Welcome to U.S. history with Dr. Dinces! Here are a few things you should know:

First, your success is my primary concern this semester. Each of you has something valuable to contribute to this course, and each of you can succeed if you take the course seriously and put forth a genuine effort. I am not saying this just for the sake of saying it. I know this because I have worked in a lot of different fields—the military, labor unions, and higher education—with a lot of different people, in a lot of different places. Using these experiences, I have developed this course to be accessible for students from a wide variety of backgrounds. My job is to help you succeed, so never hesitate to ask me for help.

Second, I believe that in order to learn, we have to be willing to ask questions and make mistakes. I do not expect you to be perfect. Never be afraid to participate because you are unsure if your question or comment is “good.” Student comments help us practice using historical methods and evidence by giving us a chance to evaluate the comments’ soundness and accuracy. I also make mistakes sometimes when I teach history, even though I have a Ph.D.! If I mess up and you notice, let me know so I can fix it!

Next, I respect you and I know your time is valuable. I will never assign something that is not relevant to the course and your learning (e.g., “busy work”).

Finally, I understand that you have a life outside of class and that it can get in the way of your success. Many things that you do not have total control over can interfere with your education: work schedules, breakups, health issues, family emergencies, transportation problems, just to name a few. If something outside of class is seriously affecting your ability to succeed at LBCC, talk to me (and your other instructors) about it AS SOON AS IT BECOMES A PROBLEM. You do not have to get into personal details, but you do need to give me a heads up so we can develop a plan to keep you—or get you back—on track before it is too late.

Professor S. M. Dinces, Ph.D.
HIST10- AMERICAN HISTORY, PRE-COLUMBIAN ERA TO 1877

DR. SEAN DINCES (sdinces@lbcc.edu, Office T-2332 LAC)

Office Hours:
- Monday-Wednesday: 5 PM – 6 PM (LAC T-2332) & by appointment

Meeting Time (Section 50373): M/Tu/W, 6 PM – 9:20 PM, T-1333 (LAC)

DESCRIPTION
Ever wonder about the first people to migrate to and live in what we now call the United States? Why so many Europeans decided to journey to America after the fifteenth century? How and why racial slavery came to replace other forms of labor in the American colonies? The causes of the Civil War? If not, get ready to find out! We will cover key people, events, and ideas in American history from before the arrival of Columbus through the end of Reconstruction (1877). Instead of focusing primarily on “great men” (e.g., presidents, generals, business tycoons, etc.), we will spend much of our time looking at case studies dealing with workers, women, immigrants, soldiers in the trenches, and non-conformists. In developing a greater sense of the important roles played by these ordinary and often overlooked Americans, we will not only gain a deeper knowledge of U.S. history, but also an appreciation of the power of regular people to change the course of historical events.
WHAT WILL I LEARN IN THIS CLASS? (STUDENT LEARNING OUTCOMES)

- How to think critically and distinguish between fact and opinion
- How to identify and distinguish between historical causes and effects
- How to distinguish between and analyze primary and secondary sources
- How to organize evidence in written/oral form to support historical arguments with coherence and clarity

WHAT BOOKS I DO I NEED?
This course requires two textbooks:


*Gateway to Freedom* can be purchased/rented at the Viking bookstore or Amazon ([https://www.amazon.com/Gateway-Freedom-History-Underground-Railroad/dp/0393352196](https://www.amazon.com/Gateway-Freedom-History-Underground-Railroad/dp/0393352196)). The book is also on reserve at the Library (LAC Campus) and available as an e-book through the LBCC Library.

Since you can access *The American Yawp* online, you do not need to buy a hard copy. However, if you would like to purchase a hard copy, you can do so here: [https://www.sup.org/books/title/?id=27850](https://www.sup.org/books/title/?id=27850). Ensure that you purchase Volume 1 if you purchase the hard copy, as this corresponds to the material covered in History 10.

**WHAT WORK IS REQUIRED?**

- **Syllabus Quiz (1 % of total grade, 10 possible points).** After the first class, you will take a short, 10-question online quiz (multiple choice and true/false) that covers the information on the course syllabus.

