HISTORY 130:05, UNITED STATES HISTORY
Spring 2013
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Office Hours: M, W 10:30-12:30     F 10:30-11:30

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COURSE CONTENT AND STRUCTURE
HIST 130 is a very broad survey of American history from the pre-Columbian era to the early twenty-first century. Rather than skim lightly over a huge number of events and developments, we will explore in depth about a dozen historical topics with which an educated adult should be familiar. You’ve encountered some of these topics in middle school and high school history classes, but the interpretive approach taken in this course will differ from what the majority of students are accustomed to.

As with any college course worthy of the name, if you want a good grade you will have to work for it. HIST 130 moves along rapidly, covering in one semester a subject (500 years of American history) that is addressed in several years of junior and senior high courses. Although the weekly reading assignments are not large, you will not succeed in the course if you skip them. The lecture content will not simply repeat the assigned reading, so regular attendance and careful note-taking are important. The class is by no means 100% lecture – there will be frequent audiovisuals and class discussions – but the size of the enrollment and the nature of history as an academic discipline make some lecturing inevitable.

REQUIRED TEXTS
David Reynolds, America, Empire of Liberty: A New History of the United States (Basic Books, 2009) (referenced in the Course Schedule simply as “Reynolds”)
available at campus bookstore
Several articles and documents are also posted online. These are referred to in the Course Schedule below.

Tentative Course Schedule
Segment One From Colonies to Nation (15th century to mid-19th century)
Week of: Jan. 28 COURSE INTRODUCTION; EUROPEAN INVASION OF AMERICA
read Reynolds: Introduction-ch. 1
read Practical Tips for Reading Critically (posted on course website)
read How to Take Effective Class Notes (posted on course website)

Feb. 4 INVASION OF AMERICA — continued
read Reynolds: ch. 2
Quiz, Friday, Feb. 8, on assigned reading for weeks of Jan. 28 and Feb. 4; additionally, several questions will address the syllabus (bring a Scantron Quizzstrip Form 815-E and a #2 pencil)

Feb. 11 AMERICAN REVOLUTION: INDEPENDENCE AND FREEDOM—FOR SOME, 1750s-80s
read Reynolds: ch. 3
read the Declaration of Independence, the U.S. Constitution, and the Bill of Rights, found at
http://www.ushistory.org/declaration/document/
http://www.earlyamerica.com/earlyamerica/freedom/constitution/text.html
http://www.earlyamerica.com/earlyamerica/freedom/constitution/amendmentstext.html

Feb. 18 SLAVERY IN THE LAND OF THE FREE
Reynolds: ch. 6
Quiz, Friday, Feb. 22, on assigned reading for weeks of Feb. 11 and Feb. 18 (bring a Scantron Quizzstrip Form 815-E and a #2 pencil)
Feb. 25  SLAVERY — continued
  excerpts from George Fitzhugh, “Slavery Justified” and Frederick Douglass, Narrative of the Life of
  Frederick Douglass, an American Slave (posted on course website with study questions)

*EXAM* Friday, Mar. 1, on all course material since start of semester (bring a Scantron Form 882-E and a #2 pencil)

Segment Two  Civil War to Second World War (mid-19th century to 1940s)
Week of:  Mar. 4  AMERICAN TRAGEDY: THE CIVIL WAR AND RECONSTRUCTION
  Reynolds: ch. 7

  Mar. 11 CIVIL WAR AND RECONSTRUCTION — continued
  Reynolds: ch. 8
  **Quiz** Friday, Mar. 15, on assigned reading for weeks of Mar. 4 and Mar. 11 (bring a Scantron Quizzstrip Form 815-E and a #2 pencil) **No one will be allowed to take the quiz early, so make your travel plans accordingly.**

  Mar. 18  **SPRING BREAK**

  Mar. 25 AGE OF (Franklin) ROOSEVELT
  Reynolds: ch. 11 and ch. 12 to pg. 286, “For the Survival of Democracy”

