American history is longer, more various, more beautiful, and more terrible than anything anyone has ever said about it. ~James Baldwin

Course Introduction
In 1782, John Hector St. John de Crèvecoeur published Letters from an American Farmer, his account of life in the new American nation. His book sought to answer a simple question: "What, then, is the American, this new man?" If Crèvecoeur were writing today, he’d probably also ask: what, then, has the American, this new person become? Our challenge this semester is to look for answers to both questions as we examine topics in American history from the pre-contact period to the present.

Given that we have an enormous amount of material to cover in a very short period of time, History 130 will take a selective approach to examining American history. Plainly put, this means that we will gallop through the American past, stopping at points I’ve selected along the way because of their significance (mostly) or because I love to talk about them (sometimes). To do well in this course, you must do the following things: prepare for and attend every class session; complete all of the reading assignments as specified in the syllabus; and participate in any class discussions.

Students enrolled in History 130 should expect a course designed to “do” two separate, yet related, kinds of work. First, this class will increase your general knowledge and enhance your understanding of the forces and conditions affecting American history from the pre-contact era to the present. Second, this course is intended to offer you opportunities to improve your reading, writing, and critical thinking skills. To that end, History 130 incorporates the Department of History’s Student Learning Outcomes (SLO) goals, listed below, into the work we will do during the semester.

Student Learning Outcomes
1. Student’s work demonstrates critical use and proper citation of both primary and secondary sources.
2. Student’s work employs the formal styles of writing, argumentation, and presentation that historians use.
3. Student’s work demonstrates a basic mastery of research techniques that historians use.
4. Oral presentations are clear and comprehensive.
5. Student’s work reflects an understanding of historiographic traditions.
6. Student’s work reflects an understanding of the intellectual, political, economic, social, and cultural history of the United States, Europe, Classical Civilization, the Near East, or one “Non-Western” area.
7. Student’s work reflects an understanding the roles of race, class, gender, or ethnicity in history.
Required Reading
The textbook listed below is required for this course and may be found in the campus bookstore: Oakes, McGerr, Lewis, Cullather, Boydston, Of the People (Concise edition).

General Class Statement
As instructor, it is my job to make sure that this class is informative and enjoyable. It is your responsibility to prepare for class, read, show up on time, take notes, and participate in class discussions. To help create the best environment for all of us to do our respective “jobs” this semester, I’ve developed the following guidelines. If you believe that you cannot adhere to them, I strongly encourage you to drop this class now.

1. We—students and faculty—all contribute to the creation of a classroom atmosphere that encourages the free exchange of thoughts and ideas. To sustain this atmosphere for the duration of the semester, it is important that everyone in the class—that’s you and me—are treated with dignity and respect.
2. Turn off your cell phones when you come into class.
3. Please reread # 2.
4. Newspaper reading, texting, listening to music, and prolonged conversations are rude and disruptive. Bone up on the news, bop ‘til you drop, and dish with your friends before or after class, but not during. I will not hesitate to publicly call students on this behavior and invite frequent offenders to leave the class.
5. Habitual late arrivals and early departures are rude and disruptive. If you need to arrive late or leave early for a bona fide reason, please let me know. If you cannot make it to class on time, DROP THIS COURSE NOW!
6. There are NO make-ups for missed quizzes. Please note that I am under no obligation whatsoever to offer make-up examinations. If you are ill or have car trouble, call me at the office. Be advised that you will be asked to produce documentation.
7. Please reread # 6.
8. Incompletes and withdrawals are given only under extraordinary circumstances. These do not include prolonged absences from class, poor grades going into the final, or the decision to ignore course requirements.
9. Students with special needs and circumstances are encouraged to contact Disability Support Services (DSS, x5959). I am happy to accommodate students through DSS, but cannot offer similar support or services independent of that center.