- **American Yawp Quizzes (20 % of total grade, 200 possible points).** Over the course of the semester, I will administer 15 open-note, online (Canvas) quizzes dealing with the main ideas, figures, and events covered in *American Yawp*. Each quiz will consist of 10 multiple-choice and True/False questions (2 points per question, 20 points per quiz). I will drop your 5 lowest grades, for a total of 200 possible points. The quizzes will be timed (15 minutes) and Canvas will randomly select questions from a question bank written by me. You get 2 attempts for each quiz and will retain your highest score. You **CANNOT** make up quizzes under any circumstances.
▪ **Exam #1 (15% of total grade, or 150 possible points).** The midterm exam will consist of 75 fill-in-the-blank questions (2 points per question). You will be allowed to bring one 8.5” x 11” sheet with handwritten notes on **ONE SIDE** to the exam. I will provide you with a study guide to help you prepare.

▪ **Gateway to Freedom Worksheet (10% of total grade, or 100 possible points).** As you read *Gateway to Freedom*, you must complete a 50-question worksheet (2 points per question). The questions will be grouped by chapter, and appear in the order the answers appear in the text. **You must complete the assignment on your own.**

▪ **Book Review (14% of total grade, or 140 possible points).** During the last third of the semester, you will be required to write a 3-4 page book review on *Gateway to Freedom*. I will provide detailed information on review writing later in the semester. One letter grade will be deducted from the review for each day it is late.

▪ **Final Exam (15% of total grade, or 150 points).** The non-cumulative final exam will consist of 75 multiple choice questions (2 points per question). You can bring one 8.5” x 11” sheet with handwritten notes on **BOTH SIDES** to the exam. I will provide you with a study guide to help you prepare.

▪ **Participation (25% of total grade, 250 possible points).** This course is a group effort. Successful participation consists of active, consistent, and respectful engagement in class. **Active engagement means:**

  ▪ Consistent attendance and coming to class on time

    ➢ More than 4 unexcused absences will result in an automatic 100-point deduction from your participation grade. 2 unexcused, late arrivals count as one unexcused absence.

  ▪ Getting involved in class discussions and group work

  ▪ Asking questions if you have them, and asking for help if you need it

  ▪ Not using electronic devices during class
GRADING SCALE (1,000 Total Points Possible)

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<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90 % and above or 900 points or more</td>
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<tr>
<td>B</td>
<td>80 % - 89.9 % or 800 – 899 points</td>
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<tr>
<td>C</td>
<td>65 % - 79.9 % or 650 – 799 points</td>
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<tr>
<td>D</td>
<td>60 % - 64.9 % or 600 – 649 points</td>
<td></td>
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<tr>
<td>F</td>
<td>59.9 % and below or 599 points or less</td>
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POLICIES

Academic Ethics. Cheating on any test or assignment, whether it involves plagiarism, copying from a neighbor, etc., will result in failure of the assignment. It is important to educate yourself about what constitutes plagiarism. A good place to start is [www.plagiarism.org](http://www.plagiarism.org). For LBCC’s policies on academic honesty, refer to: [archive.lbcc.edu/Policies/documents/4018reg.pdf](http://archive.lbcc.edu/Policies/documents/4018reg.pdf). Do not hesitate to ask me if you have ANY questions about this issue.

Attendance. I take attendance every class meeting. If an emergency or illness prevents you from attending class, you must notify me in advance. **More than 4 unexcused absences will trigger an automatic 100-point deduction from your participation grade. 2 unexcused, late arrivals count as one absence.**

Disabled Students Programs and Services. If you are a student with a documented disability and need of accommodations for this class, please contact the LBCC Disabled Students Program and Services Office [LAC: Room A-1134, Phone: (562) 938-4558; PCC: Room GG-107, Phone: (562) 938-3921]. All accommodations must be arranged through LBCC staff at these offices. Please notify me privately if you have any questions or concerns about this.

