Professor Lisa E. Emmerich  
History 130  
Trinity 203, 898-6338  
Spring 2010  
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MWF 1-1:50

United States History

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:

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. Examinations are scheduled for: **February 22** and **April 9**. (SLO 2, 3, 5, 6, 7)
2. A final examination (cumulative and non-cumulative components) worth 200 points. **Final Examination: May 19, 2-3:50, in our classroom.** (SLO 2, 3, 5, 6, 7)
3. Eleven quizzes worth 100 points total. **You may drop the lowest score.** These will be administered during the first fifteen minutes of class on Fridays. The quiz schedule follows the reading/lecture schedule. **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

Mandatory Unpaid Furlough Days
Due to drastic budget cutbacks for the California State University system (thank you, Governor Schwarzenegger and state legislators!), faculty are REQUIRED to take nine mandatory unpaid furlough days each semester. Three of these have already been pre-set by Chico State for the fall semester: 2/12, 2/15, and 4/1. The other days have been integrated into the schedule for this class. You should use those days to catch up on your class readings and prep for weekly quizzes or the exams.

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 Out of Many 6th edition textbook.)

Week 1      Read: Chapter 1
1/25   Introduction to Course
1/27   Chico and California as Indian Country
1/29   Turtle Island

Week 2      Read: Chapters 2 and 3
2/1     Colonial Societies
2/3     Colonial Politics
2/5     Colonial Cultures; Red, White, and Black

Week 3      Read: Chapters 4 and 5
2/8     Countdown to Rebellion
2/10    American Revolution
2/12    MANDATORY UNPAID FURLOUGH DAY

Week 4      Read: Chapters 6, 7, and 8
2/15    MANDATORY UNPAID FURLOUGH DAY
2/17    Slavery and American Culture
2/19    Inventing American Foreign Policy
Week 5       Read: Chapters 9 and 10
2/22    Exam 1
2/24    The Rise of the Common Man
2/26    Reforming America

Week 6       Read: Chapters 11, 12 and 13
3/1    Westward Expansion and American Politics
3/3    Urbanization and Industrialization
3/5    The Impending Crisis over Slavery

Week 7       Read: Chapters 14, 15 and 16
3/8    The Civil War
3/10   Reconstruction
3/12   Urban America, Rural America

Week 8       Spring Break

Week 9       Read: Chapters 17 and 18
3/22   MANDATORY UNPAID FURLOUGH DAY
3/24   MANDATORY UNPAID FURLOUGH DAY
3/26   MANDATORY UNPAID FURLOUGH DAY

Week 10      Read: Chapters 19 and 20
3/29   Immigration
3/31   America and the World
4/2    The Gilded Age and American Culture

Week 11      Read: Chapters 21 and 22
4/5    Reforming American Politics
4/7    The War to End All Wars
4/9    Exam 2

Week 12      Read: Chapters 23 and 24
4/12   The Great Depression
4/14   Isolationism and American Foreign Policy
4/16   World War II

Week 13      Read: Chapters 25 and 26
4/19   Over Here: The Home Front
4/21   The Cold War and American Foreign Policy
4/23   The Baby Boom
Week 14  Read: Chapters 27 and 28
4/26  The Civil Rights Movement
4/28  The British Invasion and the California Dream
4/30  Vietnam

Week 15  Read: Chapters 29 and 30
5/3  Political Crisis: Watergate
5/5  New Directions in Foreign Policy
5/7  The Gipper and the Rise of the Neo-Conservatives

Week 16  Read: Chapter 31
5/10  Old Visions and New Realities: Bush (41) and Clinton
5/12  Politics as Usual: Bush (43) and the 2000 Election
5/14  The Global War on Terrorism

**Quiz Schedule**
February: 5, 19, 26
March: 5, 12
April: 2, 16, 23, 30
May: 7, 14

**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