  **First writing assignment due Friday, Mar. 29, at beginning of class**

  Apr. 1 AGE OF (Franklin) ROOSEVELT — continued
  Reynolds: rest of ch. 12
  **No Class on Monday, April 1, Cesar Chavez Day**

  *EXAM* Monday, Apr. 8, on all course material since first exam (bring a Scantron Form 882-E and a #2 pencil)

Segment Three  Recent U.S. (1940s to early 21st century)
Week of:  Apr. 8 (starting after second exam) POSTWAR AMERICA, 1940s-1970s
  Reynolds: ch. 13

  **No Class on Friday, April 12; instructor attending professional conference**

  Apr. 15  POSTWAR AMERICA — continued
  Reynolds: ch. 14
  **Quiz** Friday, Apr. 19, on assigned reading for weeks of Apr. 8 and Apr. 15 (bring a Scantron Quizzstrip Form 815-E and a #2 pencil)

  Apr. 22  POSTWAR AMERICA — continued
  Reynolds: 15
  **Second writing assignment due Friday, Apr. 26, at beginning of class**

  Apr. 29  RECENT AMERICA, 1970s-2000s
  Reynolds: ch. 16
  **Quiz** Friday, May 3, on assigned reading for weeks of Apr. 22 and Apr. 29 (bring a Scantron Quizzstrip Form 815-E and a #2 pencil)

  May 6  RECENT AMERICA— continued
  Reynolds: ch. 17
May 13  RECENT AMERICA — continued
Reynolds: ch. 18 - Conclusion

**Quiz**, Friday, May 17, on assigned reading for weeks of May 6 and May 13 (bring a you-know-what)

**FINAL EXAM**, Monday, May 20, 10-11:50, covering all course material since the second exam, so unlike the finals in many other courses **it will not cover the whole semester**. You will need a Scantron Form 882-E and a #2 pencil.

"Historical phenomena always happen twice—the first time as tragedy, the second time as farce." — Karl Marx, German philosopher

"...History is a political battleground. The sanction of the past is sought by those committed to upholding authority and by those intent on subverting it..." — John Tosh, The Pursuit of History

GRADING BREAKDOWN AND ASSIGNMENT DETAILS

Your final grade will be based on:

- **three exams** totaling 400 points
  - first two worth 100 points each
  - final worth 200 points (final not comprehensive)
- **six bi-weekly quizzes**, totaling 100 points
  - each worth 20 points, lowest score dropped
- **two 1-2 page writing assignments**, the first worth 25 points; the second worth 40 points
  - details furnished at appropriate times during the semester
- **four unannounced quick-writes/pop quizzes**, totaling 35 points
  - each worth 11.67 points, one will be dropped

This comes to a total of 600 possible points. Final grades will break down as follows:

- 540-600 points A 90-100% (540-549 A-)
- 480-539 points B 80-89% (530-539 B+, 480-489 B-)
- 390-479 points C 65-79% (470-479 C+, 390-399 C-)
- 330-389 points D 55-64% (380-389 D+)
- 0-329 points F

**Exams**: All three will consist of multiple choice questions. Please bring a Scantron Form 882-E or 882ES (available at the A.S. Bookstore) and a #2 pencil to each of the tests. **Makeup exams are not automatic.** If due to illness or emergency you are unable to take an exam, you must contact me (898-6251; jlivingston@csuchico.edu) or the Department of History (898-5366) before the test is given. I reserve the right to request documentation confirming the reason for your absence.

**Quizzes**: There are six quizzes scheduled, and all will consist of multiple choice questions. Each quiz will be worth 20 points. I will drop your lowest quiz score and therefore will not offer any makeup quizzes nor allow you take a quiz early. If you miss a quiz, for whatever reason, that automatically becomes your lowest score and the zero is dropped. If you miss another quiz, you will receive a zero. Unless otherwise announced, please bring a Scantron Quizzstrip Form 815-E (available at the A.S. Bookstore) to class on the day a quiz is scheduled.

