

History 101 Syllabus  
Class # 51109, Section 51  
Summer 2018  
Ramón Cornejo Veloso, Ph.D.

“I often think it odd that it should be so dull, for a great deal of it must be invented.”  
--Catherine Morland on History in Jane Austen’s *Northanger Abbey*, Chapter XIV

“A man may wear himself out just as fruitlessly in seeking to understand the past, if he is totally ignorant of the present...This *faculty of understanding the living* is, in very truth, the *master quality* of the historian.”  
--Marc Bloch, *The Historian’s Craft*

Instructor Information

- Ramón Cornejo Veloso, Ph.D.
- [rveloso@palomar.edu](mailto:rveloso@palomar.edu)
- Class Meetings: Mondays/Wednesdays, 6:00-9:20pm, NC-No1
- Office Hours:
  - Mondays/Wednesday, 5:40-6:00pm, NC-No1
  - If you cannot make it during these times, feel free to make an appointment for a time that will work for both of us.

Course Description

This course will survey some of the significant issues in the history of the United States from the Pre-Columbian period to approximately 1865, with emphasis on the years between 1640 and 1860. The plethora of historical events, circumstances, and developments during this constantly changing epoch make it impossible to offer a general survey that encompasses all this history; as a result, this class will concentrate on the *histoire des mentalités* of early Americans. *Histoire des mentalités*, as defined by historians, is the study of people’s values; the study of how they imagined, understood, and constructed their world; and how this in turn influenced their actions and decisions. All lectures will explore early America through this analytical lens.

As students become familiar with the *histoire des mentalités* of early Americans, they will appreciate that throughout the course of the seventeenth through middle of the nineteenth centuries, Americans increasingly valued—as well as continually debated, defined, and redefined—the ideals of *freedom* and *republicanism*, and utilized them to understand their world. Students will grasp how these ideals shaped early Americans’ constructions of gender, class, and race; as well as how these constructions of gender, class, and race shaped the concepts of *freedom* and *republicanism*; and how these cultural interactions influenced political, social, religious, and economic developments.

This course is also an introduction to the study of history: the ways historians look at the past, construct and develop interpretations about the past, and think about how to marshal evidence in order to support these interpretations. Class discussions, exercises, and writing assignments are specifically designed to introduce students to the craft of history. I hope that as this semester progresses you will begin **thinking** like historians and **enjoy** being historians.

### Student Learning Objectives & Assessment

- Accurately interpret American history through the use of primary and secondary sources
  - Assessed through class discussions, papers, and exams
- Accurately recall knowledge of major events and figures in American history through Reconstruction
  - Assessed through class discussions and exams
- Demonstrate college level writing in assessing and interpreting American history
  - Assessed through papers and exams
- Identify the historical and theoretical foundations of the U.S. Constitution, the structure and function of the three Branches of government, the Checks and Balances system, and the nature as well as the continuing impact of the Bill of Rights
  - Assessed through class discussions, papers, and exams
- Identify, use, and cite reliable primary and secondary sources in American history
  - Assessed through class discussions and papers

### Required Textbook

- Nancy A. Hewitt and Steven F. Lawson, *Exploring American Histories: A Brief Survey with Sources, Volume 1 to 1877* (New York: Bedford/St. Martin's Press, 2013).
  - You may purchase the bound, loose leaf, or digital versions of this text.
    - Bound Version ISBN: 9780312410001
    - Loose-Leaf Version ISBN: 9781457641954
    - Digital Version ISBN: 9781457635533
- These are the options and prices available to you at the Palomar College Bookstore:  
<https://www.bkstr.com/webapp/wcs/stores/servlet/booklookServlet>

### Class Policies

The assigned readings are indispensable for you to understand the course. You should be **active** rather than passive readers. Do not merely accept the claims of Hewitt, Lawson, myself, and your classmates; instead, interact with the readings by bringing something to the readings, such as questions to be answered, and tentative viewpoints to be confirmed, modified, or discarded. Class discussions will give you the opportunity to raise questions regarding the readings, discuss the readings with the class, and refine your points of view based on the discussions. It is **essential** that you read all the readings by the due dates assigned.

**Attendance** is mandatory in this class; you **must** attend the lectures in order to **pass** the course. You are allowed to miss **three** class meetings during the semester, and missing more than three meetings is grounds for failure in the course. Active **participation** in discussions and during lectures will benefit your overall course grade.

\*\*\*\*\***No late papers** will be accepted in this course. \*\*\*\*\*

\*\*\*\*\*There will be **no makeup** for any of the exams. \*\*\*\*\*

\*\*\*\*\*If you miss any exam, you will receive a zero for that exam. \*\*\*\*\*

There are four exceptions to the no makeup and no late paper policies:

1. If you are a Palomar student athlete, and you have a game scheduled on the due date of a paper, test, or exam.
2. If you are a member of a recognized Palomar College club or organization, and you are required to be absent on the due date of a paper, test, or exam.
3. If you are in the military, active duty or the reserves, and you have orders that require you to be absent on the due date of a paper, test, or exam.
4. If you are ill and your physician requires you to be absent on the due date of a paper, test, or exam.