Course Requirements
Your grade for this course will be determined on the basis of the following components. You must complete all the requirements for this course to receive a passing grade.
1. Two in-class examinations each worth 100 points. Examination dates are: September 20 and October 29. (SLO 2, 3, 5, 6, 7)
2. A final examination (cumulative and non-cumulative components) worth 200 points. Final Examination: December 15, 2-3:50, in our classroom. (SLO 2, 3, 5, 6, 7)
3. Twelve quizzes worth 100 points total. You may drop the lowest two scores. These will be administered during the first fifteen minutes of class on Fridays. To receive a score for the quiz, you MUST stay for the remainder of the class. The quiz schedule follows the reading/lecture schedule. There are no make-ups for missed quizzes. (SLO 1, 2, 3, 5)
Grading Standards
A  500-451     B  408-381     C  338-311     D  286-251
A- 450-430     B- 380-360     C- 310-290     F  Below 250
B+ 429-409     C+ 359-339     D+ 289-269

Intellectually I know that America is no better than any other country; emotionally I know she is better than every other country. ~Sinclair Lewis

History 130 Lecture and Reading Schedule
(Reading assignments are from the Of the People textbook.)

Week 1   Read: Chapter 1 and 2
8/23   Introduction to Course
8/25   Chico and California as Indian Country
8/27   Turtle Island: The Worlds of American Indians

Week 2   Read: Chapters 3 and 4
8/30   The Evolution of Colonial Societies
9/1    The Development of Colonial Politics
9/3    Race and Colonial Culture: Red, White, and Black

Week 3   Read: Chapters 5 and 6
9/6    LABOR DAY HOLIDAY
9/8    Countdown to Rebellion
9/10   The American Revolution

Week 4   Read: Chapters 7 and 8
9/13   From the Declaration to the Constitution
9/15   Slavery and American Culture
9/17   Inventing American Foreign Policy

Week 5   Read: Chapters 9 and 10
9/20   Exam 1
9/22   Creating an American Cultural Identity
9/24   Westward Expansion and American Politics

Week 6   Read: Chapters 11 and 12
9/27   The Rise of the Common Man
9/29   First Wave Immigration
10/1   Reforming America
Week 7  Read: Chapters 13 and 14
10/4  Urbanization and Industrialization
10/6  The American Class System
10/8  The Impending Crisis over Slavery

Week 8  Read: Chapters 15, 16 and 17
10/11  The Civil War
10/13  Reconstruction
10/15  Urban America, Rural America

Week 9  Read: Chapters 18, 19, and 20
10/20  America and the World
10/22  The Gilded Age and American Culture

Week 10  Read: Chapters 21 and 22
10/25  Reforming American Politics
10/27  The War to End All Wars
10/29  Exam 2

Week 11  Read: Chapters 23 and 24
11/3  Isolationism and American Foreign Policy
11/5  World War II

Week 12  Read: Chapters 25 and 26
11/10  The Cold War and American Foreign Policy
11/12  The Baby Boom

Week 13  Read: Chapters 27 and 28
11/17  The British Invasion, the California Dream, and American Culture
11/19  America’s Longest War: Vietnam

Week 14  Thanksgiving Break

Week 15  Read: Chapters 29 and 30
11/29  Political Crisis: Watergate
12/1  New Directions in Foreign Policy
12/3  The Gipper and the Rise of the Neo-Conservatives
Week 16  Read: Chapter 31
12/6   Old Visions and New Realities: Bush (41) and Clinton
12/8   Politics as Usual: Bush (43) and the 2000 Election
12/10  9/11 and The Global War on Terrorism

Semester Grades:
Quiz 1: ___________    Quiz 7: ___________
Quiz 2: ___________    Quiz 8: ___________
Quiz 3: ___________    Quiz 9: ___________
Quiz 4: ___________    Quiz 10: ___________
Quiz 5: ___________    Quiz 11: ___________
Quiz 6: ___________    Quiz 12: ___________
| Exam 1: _________    Exam 2: ___________

What the people want is very simple—they want an America as good as its promise.
~Barbara Jordan