



## Syllabus for History 8

### Course Information

- Semester & Year: Spring 2024
- Course ID & Section #: History 8 (D7070)
- Instructor's name: Dr. George Potamianos
- Day/Time of required meetings: Saturday/1:00-4:10PM
- Location: Pelican Bay Yard B
- Course units: 3 lecture units

### Instructor Contact Information

- Office hours: Support provided as needed in class. Students can also submit a question form to CR Staff that will eventually get to the professor.

### 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, ethnic, 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

1. Analyze and assess the merits of various historical interpretations.
2. Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.

### Prerequisites/co-requisites/ recommended preparation

No limitations, but there is a fair amount of reading and writing required in the class.

### Accessibility

College of the Redwoods is also 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 College of the Redwoods staff in Pelican Bay.

### Student Support

Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies.

You may send me a formal letter or a question/comment on the provided Burning Question Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

## Required Materials

- 1) Locke, Joseph and Ben Wright, eds. *The American Yawp*. (Stanford: Board of Trustees of Leland Stanford University, 2019).
- 2) Foner, Eric, ed. *Voices of Freedom*. V.1. 7<sup>th</sup> edition. (New York: W.W. Norton, 2023).

## Evaluation & Grading Policy

### Method of determining final course grade:

1. POD assignment responses – **40%** (for total number due—amounts to approximately 3.5% per week)
2. Primary Source Project Prospectus – **15% (DUE in class on March 30)**
3. Secondary Source Analysis Exercise (individually written and group presentation) – **20% (DUE in class based on POD assignment)**
3. Primary Source Project Paper – **20% (DUE in class May 4)**
4. Primary Source Project SHORT presentation – **5% (DUE in class May 4)**

### **FINAL GRADE COMPUTATION:**

- 93-100: A (Defined as “Excellent”: Fulfills all requirements and exceeds expectations.)  
90-92: A- (Defined as “Excellent”: Fulfills all requirements and exceeds expectations.)  
88-89: B+ (Defined as “Good”: Fulfills all requirements and meets expectations.)  
83-87: B (Defined as “Good”: Fulfills all requirements and meets expectations.)  
80-82: B- (Defined as “Good”: Fulfills all requirements and meets expectations.)  
78-79: C+ (Defined as “satisfactory”: Fulfills most requirements and meets some expectations.)  
70-77: C (Defined as “satisfactory”: Fulfills most requirements and meets some expectations.)  
60-69: D (Defined as “Poor”: Fulfills some requirements; does not meet expectations.)  
<60: F (Defined as “Failing”: Does not fulfill requirements and expectations.)

## 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.

## **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.

## **Class Norms**

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences; of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the texts and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.

“History is the art of making an argument about the past by telling a story accountable to evidence.” Jill Lepore, *The Story of America*, p. 15

- I. **Course Description:** History 8 is an introduction to American civilization from the colonization period to the end of the Civil War. The course focuses on central themes and issues in the development of United States society and institutions by raising questions about human values, economic growth, institutional change, cultural development, and political “democracy” as various Americans had faced them. Topics treated in the course include: the causes of early colonization of the western hemisphere; the interactions between Native American and European cultures; the causes of the American Revolution; the legacy of the Revolution; the implementation of the Constitution; making the new government work in the 1790s; the importance of Thomas Jefferson; the War of 1812 and its consequences; antebellum reform; slavery; the Mexican War; the first industrial revolution and its consequences; the expansion westward and the Indian genocide; the Civil War; and the peculiar kind of freedom given to African Americans after the War.
- II. **Academic Outcomes:** To develop the following skills and competencies:
  - 1) Analyze and assess the merits of various historical interpretations.
  - 2) Apply secondary and/or primary source material to construct written and oral, logical, historical arguments.
- III. **Required Texts:**
  - 1) Locke, Joseph and Ben Wright, eds. *The American Yawp*. (Stanford: Board of Trustees of Leland Stanford University, 2019).
  - 2) Foner, Eric, ed. *Voices of Freedom*. V.1. 7<sup>th</sup> edition. (New York: W.W. Norton, 2023).
  - 3) Once during the semester, each POD will be assigned a specific reading to write about and report to the class. The instructor will provide the reading.

IV. **Tentative schedule of assignments:**

**January 13**

Class Introductions; POD membership established

**Lecture/Discussion Topic:** Native Americans and Early European Expansion

**Readings:** None due (it's the first day of class). Reading assignments, if any, will be completed during the class session on the first day.