E-mail. I make every effort to respond to student e-mails within 24-hours. If you do not receive a response from me, it is for one of the following reasons:

- The answer to your question is in the syllabus or on the Canvas page.
- You did not sign your e-mail (did not put your name at the bottom).
Late/Missed Work Policy. There are no make-up online quizzes, period. If you miss a quiz while it is active on Canvas, then it will count as one of your dropped scores. For every 24 hours that a take-home assignment is late, it will be docked one full letter grade (one “day” is anything within 24 hours of the submission time). There are no make-up midterms or finals, except in the case of a verifiable excuse (e.g., an unavoidable emergency such as an accident or illness) cleared by me BEFORE the exam date.

Learning Management System (LMS)/Canvas. I use the Canvas system to administer this course, including quizzes, attendance, and grading. If you are new to Canvas, you can log in here: www.lbcc.edu/student-lms. Technology questions regarding Canvas should be directed to the LBCC Student Technology Help Desk at www.lbcc.edu/student-tech-help-desk or (562) 938 - 4250.

Office Hours. If you are unable to visit my office for office hours during the times listed above, I am happy to make a separate appointment to meet with you. Please do not hesitate to visit or make an appointment, no matter how small the issue. Coming to office hours demonstrates active participation in the course.

Respect Contract. One of the reasons that studying history is both important and exciting is that it addresses many controversial issues in politics, society, culture, and economics, most of which are still relevant today. This means that as we go through the semester, we must focus on what it means to debate these issues respectfully, so that everyone feels comfortable coming to class and sharing their perspectives. What does this mean, concretely?

- Exhibiting basic courtesy: This means not talking over people, not talking while your peers are presenting their ideas to the rest of the class, not dominating a discussion by repeating the same point over and over, exercising patience, trying not to jump to unfair conclusions, and doing your best to put yourself in other’s shoes before rushing to judgement.

- Taking diversity seriously: Making derogatory comments about an individual (or group) based on their race, gender, sexuality, disability, or national origin is unacceptable, period. This is not about being “politically correct,” it is about ensuring that everyone feels comfortable showing up to and participating in class.
**Technology Use in Class.** Cell phones must be switched off and stowed out of reach during class. Unless cleared by DSPS or authorized by me in the context of a specific in-class activity, usage of phones, laptops, and tablets is prohibited. There is an important reason for all of this: education research has consistently shown that not using phones in class and taking notes by hand, rather than with a computer or tablet, results in better student outcomes. Why? With regard to phones, the answer is obvious: you and your classmates are less distracted when phones are put away. And when you take notes by hand, you must use your brain to prioritize and record important information, rather than just copying everything down mindlessly. As a result, you remember/understand things more!

**General Tips for Success**
Pay close attention to the syllabus and review the relevant material before and after each class meeting. Be enthusiastic! Even if you do not have a passion for history, this class will improve your engagement with society as well as important professional skills such as writing and note-taking. Most importantly, ask me for help whenever you need it! I understand that you lead busy and complicated lives. Together, we can figure out a way for you to succeed in this course! Also, take advantage of LBCC’s **Student Success Centers** ([www.lbcc.edu/student-success-centers](http://www.lbcc.edu/student-success-centers)), which offer tutoring, study skills workshops, and a variety of other resources to help you succeed in class.

**Summary of Important Dates (Subject to Change)**

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>WEDNESDAY, 26 JUNE 2019</td>
</tr>
<tr>
<td><strong>Gateway to Freedom Worksheet Due</strong></td>
<td>TUESDAY, 02 JULY 2019</td>
</tr>
<tr>
<td>3-4 Book Review Due</td>
<td>WEDNESDAY, 10 JULY 2019</td>
</tr>
<tr>
<td>Final Exam</td>
<td>TUESDAY, 16 JULY 2019</td>
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LECTURE/READING SCHEDULE (SUBJECT TO CHANGE)

Meeting 1- 12 June 2019

Lectures:
- Introductions & Syllabus Review
- Who Were the Mandans?

