



Course Information

Semester & Year: **Spring 2022**

Course ID & Section #: **HIST-8-V2745**

Instructor's name: **Paul Geck**

Day/Time of required meetings: **Asynchronous**

Location: **Online**

Number of proctored exams: **Exams via Canvas**

Course units: **3 units**

Instructor Contact Information

Office location: **Online via Canvas email or Zoom**

Office hours: **by arrangement only**

Phone number: N.A.

Email address: **Paul-Geck@Redwoods.edu**

Catalog Description

An exploration in the history of the United States from the original inhabitants of the North American continent to the end of the Reconstruction period after the American Civil War. Of special importance is how the social, political, diplomatic, cultural, economic, and technological/scientific relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during the historical time periods investigated in the class.

Course Student Learning Outcomes *(from course outline of record)*

1. Analyze and assess the merits of various historical interpretations.
2. Analyze significant historical developments (social, cultural, political, economic, diplomatic, technological/scientific, global context) through the application of the historical concepts of process, context, and/or difference.
3. Apply secondary and/or primary source material to construct written & oral, logical, historical arguments.

Prerequisites/co-requisites/ recommended preparation

No prerequisites or co-requisites for this course. *English 150 is a recommended prerequisite.*

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Student Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

During COVID19—DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Admissions deadlines & enrollment policies - Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed: 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*

Grades available for transcript release: approximately 05/30/22

SYLLABUS - Hist 8: U. S. History through Reconstruction (1492-1877)

Online

spring 2022

Sec # V2744 & V2745

Instructor Paul Joseph Geck

Email: Paul-Geck@Redwoods.edu

Office Hours: Tuesdays & Thursdays: 2:00pm - 3:00, via Zoom, send an email - I'll send a link
Communications through email is the professor's preferred method of answering questions

Grading Scale

300 points possible

282-300, 94% = A

270-281, 90% = A-

261-269, 87% = B+

252-260, 84% = B

240-248, 80% = B-

231-239, 77% = C+

210-230, 70% = C

180-209, 60% = D

179 & below = **Fail**

REQUIRED READINGS:

Foner, Eric. *Give Me Liberty! Vol. 1*. Seagull 5th edition, W. W. Norton, New York, 2014.
(ISBN#978-0-393-60342-2)

Require Readings posted on Canvas

GRADING METHOD

Examinations: Learning & Reading Comprehension [50% of course grade]

17% - 50 points – **Midterm Exam**; Lectures & *Give Me Liberty!* chapter 1 to 7

17% - 50 points – **Final Exam**; Lectures & *Give Me Liberty!* chapters 8 to 15

Assignments: Evaluations of Reading & Understanding: [50% of course grade]

15% - 45 points – **15 chapter quizzes** on chapter in the textbook *Give Me Liberty!*

10% - 30 points – **15 lecture quizzes** on the weekly lectures

14% - 80 points – **8 Written Assignments**, from the Posted Required Readings

15% - 45 points – **15 Discussion Postings** based on Required Readings or other topics

0% -21 points – Extra credit homework is offered during the semester

COURSE DESCRIPTION:

History 8 is an introductory survey course that traces the themes and events of U.S. History from Europe's first contact with North America in 1492 through the end of Reconstruction in 1877. The student should gain from this course a clear understanding of how American society changed over the centuries. Movement of peoples and governmental structures will be stressed, but changes within society and cultures' effects upon people will be explored as well. Of special importance is how the social, political, diplomatic, cultural, ethnic, and economic relations and institutions changed over time. The course will also introduce students to the nature of historical interpretation and how to interpret sources written during historical time periods. Students should leave this class with a basic knowledge of early American history and those elements of it that most profoundly affected Americans before the 20th century.

To teach American history this course uses **lectures, required readings, written assignments, online quizzes, discussion postings, and exams**. As an incentive keep up with the readings & lectures, online quizzes are assigned weekly and taken through the Canvas website. Your comprehension of primary sources and historians' essays is assessed through the Written Assignments. Your understanding of the textbook readings & the lectured material will be assessed through the exams. Descriptions of the course work can be found on the end of the syllabus. You should expect to spend at least 6 hours a week doing coursework of watching lectures and doing quizzes, discussions, & written assignments.

HIST 8 – STUDENT LEARNING OUTCOMES:

1. Analyze and assess the merits of various historical interpretations.
2. Analyze the major social, political, economic, diplomatic, and cultural developments in North America and the United States from pre-European contact through the period of Reconstruction after the American Civil War.
3. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

PREREQUISITES/COREQUISITES: none for this course. *English 150 is a recommended prerequisite.*

CANVAS & ON-LINE INFORMATION:

The student is expected to use a computer in order to access materials via the Canvas website. Chapter quizzes on the textbook readings are done on Canvas. All homework assignments are posted on Canvas. All lecture material is posted on Canvas for students to review before or after its presentation in class. Practice questions are posted on Canvas. Study-guides and practice questions are posted on Canvas for students to use in preparation for the exams. It is the student's responsibility to make time to use available resources.

