. Students will have three and a half hours to complete the exams online. They will focus on the KEY TERMS found in the Etudes “Modules” links and will consist of matching, true-false, and fill -in -the -blank questions. Most will be linked directly to your textbook readings. However, there will also be some questions linked to the video lessons.

**IX. DUE DATES FOR ASSIGNMENTS:**

Due dates for summaries of Video lessons 1-13 will be found on Etudes. Due dates for contributions to discussions on Chapters 1-8 will be found on Etudes as well. This material will be covered in the Midterm Examination and parallels the material in the textbook and videos

Due dates for summaries of Video lessons 14-26 will be found on Etudes. Due dates for contributions to discussions on Chapters 9-15 will be found on Etudes as well. This material will be covered in the Final Examination and parallels the material in the textbook and videos.
X. COURSE CONTENT:

WEEKS 1-4

MODULE 1:
Chapter 1 The collision of cultures
Video lesson 1 From Days Before Time

MODULE 2:
Chapter 2 Transplantations and Borderlands
Video lesson 2 Turbulent Virginia
Video lesson 3 Saints and Sinners
Video lesson 4 Lure of Land

MODULE 3
Chapter 3 Society and Culture in Provincial America
Video lesson 5 Coming to America
Video lesson 6 Divergent Paths

MODULE 4
Chapter 4 The Empire in Transition
Video lesson 7 Strained Relations

MODULE 5
Chapter 5 The American Revolution
Video lesson 8 Not Much of a War
Video lesson 9 A Precarious Experiment

MODULE 6
Chapter 6 The Constitution and the New Republic
Video lesson 10 Vision for a Nation
Video lesson 11 Rivals and Friends

MODULE 7
Chapter 7 The Jeffersonian Era
Video lesson 12 Best Laid Plans

MODULE 8
Chapter 8 Varieties of American Nationalism
Video lesson 13 Pressures from Within
WEEKS 5-8

MODULE 9
Chapter 9: Jacksonian America
Video lesson 14: He Brought the People with Him
Video lesson 15: Legacy of an Autocratic Ruler

MODULE 10
Chapter 10: America’s Economic Revolution
Video lesson 16: Revolution of a Different Sort
Video lesson 17: Worlds Apart

MODULE 11
Chapter 11: Cotton, Slavery, and the Old South
Video lesson 18: Master and Slave

MODULE 12
Chapter 12: Antebellum Culture and Reform
Video lesson 19: Voices of Reform

MODULE 13
Chapter 13: The Impending Crisis
Video lesson 20: Manifest Destiny
Video lesson 21: Decade of Discord

MODULE 14
Chapter 14: The Civil War
Video lesson 22: House Divided
Video lesson 23: Battle Cry
Video lesson 24: Final Stages

MODULE 15
Chapter 15: Reconstruction and the New South
Video lesson 25: What Price Freedom
Video lesson 26: Tattered Remains

XI. EXAMINATIONS & GRADING:

Total possible points= 485 points

375 -485 points= A
350-374 points= B
325-349 points= C
275-324 points= D
XII. CHEATING OF PLAGIARISM

“Dishonesty, including but not limited to cheating, plagiarism or knowingly furnishing false information to the college.”

Examples of Cheating or Plagiarism
1. Representing the words, ideas or work of another as one’s own in any academic exercise (plagiarism), including the use of commercial term paper companies;
2. Copying or allowing another student to copy from one’s paper or answer sheet during an examination;
3. Allowing another individual to assume one’s identity for the purpose of enhancing one’s grade in any of the following: testing, field trips or attendance;
4. Falsifying or attempting to falsify attendance records and/or grade rosters;
5. Changing answers on a previously scored test, assignment or experiment with the intent to defraud;
6. Inventing data for the purpose of completing a laboratory experiment or case study analysis with the intent to defraud;
7. Giving and/or taking information during an examination by any means such as sign language, hand signals or secret codes;
8. Obtaining copies of notes, exams or exam questions by any means other than distribution from the instructor. (This includes copying and removing exam questions from the classroom for any purpose.);
9. Using study aids such as calculators, tape recorders or notes that have been specifically prohibited by the instructor.

Consequences for Cheating or Plagiarism

Given alleged violation of the Standards of Conduct, any or all of the following actions may be imposed:

1. When there is evidence of cheating or plagiarism in classroom work, students may receive an F for that piece of work or may be suspended from all classes for that term and the following term if deemed appropriate.
2. The instructor may assign a failing grade to the examination or assignment in which the alleged cheating or plagiarism occurred. This action is based on information that the instructor had.
3. The instructor may dismiss the student from the class or activity for the present and/or following class session(s)
4. The instructor may recommend suspension or expulsion of the student from the college as stipulated in BP5138, Section IIB6 and 8. This recommendation must be in accordance with El Camino College’s Due Process and Disciplinary Procedures.
5. Complete the Academic Dishonesty Report Form and submit it to the Academic Affairs Office.

XIII: SPECIAL ACCOMMODATIONS

Any student who has a disability and has special needs is to alert me of this by the end of the first week of the session so that special accommodations can be provided.

XIV. DISCLAIMER STATEMENT:

Students will be notified ahead of time if and when any changes are made to the course requirements, schedule, or policies.

XV. ETUDES LOG-IN INSTRUCTIONS

WELCOME TO YOUR ONLINE ETUDES CLASS!
http://myetudes.org

ETUDES stands for Easy To Use Distance Education Software. Once you have officially enrolled in an ETUDES class, please follow the steps below to log in and access your class:

STEP 1: When you log in for the first time, you will be required to enter two pieces of information: your User ID and your Password
(see Steps 2 and 3 below)

STEP 2: Your User ID is: your first name (underscore) last name [all lower case]
*Some ECC student id numbers have been adjusted to accommodate multiple persons with the same name. If step 2 does not work please visit this site to verify your id:
https://secure.elcamino.edu/portal/logininfo/main.aspx?item=forgot

EXAMPLE: Albert Einstein is enrolled in an online ETUDES classes and has the following

User ID: albert_einstein [all lower case]

STEP 3: Your default Password is the month and date of birth included in your ECC record.

EXAMPLE: Albert Einstein’s birth date is March 25. His Password is: 0325

STEP 4: Print out this page so that you can refer to these instructions when you log in for the first time.
STEP 5: Now you are ready to login!
Starting on the first day of the semester (and after waiting 24 hours after you registered for the class), log in to your class by going to the Etudes portal. (http://myetudes.org)

REMEMBER: TO BOOKMARK THIS SITE TO ACCESS YOUR ONLINE CLASS QUICKLY!! REMEMBER: WRITE DOWN YOUR USER ID AND PASSWORD. AND STORE IT IN A SAFE PLACE FOR FUTURE