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**January 20** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** Native Americans and Early European Expansion (cont.);  
The European Decisions to Expand to the West

**Readings:** *American Yawp*, CH 1

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 1, 2

POD B: 3, 4

POD C: 5

POD D: 6, 7

POD E: BYE WEEK

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**January 27** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** The European Decision to Expand to the West (cont.);  
The Colonial Americas

**Readings:** *American Yawp*, CH 2

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: BYE WEEK

POD B: 8, 9

POD C: 10, 11

POD D: 12, 13

POD E: 14, 15

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**February 3** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** British Colonial America

**Readings:** *American Yawp*, CH 3

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 16, 17

POD B: BYE WEEK

POD C: 18, 20

POD D: 19, 23

POD E: 21, 22

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**February 10** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** British Colonial America (cont.)

**Readings:** *American Yawp*, CH 4

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 24, 25

POD B: 26, 27

POD C: BYE WEEK

POD D: 28, 29

POD E: 30

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**February 17** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** American Revolution

**Readings:** *American Yawp*, CH 5

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 35

POD B: 36

POD C: 31, 34

POD D: BYE WEEK

POD E: 32, 33

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**February 24** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** American Revolution, Articles of Confederation, Constitution and Revolutionary Society

**Readings:** *American Yawp*, CH 6

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 37, 43

POD B: 39, 40

POD C: 38, 42

POD D: 41

POD E: **SECONDARY SOURCE ANALYSIS DUE (see Instruction Sheet for this assignment)**

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**March 2** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** First Constitutional Government (Federalists to 1800); Jefferson's Presidency

**Readings:** *American Yawp*, CH 7

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments) **(NO BYE THIS WEEK)**:

POD A: 48, 52

POD B: 44, 53, 54

POD C: 47, 49, 51

POD D: 45, 46

POD E: 50, 55

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**March 9** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** First Industrial Revolution

**Readings:** *American Yawp*, CH 8

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: BYE WEEK

POD B: 57

POD C: 61

POD D: 56, 58

POD E: 59, 60

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**March 16**

**NO CLASSES—ALL COLLEGE HOLIDAY**

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**March 23**

**NO CLASS MEETING FOR HISTORY 8**

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**March 30** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** Westward Expansion; Jacksonian Democracy

**Readings:** *American Yawp*, CH 9

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 62, 63

POD B: **SECONDARY SOURCE ANALYSIS DUE (see Instruction Sheet for this assignment)**

POD C: 64, 65

POD D: 66

POD E: 69

**PRIMARY SOURCE PROJECT PROSPECTUS DUE (March 30)**

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**April 6** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** Antebellum Reform Movements

**Readings:** *American Yawp*, CH 10

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 76

POD B: 77, 78

POD C: **SECONDARY SOURCE ANALYSIS DUE (see Instruction Sheet for this assignment)**

POD D: 79, 81

POD E: 80, 82

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**April 13** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** The Old South and Slavery

**Readings:** *American Yawp*, CH 11

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 71, 72

POD B: 70

POD C: 74, 75

POD D: **SECONDARY SOURCE ANALYSIS DUE (see Instruction Sheet for this assignment)**

POD E: 73

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**April 20** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** Manifest Destiny, Mexican War, Sectional Crisis

**Readings:** *American Yawp*, CH 12

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: 83, 89

POD B: 85, 87

POD C: 88, 90

POD D: 84, 86

POD E: BYE WEEK

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**April 27** (complete readings and POD assignments listed below BEFORE class on this day)

**Lecture/Discussion Topic:** Sectional Crisis and Civil War

**Readings:** *American Yawp*, CH 13 AND CH 14

POD assignments for sources in the *Voices of Freedom* book (see instruction sheet for POD assignments):

POD A: **SECONDARY SOURCE ANALYSIS DUE (see Instruction Sheet for this assignment)**

POD B: 91, 94

POD C: 95, 96

POD D: 92, 97

POD E: 93, 98

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**May 4**

**Lecture/Discussion Topic:** Reconstruction

**Readings:** OPTIONAL (*American Yawp*, CH 15). This topic is covered in History 9.

**PRIMARY SOURCE PROJECT ESSAY DUE along with a SHORT DISCUSSION WITH THE CLASS ABOUT WHAT YOU DISCOVERED IN YOUR RESEARCH (May 4)**

**IF CLASS IS CANCELLED:** If class is cancelled, we will continue with the reading/POD schedule as listed in the syllabus above. When we reconvene, students will be able to turn in all of their assignments that have accumulated during the missed class sessions, without penalty. There may be a possibility to send written assignments to Professor Potamianos and, if so, we can proceed accordingly.

**LATE WORK POLICY:** I understand that things can be unpredictable in this environment, so I do accept late work without penalty up to a certain point. Work that is turned in three weeks or more after it has been due cannot earn more than a “C” grade. So, you can still pass the class with late work, but you will not be able to receive “excellent” marks on that work. Please do not hesitate to talk with me about the circumstances surrounding your inability to turn in your work on time and I can work with you if there are extenuating factors. This policy does not apply if the late work was due to class cancellation.