The LRC (Learning Resource Center, i.e. the Library) has computers available for all students to use and it is the student's responsibility to make time to use available resources. Email will be used to contact students and for correspondence between students and the professor.

CLASS POLICIES:

Work submitted after the due date will be reduced by 10% for each class day it is late. Make-up exams will only be provided to those with an excusable absence or those who inform me of a legitimate conflict **prior** to the absence. I will be attempting to present the lectured information in a manner that you will understand, however in order you to follow the topics of the lectures, **I expect you to read the assigned textbook chapters; to be ready to discuss all assigned material; to ask me questions; and to answer my questions.** If you know you will be **missing multiple class days** or have other problems that affect your ability to follow class norms, please voicemail me, email me, or talk to me in class to explain. If you have a particular difficulty reading, writing or test taking please let me know so that I might help you improve.

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

Academic honesty is required of all members of a learning community. The college will not tolerate cheating or plagiarism on tests, examinations, papers or other course assignments. Students who engage in such dishonesty may be given failing grades or expelled from the college. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. The student code of conduct is available on the College of the Redwoods website at: <http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf> Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

GENERAL EDUCATION LEARNING OBJECTIVES:

A goal of this instructor is for the students to learn how to succeed in an academic environment. It is therefore important that the student learn **critical literacy**: *an understanding and mastery of the basic skills of communication, information management, analysis & the recognition of standards of excellence.* Emphasis is placed on deadlines, quality work, self-directed learning, writing skills, attendance and following directions.

CLASSROOM PROTOCOL:

Cell phone (smart phone) use during class is **prohibited**. Laptops and tablets may be used during class to take notes or to review class materials posted on Canvas. Non-academic use of technology is **not allowed** during class. **If you spend class time staring at your digital device and ignore what's happening in class, to the point that the instructor is annoyed by your behavior, you will be singled out in front of the class and asked to put the digital device away or leave the class.**

I will do my best to present the lectured information in a manner that you will understand. It is highly recommended that students visit the instructor during office hours if the student is doing poorly in class, or if the student does not understand the assignments, or if the student wants clarification of their grade and/or the grading method, or if the student want to discuss history, or if the student wants the instructor to quickly learn the student's name. Email is also a good way to communicate with the instructor. ~Geck

The course schedule and procedures are subject to change in the event of extenuating circumstances

BRIEF DIRECTIONS AND DISCRIPTIONS OF THE REQUIRED COURSEWORK

EXAMINATIONS: Midterm Exam during week 8 & Final Exam during week 16 finals week
The 2 Exams contain multiple-choice questions drawn from *Give Me Liberty* and the lectured material.

ONLINE QUIZZES: (use *Give Me Liberty!* by Eric Foner & the posted video lectures)

Two Online Quizzes are due weekly and give the students a clear reason to keep up with the weekly lectures and readings from Foner's *Give Me Liberty!* They are multiple-choice, and come directly from the lectures and *Give Me Liberty*. There are also practice quizzes on Canvas that cover all the possible questions you might see on the graded quizzes and allow you a chance to check your answers before you take the graded quizzes.

DISCUSSION POSTINGS: use the Required Reading posted on Canvas - *Due Dates* are on the Weekly Schedule

For most weeks during the semester you will have Required Reading (separate from textbook chapter readings), and you are required to write a discussion post to share with the class, and reply to another student's post. You will not be able to see other student's postings until you post your own post. The Discussion Posts are due the Friday before the written assignments so that you can gain insight from fellow students regarding the Required Readings and help you will the longer written assignments.

ASSIGNMENTS: use the Required Reading posted on Canvas - *Due Dates* are on the Weekly Schedule

General Directions for the Written Assignments, detailed instructions posted on Canvas

For these assignments you are responsible for turning in your homework on the assigned due date. Each of the homework assignments is posted on Canvas. You have until 11:59pm on the Sunday due date to digitally upload your assignment into Canvas. Each assignment consists of a series of questions you are required to answer or an essay prompt you will write on. Addition directions are provided for each assignment so read the directions carefully. You are expected to provide specific examples from the Required Readings to support your answers. You are expected to discuss specific sources by their proper titles & to reference the people discussed in the sources & the person who created the source. Therefore a 2-point question needs an 8 sentence paragraph answer to earn full credit.