If you participate in university-sponsored athletics and you know you will miss more than one Friday on which quizzes and exams are scheduled, you should drop this course; I will not make special accommodations for you.

**Short writing assignments**: Information on each will be furnished in a timely manner during the semester.

**Unannounced quick-writes/pop quizzes**: Four times in class during the semester, I will ask you to jot down a few sentences on an issue or question. If you are present and give an honest effort, you will receive full credit for your quick-write. I will drop one, so if you miss a pop quiz your overall course grade need not suffer.

“That men do not learn very much from the lessons of history is the most important of all the lessons that history has to teach.” — Aldous Huxley, English novelist and essayist
**ACADEMIC DISHONESTY**

My policy on cheating is very old school — zero-tolerance. If you are caught cheating on a quiz or exam, or caught plagiarizing on a writing assignment, you will be given an F for the course and will be referred to the Office of Student Judicial Affairs. It is your responsibility to understand the University’s policies on academic dishonesty. Consult the relevant portions of the *University Catalog* or check with me if you’re unclear on what constitutes cheating and plagiarizing.

**MISCELLANEOUS STUFF**

1. I encourage you to see me at the earliest sign of academic trouble. Regardless of how you are doing in the course, I invite you to drop by during office hours (Trinity 207) and introduce yourself. It’s a big class; that’s the only way we can get to know each other.
2. NO extra credit. Don’t even think about it within a mile of the instructor.
3. It is rude to me, but more importantly it’s rude to your classmates, to arrive to class late or leave early. If tardiness is unavoidable, please enter quietly and with as little disruption as possible. If you have to leave early, please sit near a door so that you can exit quietly.

**4. It is rude to your classmates and the instructor to begin putting notebooks and other things away before the end of class.** Please wait until the scheduled time before preparing to exit. In turn, I promise to end class precisely at 50 minutes past the hour and not a minute later. **This is a huge pet peeve of mine.**
5. Turn off cell phones before the start of class. Do not insult the instructor by text messaging during class. In turn, I promise not to interrupt class by sending my own text messages.
6. You may use laptops in class for taking lecture notes. You may not use laptops in class for any other purpose, including but not limited to, checking your email, visiting your Facebook page, buying and selling on eBay, day trading stocks, viewing pornography, watching movies and TV shows, Tweeting, reading the sports page or TMZ.com, checking your horoscope, doing homework from another class, or communicating with your roommate who is sitting in front of her /his laptop in another class and is even more bored than you are.
7. If you need course adaptations or accommodations because of a disability or chronic illness, please see me during office hours. Please also contact the Accessibility Resource Center (898-5959), the designated department responsible for approving and coordinating reasonable accommodations and services for students with disabilities.
8. Try not to laugh out loud when the instructor is attempting to make audiovisual equipment work properly.

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*The past is a foreign country; they do things differently there.* — Leslie Poles Hartley, English writer

*The past is never dead; it’s not even past.* — William Faulkner, American novelist

**History Department Student Learning Outcomes**

1. Student’s work demonstrates the ability to communicate historical knowledge, interpretations, and arguments, clearly in writing and in formal oral presentations.
2. Student’s work demonstrates research and information literacy skills using scholarly resources, including the critical use of both print and electronic research tools, as well as the proper citation of both primary and secondary sources.
3. Student’s work reflects the ability to identify arguments in historical scholarship and to evaluate them critically.
4. Student’s work reflects an understanding of intellectual, political, economic, social, and cultural history.
5. Student’s work reflects an understanding of the constructions of race, color, gender, or ethnicity in history.

*A collectivity has its roots in the past. We possess no other life . . . than the treasures stored up from the past.* — Simone Weil, French philosopher, Christian mystic, and social activist