If you fall under any of the above four categories, you are excused from the scheduled due dates for papers, exams, and tests if you provide written documentation from your head coach, club/organization's faculty moderator, commanding officer, or physician.

Students are responsible to avoid both dishonest practices and the appearance of dishonesty. Plagiarism and cheating are grounds for failure in the course. Students should make the necessary effort to ensure that other students do not use their work. For more information on what constitutes plagiarism, see the Palomar College Library's definition of *plagiarism* <http://www.palomar.edu/library/infocomp/handouts/plagiarism.pdf>, and watch the video titled "Lesson 1: Plagiarism" located on the top right of your monitor's screen at <http://www2.palomar.edu/pages/dashboard/>.

### Taking Notes

All the Power Point slides are up on Canvas, so it is unnecessary to copy what is on the slides during the lecture; in fact, focusing on copying the information on the slides is probably counterproductive. Instead, **you should take notes on what I'm saying in class**, and use the PowerPoint slides as mnemonic visual aids that will help you understand and remember what I'm asserting during the lecture. Check Canvas under the Note-Taking Module for other note-taking and study aides.

### Assignments & Exams

Remember to go to Canvas and read the prompts for each paper assignment and the directions for each exam. This is only a  **cursory summary** of the paper assignments and exams, so be sure to **read** the paper **prompts** up on **Canvas**.

- Two Papers: This assignment will require you to do what professional academic historians do: assert, support, and develop an original interpretation based on a textual analysis of primary sources. These papers should be two to three double-spaced typed pages. See Canvas for the assignment prompts, and the Schedule of Assignments for the due dates.
- Take-Home Midterm Exam: This will be a take-home essay, approximately two to three double-spaced typed pages in length. You will choose one of the essay questions from the list of Midterm Exam essay questions that are on Canvas. These essay questions will be accessible on Canvas on the very first day of class.
- Take-Home Final Exam: This will be a take-home essay on material covered after the Midterm; it is not cumulative. The essay should be approximately two to three double-spaced typed pages. You will choose one of the essay questions from the list of essay questions for the Final Exam on Canvas.
- Canvas Reading-Lecture Quizzes: These are short reading and lecture comprehension questions on Canvas. These should take approximately ten to twenty minutes to complete.
- Canvas Primary Source Exercises: These are exercises on canvas to hone your causality and primary source analysis skills. Each should take about ten to twenty minutes.
- Participation: You are required to actively participate in class; this includes asking as well as answering questions. If you are shy, or just do not like speaking in class, you have another option. You may keep a short journal composed of five entries on five lecture topics that interest you. Each journal entry must be at least one paragraph long, and should address how the subject matter of a lecture, or a component topic of a lecture, is relevant to the contemporary United States. Each entry must be submitted to me seven days after I present the lecture to the class. The journal entries may be typed or handwritten, whichever works for you. See Canvas for more information on the journal option.
- Extra Credit (15 points total): There will be three optional extra-credit opportunities—two essays, each worth five points, and one cumulative quiz, worth five points. See Canvas for the assignment prompts, and the Schedule of Assignments for the due dates.

## Grading

Below is the grade distribution for participation, exams, papers, and assignments. There will be a total of 100 points available, excluding the optional extra-credit opportunities worth a total of 15 points. 90 points will earn an A, 80 points a B, 70 points a C, 60 points a D, and 59 points and below an F.

- Attendance, 5%, or 5 out of a 100 points (You are expected to attend all lectures, 3 absences are grounds for failure.)
- Participation, 10%, or 10 of a 100 points
- Take-Home Midterm Exam, 10%, or 10 of 100 points
- Final Exam, 10%, or 10 of a 100 points
- Paper 1, 2-3 pages, 15%, or 15 of a 100 points
- Paper 2, 2-3 pages, 15%, or 15 of a 100 points
- Canvas Reading-Lecture Quizzes (4 total at 5% each), 20%, or 20 of a 100 points
- Canvas Primary Source Exercises (3 total at 5% each), 15%, or 15 of a 100 points

When course grades are assigned at the end of the semester, the grade point range above may be curved to **your advantage**. For example, the low end of an A grade may go down to 88 points, B grade to 78 points, etc. This all depends on the overall class average.

## Palomar College Services Offered to Students

- Writing Services, H-102, X2778
- Reading Services, H-114, X2568
- Tutoring/STAR Center, LL-105 (first floor of San Marcos Campus Library), X2448
- ESL, H-202L, X2273
- Other services linked on <https://www2.palomar.edu/pages/studentresources/>

## Schedule of Assignments

The schedule below is subject to changes as the course progresses. If changes take place, assignments, readings, and lectures will be postponed to a later date. You will never be given more work than what is listed below, and you will never be told to submit any assignment, take any exam, or read any chapter earlier than the dates noted below.