Assignment-1 (6 points) [analyze primary sources about Native Americans]

Assignment-2 (8 points) [analyze a secondary source reading on Jamestown settlement]

Assignment-3 Extra Credit (8 points) [analyze sources about the Puritans]

Assignment-4 (10 points) [analyze sources about colonial Slavery & immigration]

Assignment-5 (10 points) [analyze sources on the American Revolution]

Assignment-6 (15 points) [analyze sources on the American Revolution and write an essay]

Assignment-7 (8 points) [analyze sources by George Washington]

Assignment-8 (15 points) [choose from topics and sources and write an essay]

Assignment-9 (8 points) [Analyze a sources about Humboldt History and Native Americans]

Extra Credit-1 (8 points) [analyze sources about the pre-Civil War ear]

Extra Credit-2 (8 points) [analyze sources on the Reconstruction Era]

The purpose of the Assignments is to get you thinking about how historians form historical ideas & themes, thus the points earned are based the correctness of your explanations and the attention to detail in your answers. Each Assignment should take the student 1 or 2 hours to complete. Some student read must faster than others, some type faster, some revise excessively and some students just write the first things that come to mind; therefore homework time varies widely. You can turn in work late and use information from the class weekly discussions.

Code of Conduct and Student Discipline

Students at College of the Redwoods assume the responsibility for conducting themselves in a manner compatible with the college's function as an educational institution and in a way which will not impair achievement of the college's educational mission. Inappropriate conduct by students or applicants for admission is subject to discipline as provided in Title 5, California Code of Regulations, § 41301.

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

Academic dishonesty is willful and intentional fraud and deception to improve a grade or obtain course credit. It includes all student behavior intended to gain unearned academic advantage by fraudulent and/or deceptive means.

Cheating is defined as obtaining or attempting to obtain, or aiding another in obtaining or attempting to obtain credit for work or any improvement in evaluation of performance, by any dishonest or deceptive means.

Cheating includes, but is not limited to:

- Copying graded homework assignments from another student.
- Working together on a take-home test or homework when specifically prohibited by the instructor.
- Looking at another student's paper during an examination.
- Looking at text or notes during an examination when specifically prohibited by the instructor.
- Accessing another student's computer and using his/her program as one's own.
- Giving one's work to another to be copied or used in an oral presentation.
- Giving answers to another student during an examination.
- After having taken an exam, informing another person in a later section about questions appearing on that exam.
- Providing a term paper to another student.
- Taking an exam, writing a paper, or creating a computer program or artistic work for another.

Class Attendance & Disruptive Behavior

Students have the right to attend and participate in all classes for which they are officially enrolled. They may be denied only for the purpose of maintaining suitable circumstances for teaching and learning. Any student who has neglected the work of the course or is disruptive to the educational process may be excluded from a course.

Attendance

At CR, regular and punctual class attendance is expected. Each instructor establishes regulations regarding attendance requirements. It is the responsibility of the student to make arrangements regarding class work in those cases where the student's absence is because of participation in intercollegiate athletics, forensics, drama festivals, music tours, and the like.

Disruptive Behavior

Disruptive student behavior in the classroom is defined as behavior which interrupts, obstructs, or inhibits the teaching and learning processes. The faculty member determines what is disruptive and has a duty to terminate it. Disruptive behavior may take many forms: persistent questioning, incoherent comments, verbal attacks, unrecognized speaking out, incessant arguing, intimidating shouting, and inappropriate gestures.

College of the Redwoods Student Learning Outcomes - graduates will have demonstrated:

- Effective communication through written and oral modes.
- Critical and creative thinking skills in acquiring a broad base of knowledge and applying it to complex issues
- Competence in a major area of study.
- Appreciation for and understanding of an expanded world perspective by engaging respectfully with a diverse range of individuals, communities and viewpoints.

