Course Description: This course will examine history in the United States of America. The course covers the indigenous origins of the United States, the English conquest, U.S. independence from Great Britain, U.S. westward expansion and Indian removal, the U.S. invasion of Mexico and the Civil War.


These are the six general areas that we will cover in this course. There will be other topics not listed below that will be addressed in the textbook, additional material, or lecture. It is the student’s responsibility to know this material in addition to what is covered in lectures as it may appear on a quiz, written assignment, or final exam.

1) The U.S. and Native American relations
2) U.S. independence from Great Britain
3) U.S. continued expansion - The Cherokee Trail of Tears
4) The U.S. and New Spain/Mexico - the occupation of Texas, Florida and Louisiana
5) The U.S. - Mexican War
6) The War to end Slavery

Student Learning Objectives:

- To think critically about the past and how it impacts our perception of the present.
- To learn to question our own perception of history.
- To become familiar with the untold history of the United States

Grades will be based on:

90 points = 6 quizzes, each worth 15 points
80 points = 4 In Class Writing Assignments, each worth 20 points
60 points = Final Exam

230 = Total

15 points = 1 Extra Credit Paper/Community Event, You must follow guidelines for full credit

245 Total Possible Points

If you are absent on the day of a quiz you can make up ONE quiz at the end of the semester. You are only allowed to make up one quiz. The quizzes will be multiple-choice and done in class, there will be fifteen questions on each quiz, bring a scantron (815-E) to class and a number two pencil.
The in-class writing assignments will be done in pairs. You will be paired with another student in class. This will be a team effort and both of the students will receive equal credit for this assignment. **You can make up ONE In-Class writing assignment** by contacting the instructor and arranging a make-up.

**You have the option to attend a community/campus event** that the instructor assigns. **You will not receive credit for community events you attend not assigned by the instructor.** You are required to write a response in addition to attending the event to receive full credit. See the final page of syllabus for writing guidelines for Community Event Paper. This is not a free write you must follow the guidelines in order to receive extra credit or your paper will be returned to you with no credit.

**Class Participation:** Students will be asked to participate in class discussions. Assigned readings are part of the class discussion and will assist the student in writing assignments. Student must bring hard copy of the textbook to class, electronic version are not useful for the purposes of class discussion.

**The Final Exam** will be cumulative and include questions from the quizzes and other material covered in the course. It will be a multiple-choice exam consisting of sixty questions.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**It is the student’s responsibility to drop the course.** Do not rely on the instructor to do this for you if you stop attending class. Drop the course before the drop deadline to avoid having a withdrawal on your academic record or worse, an F in the class.

The following course outline is a guide and is subject to change throughout the semester.

**Course Outline**

**Week 1: Introduction to Course**
Introduction to the course review syllabus and course requirements.
What is the Chicano? What is History?

**Week 2: The Role of History in Society**
History as a Tool
**Week 3: Pre-Colonial North America**
Ch 1 Follow the Corn - lecture and class discussion. Quiz on Chicana/o Identity and History

**Week 4: Pre-Colonial North America Continued**
Chapter 1 Continued

**Week 5: Culture of Conquest**
Chapter 2 How it Began

**Week 6: Culture of Conquest Continued**
Chapter 2 Continued, Quiz

**Week 7: Cult of the Covenant**
Chapter 3 Myth of the Pristine Wilderness

**Week 8: – Cult of the Covenant**
Chapter 3 Continued, Quiz

**Week 9: – Bloody Footprints**
Chapter 4 Roots of Genocide

**Week 10: - Bloody Footprints**
Chapter 4 Continued, Quiz

**Week 11: – The Birth of a Nation**
Chapter 5 The New Order

**Week 12: – The Birth of a Nation**
Chapter 5 Continued, Quiz

**Week 13: The Last of the Mohicans**
Chapter 6 Andrew Jackson’s White Republic

**Week 14: The Last of the Mohicans Continued**
Chapter 6 Continued, Quiz

**Week 15: Sea to Shining Sea**
Chapter 7, Quiz
Make up Quizzes

**Week 16: Final Exams Week** Date to be announced: _______________ Final Exam
Community/Campus Events
Writing Guidelines

Here is the link to Purdue University’s guide for writing MLA format
(http://owl.english.purdue.edu/owl/resource/747/01/)

Must be typed and double-spaced with MLA formatting. Paper must be at least two pages long.

**Title of event** – If available, if not create your own.

**Date event took place**

**Description of Event Atmosphere** – describe the physical location of the place. Was it in a park, a cultural center, in a theatre. Where was this location at? Was it in a building, park on a college campus in a community? For example Chicano Park is located in Barrio Logan, Southeast San Diego. What were the people like that attended? (age, gender, ethnicity). What was the setting? Was it friendly, welcoming, uncomfortable, festive or serious?

**What was the purpose/goal of the event?** – Was the event intended to entertain, enlighten, politicize, educate, raise money, or a combination of all of these? How did they attempt to accomplish this goal?

**How did they attempt to accomplish their goal?** – Was there speakers, posters, signs, workshops, classes, performers or a mix of these? Did you understand the message they were attempting to convey? What was that message? What did you take away from the event?

**How was this event connected to the course?** – Were any of the themes, ideas, concepts, terms that we have discussed in class addressed in some way shape or form at this event? Be specific, did we talk about this in class and what were we discussing? Refer to your notes for the lecture from that day and include date of lecture, reading (include page number), or handout (include title of handout and page number)

**Other comments** in regards to your experience at the event. This is your opportunity to free write and describe any other aspects you would like to describe, including how you felt.

Community Events are worth 40 points. Assignment should be turned in the week after the event took place, but you have until August 30. You will not receive credit for events you chose that were not given by instructor.