Readings:
- *American Yawp*, Ch. 1

Quizzes (Due @ 11 PM on Sunday, June 16th):
- Syllabus Quiz
- *American Yawp* Quiz (Ch. 1)

Meeting 2- 17 June 2019

Lectures:
- Starting with China
- European Arrival and Native American Population Collapse

Readings:
- *American Yawp*, Ch. 2

Quizzes (Due @ 11 PM on Sunday, June 23rd):
- *American Yawp* Quiz (Ch. 2)

Meeting 3- 18 June 2019

Lectures:
- The Rise of Racial Slavery in Virginia
- The “Other Slavery” & The Pueblo Revolt

Readings:
- *American Yawp*, Ch. 3
Quizzes (Due @ 11 PM on Sunday, June 23rd):
  ▪ American Yawp Quiz (Ch. 3)

Meeting 4- 19 June 2019

Lectures:
  ▪ The Trial of Anne Hutchinson
  ▪ Mercantilism and the Colonies

Readings:
  ▪ American Yawp, Ch. 4

Quizzes (Due @ 11 PM on Sunday, June 23rd):
  ▪ American Yawp Quiz (Ch. 4)

Meeting 5- 24 June 2019

Lectures:
  ▪ The Economic Roots of American Revolution
  ▪ Slaves and the American Revolution

Readings:
  ▪ American Yawp, Ch. 5

Quizzes (Due @ 11 PM on Sunday, June 30th):
  ▪ American Yawp Quiz (Ch. 5)

Meeting 6- 25 June 2019

Lectures:
  ▪ “Taming Democracy”: State and Federal Constitution-Making in the U.S.

Readings:
  ▪ American Yawp, Ch. 6
Quizzes (Due @ 11 PM on Sunday, June 30th):
- American Yawp Quiz (Ch. 6)

Meeting 7- 26 June 2019

Lectures:
- MIDTERM EXAM

Readings:
- No Readings

Meeting 8- 01 July 2019

Lectures:
- A Midwife’s Tale screening/discussion
- The U.S. and the Haitian Revolution

Readings:
- American Yawp, Ch. 7

Quizzes (Due @ 11 PM on Sunday, July 7th):
- American Yawp Quiz (Ch. 7)

Meeting 9- 02 July 2019

***Gateway to Freedom worksheet due @ beginning of class***

Lectures:
- Women, Religion, and The Market Revolution
- Book review workshop

Readings:
- American Yawp, Ch. 8
- American Yawp, Ch. 10
Quizzes (Due @ 11 PM on Sunday, July 7th):
- American Yawp Quiz (Ch. 8)
- American Yawp Quiz (Ch. 10)

Meeting 10- 03 July 2019

Lectures:
- The Age of Jackson: “Democracy” for Whom?

Readings:
- American Yawp, Ch. 9

Quizzes (Due @ 11 PM on Sunday, July 7th):
- American Yawp Quiz (Ch. 9)

Meeting 11- 08 July 2019

Lectures:
- The Gold Rush screening/discussion

Readings:
- American Yawp, Ch. 11

Quizzes (Due @ 11 PM on Sunday, July 14th):
- American Yawp Quiz (Ch. 11)

Meeting 12- 09 July 2019

Lectures:
- The Abolitionists screening/discussion

Readings:
- American Yawp, Ch. 12
- American Yawp, Ch. 13
Quizzes (Due @ 11 PM on Sunday, July 14th):
- American Yawp Quiz (Ch. 12)
- American Yawp Quiz (Ch. 13)

Meeting 13- 10 July 2019

***Book Review Due at Beginning of Class***

Lectures:
- The Abolitionists screening/discussion (cont’d)

Readings:
- American Yawp, Ch. 14
- American Yawp, Ch. 15

Quizzes (Due @ 11 PM on Sunday, July 14th):
- American Yawp Quiz (Ch. 14)
- American Yawp Quiz (Ch. 15)

Meeting 14- 15 July 2019

Lectures:
- Final Exam Review

Readings:
- No Readings

Meeting 15- 16 July 2019

Lectures:
- FINAL EXAM