HIST 8 Online Weekly Format || Spring 2022

Week	Class Date	Quizzes & Homework	Required Readings	Lecture Presentations
1	Jan 19	Quiz ch 1 & Lecture quiz	<i>Give Me Liberty</i> ch 1	Introduction New World and the Old World
1	Jan 21	Discussion 1		Reformations & British History: 1492-1603
1	Jan 23	Assignment 1	<i>Early Native American Primary Sources</i>	Spanish conquest of the Aztec Empire
2	Jan 26	Quiz ch 2 & Lecture quiz	<i>Give Me Liberty</i> ch 2	North American Indigenous Culture
2	Jan 28	Discussion 2		England's Jamestown Colony
2	Jan 33	Assignment 2	<i>Jamestown source</i>	Great Migration of Puritans: 1620-1650
3	Feb 2	Quiz ch 3 & Lecture quiz	<i>Give Me Liberty</i> ch 3	British America: 1640-1750
3	Feb 4	Discussion 3		The 13 American Colonies
3	Feb 6	<i>Assignment 3 extra credit</i>	<i>Puritan Sources</i>	Witches in Salem 1690s & the Great Awakening 1700s
4	Feb 9	Quiz ch 4 & Lecture quiz	<i>Give Me Liberty</i> ch 4	Immigrating to the Colonies: 1680-1763
4	Feb 11	Discussion 4		Plantations, Slavery & Trade, 1680-1763
4	Feb 13	Assignment 4	<i>Colonial Immigration Sources</i> <i>Colonial Slavery Sources</i>	The French & Indian War, 1756-1763
5	Feb 16	Quiz ch 5 & Lecture quiz	<i>Give Me Liberty</i> ch 5	Regulation and Resistance, 1763-1770
5	Feb 18	Discussion 5		Rebellion 1770-1773
5	Feb 20	Assignment 5	<i>Revolt & Rebellion Sources</i>	Revolution, 1773 to 1775
6	Feb 23	Quiz ch 6 & Lecture quiz	<i>Give Me Liberty</i> ch 6	War for Independence 1775-1783 "The Revolutionary War"
6	Feb 25	Discussion 6		Self-Government
6	Feb 27	Assignment 6	<i>Ray Raphael essay</i>	The Articles of Confederation: 1781-87
7	March 2	Quiz ch 7 & Lecture quiz	<i>Give Me Liberty</i> ch 7	The Constitutional Convention, 1787
7	March 4	Discussion 7	<i>The Constitution</i>	The Constitution &
7	March 6			The Bill of Rights
8	March 9	Review quiz Lectures	<i>Give Me Liberty</i> ch 1 to 7	No new lectures, do the review quiz
8	March 11	Discussion 8		Open week for midterm
8	March 13	Midterm		Midterm Exam: <i>Liberty</i> ch 1 to 7 & lectures weeks 1 to 7
SB			Spring Break	

HIST 8 Online Weekly Format || Spring 2022

Week	Class Date	Quizzes & Homework	Required Readings	Lecture Presentations
9	March 23	Quiz ch 8 & Lecture quiz		President George Washington
9	March 25	Discussion 9		The Federalists & President John Adams
9	March 27	Assignment 7	<i>George Washington Sources</i>	Pres. Thomas Jefferson & Justice Marshall
10	March 30	Quiz ch 9 & Lecture quiz	<i>Give Me Liberty</i> ch 23	War of 1812 & America's Industrial Revolution
10	April 1	Discussion 10	<i>Andrew Jackson Biography</i>	Henry Clay & the American System
10	April 3			John Q. Adams vs. Andrew Jackson
11	April 6	Quiz ch 10 & Lecture quiz	<i>Give Me Liberty</i> ch 24	Presidency of Andrew Jackson
11	April 8	Discussion 11	<i>Plantation Slavery & History</i>	Andrew Jackson Elections
11	April 10	Assignment 8		Old South Slavery
12	April 13	Quiz ch 11 & 12 & Lecture quiz	<i>Give Me Liberty</i> ch 25	Abolitionists & Women's Rights
12	April 15	Discussion 12	<i>Changing Ideals of Womanhood</i>	Temperance & 2 nd Great Awakening
12	April 17	Quiz ch 12		Manifest Destiny
13	April 20	Quiz ch 13 & Lecture quiz	<i>Give Me Liberty</i> ch 26	Oregon, Texas & The U.S. - Mexico War
13	April 22	Discussion 13		California, The Compromise of 1850 & The Kansas-Nebraska Act
13	April 24	Assignment 9	<i>Humboldt History Sources</i>	Humboldt County History, 1850s
14	April 27	Quiz ch 14 & Lecture quiz	<i>Give Me Liberty</i> ch 27	Dred Scott / Bleeding Kansas / John Brown
14	April 29	Discussion 14		President Abraham Lincoln
14	May 1	<i>Extra credit-1 assignment</i>	<i>Prelude to Civil War sources</i>	The Civil War / War Between the States
15	May 4	Quiz ch 15 & Lecture quiz	<i>Give Me Liberty</i> ch 28	Reconstruction
15	May 6	Discussion 15		Southern Society during Reconstruction
15	May 8	<i>Extra credit-2 assignment</i>	<i>Reconstruction Sources</i>	1876 Election & Ending Reconstruction
16	May 11	Discussion 16		
16	May 12	Final Exam		Final Exam <i>Liberty</i> ch 8 to 15 & lectures weeks 9 to 15