### ***Nota Bene:***

The readings in the HCC Module in Canvas below, with the exceptions of the Veloso and Laws readings, are optional. These optional readings, however, will greatly aid you with regard to writing the assigned papers for this class as well as benefitting your writing in your other classes.

## Week 1

June 11

- Class Introductions
- Lecture: “The Age of Exploration”

June 13

- Reading
  - Ramon Veloso, “Historical Causality” in HCC Module in Canvas
  - Hewitt & Lawson, Chapter 2: Colonization and Conflict, 1550-1680
- Lecture: “The British Colonization of North America & the Seventeenth-Century Chesapeake”

## Week 2

June 18

- Reading
  - Richard Laws, “Analyzing Primary Sources” in HCC Module in Canvas
  - Hewitt & Lawson, Chapter 3: Global Changes Reshape Colonial America, 1680-1750
- Lecture: “The Puritan *Mentalité*”

June 20

- Watch on your own time this short video on what constitutes plagiarism: “Lesson 1: Plagiarism” on <http://www2.palomar.edu/pages/dashboard/>
- Reading
  - Ava Arndt, “What is Analysis?” in HCC Module in Canvas (Optional)
  - Elizabeth Losh, “Thesis Statements” in HCC Module in Canvas (Optional)
- Lecture: “The Puritan *Mentalité*”

June 22 (Friday)

- Canvas Primary Source Exercise #1 Due

## Week 3

June 25

- Canvas Reading-Lecture Quiz #1 due
- Reading
  - Hewitt & Lawson, Chapter 4: Religious Strife & Social Upheavals, 1680-1750
  - Elizabeth Losh, “Topic Sentences” in HCC Module in Canvas (Optional)
  - Patricia Hartz, “Paragraphing” in HCC Module in Canvas (Optional)
- Watch on your own time this short video on instructions on how to avoid plagiarizing: “Lesson 2: Use Information” on <http://www2.palomar.edu/pages/dashboard/>
- Lecture: “The Anglicization of America”

June 27

- Reading:
  - Hewitt & Lawson, Chapter 5: War & Empires, 1750-1774
  - Elizabeth Losh, “Integrating Quotes Logically” in HCC Module in Canvas (Optional)
- Watch on your own time this video on citing using MLA format style: “Lesson 3: Cite Right with MLA” on <http://www2.palomar.edu/pages/dashboard/>
- Lecture: “The Colonial Crisis”

June 29 (Friday)

- Canvas Primary Source Exercise #2 Due

## Week 4

July 2

- Take-Home Midterm Due
- Reading
  - Hewitt & Lawson, Chapter 6: Revolutions, 1775-1883
  - Eva Wessel, “Stylistically Integrating Quotes” in HCC Module in Canvas (Optional)
- Lecture: “The American War for Independence”

July 4

- Enjoy your Fourth of July Holiday!!!

Week 5

July 9

- Paper #1 Due
  - Prior to submitting your papers be sure to watch these short videos on what constitutes plagiarism and how to avoid plagiarizing.
    - “Lesson 1: Plagiarism” on <http://www2.palomar.edu/pages/dashboard/>
    - “Lesson 2: Use Information” on <http://www2.palomar.edu/pages/dashboard/>
- Lecture: “Confederation to Constitution”

July 11

- Reading
  - Hewitt & Lawson, Chapter 7: Political Culture, 1783-1800
- Lecture: “The New Nation Takes Form”
- Extra-Credit #1 due. See canvas for the prompt.

July 13 (Friday)

- Canvas Reading-Lecture Quiz #2 due

Week 6

July 16

- Canvas Primary Source Exercise #3 due
- Reading
  - Hewitt & Lawson, Chapter 8: New Frontiers, 1790-1820
- Lecture: “Republicans in Power”

July 18

- Reading
  - Hewitt & Lawson, Chapter 9: Defending & Redefining the Nation, 1809-1832
- Lecture: “The Market Revolution”

July 20 (Friday)

- Canvas Reading-Lecture Quiz #3 due

Week 7

July 23

- Reading
  - Hewitt & Lawson, Chapter 10: Slavery Expands South & West
- Lecture: “The Peculiar Institution”

July 25

- Paper #2 Due
- Reading
  - Hewitt & Lawson, Chapter 11: Social & Cultural Ferment in the North
- Lecture: “Anxiety & Social Reform”

July 27 (Friday)

- Canvas Reading-Lecture Quiz #4 due

Week 8

July 30

- Reading
  - Hewitt & Lawson, Chapter 12: Imperial Ambitions & Sectional Crisis, 1848-1861
- Lecture: “The House Divided”
- Extra Credit #2 due. See Canvas for the prompt.

August 1

- Take-Home Final Exam Essay Due
- August 3 (Friday)
- Extra-Credit Cumulative Quiz on Canvas Due