

## COURSE INFORMATION

**Section Number:** 2333 and 2335  
**Units:** 3.00  
**Prerequisite(s):** None  
**Location:** Canvas

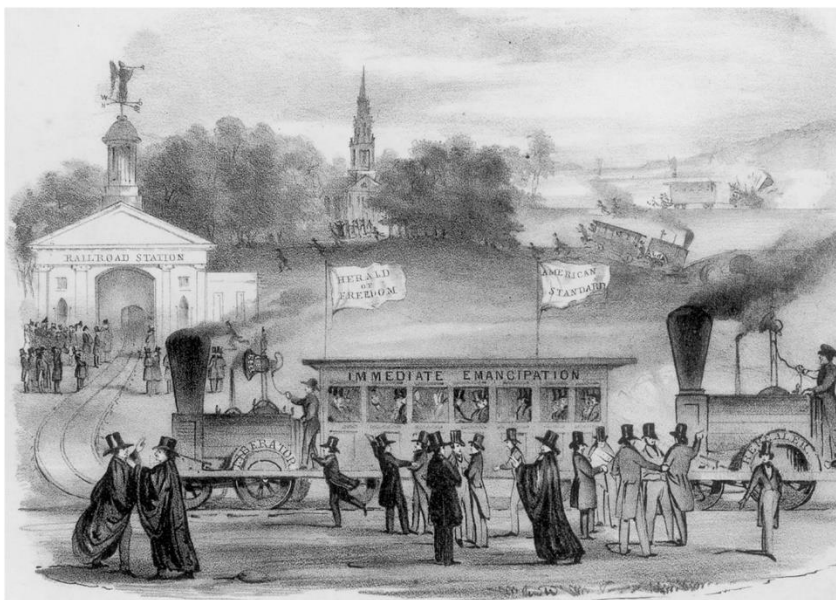
## INSTRUCTOR INFORMATION

**Instructor:** Dr. Lauren Golder (they/them or she/her)

**Email:** [golder\\_lauren@smc.edu](mailto:golder_lauren@smc.edu)

**Drop-In Hours:** Zoom, Tuesdays 1:30-3:00pm

*I welcome you to contact me outside of class and student hours. You may email me, message me on Canvas or Pronto, or schedule a Zoom meeting.*



## WELCOME TO HISTORY 11—WHAT IT MEANS TO BE SUCCESSFUL

Everyone enrolled in this course probably has the same goal: to pass the class (and hopefully learn about US history along the way!). But there are many other ways that success happens. Success happens when you are the first in your family to go to college. Success happens when you find new identities for yourself—identities that are in contrast to the words and actions of others who tell you that you don't belong in college, that you're 'at risk,' or that you are not capable of writing an essay or critically analyzing a text. Success happens every time you notice a classmate who needs an advocate or a friend, and we act on their behalf through support, encouragement, and kindness. I want to help you succeed in all of these ways and more! My job is to guide you through this course and help you achieve your goals, whatever they may be.

## COURSE DESCRIPTION

The purpose of this class is **not** to memorize and regurgitate facts. Instead, it will push students to learn to **think like historians**. What does that mean? Historians study change over time. Therefore, students will develop an understanding of the chronology and significance of historical events and of larger historical themes. We will analyze the historical meanings of key values in American history, including: freedom, liberty, and equality. Specifically, we will examine how these ideas change over time and were applied to different peoples, and most importantly, how these foundational American values could coexist with slavery. You will learn to question why events happened as they did. Were other outcomes possible? What roles did individual historical actors play? What choices did they make? What was the significance of those choices?

This course surveys the United States from the colonial period through post-Civil War Reconstruction, addressing developments in American culture; ethnic, racial, gender, and class relations; politics; and the economy. It also considers American interaction with other nations, including both foreign policy and the

relationship of domestic developments to the larger history of the modern world. In this course, we will be exploring the roots of issues and structures in the present-day US. I value your cultural backgrounds and lived experiences as sources of learning.

## REQUIRED TEXTS, MATERIALS, AND SUPPLIES

This course will use a free online textbook, also known as an Open Educational Resources (OER). You will be reading the following text:

- *The American Yawp: A Free and Online, Collaboratively Built American History Textbook*, edited by Joseph Locke and Ben Wright (Stanford: Stanford University Press, 2019).  
<http://www.americanyawp.com>. ISBN: 978-1503606883.  
\*If you would prefer to have a print copy of the textbook, it is available for \$25 from [Stanford University Press](#).

## COURSE CULTURE AND LEARNING PROCESS

This course is based on the belief that everyone is capable of analyzing and interpreting the past. How we act as individuals and as a class will be key to accomplishing our goals successfully. With this in mind, the class has the following rules:

- **Ask for help when you need it.** I want you to succeed in this class, and it is my job to make sure you have the support you need to reach your goals. I encourage you to contact me anytime you are uncertain about an assignment, need help with a concept, or are encountering difficulties outside the classroom that affect your learning.
- **Approach your classmates with kindness and encouragement.** Creating a successful class means being able to rely on those around us when we are in need. Be the type of person you would like to turn to when you need help.
- **Learning is a process.** This class is set up so that you will build the skills you need to understand the past and how it relates to the present. It's my job to provide you with just the right amount of work and it is your job to complete that work in good faith.

## CANVAS MODULES

The learning process in this class depends on breaking up learning over several days. Each week you will complete one module in Canvas that corresponds to a specific time period or issue. A typical module will include the following:

1. **Overview Video:** you will watch a video from Crash Course that gives an overview of the key issues in this time period.
2. **Key Terms and Guiding Questions:** each chapter of the textbook includes a list of terms and questions to focus your learning. Read over these before you read the textbook chapter so that you know what to expect and look out for.
3. **Textbook Chapter:** this is the part of the module where you will get the most detailed information. Each chapter is equivalent to approximately 20-30 printed pages and is broken up into themed sections. *I strongly recommend doing your reading over the course of several days—you will retain much more information if you read slowly rather than speeding through the chapter in one sitting.*
4. **Slide Deck:** I create a PowerPoint presentation for each chapter that highlights key issues and expands on the textbook.

5. **Additional Videos:** I have combed YouTube and the SMC Library for the best videos relating to our course. These videos will give you additional information and context, often delving deep into topics of interest.
6. **Weekly Activities:** each week you will be asked to complete **primary source annotations** and a **reading quiz**, as well as occasional **discussion board posts** (see the “Assignments” section of the syllabus for more info on these). If additional assignments are due, they will be included in this section.
7. **Upcoming Assignments:** if there are any major assignments due in the next few weeks, they will be included here.

## COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Describe and discuss, orally and/or in writing, the social and cultural diversity from colonial times through post-Civil War Reconstruction; the impact of colonial, Revolutionary, and industrial trends on gender and family relations; the development of slavery from colonial to antebellum times; colonial relations with Britain and the achievement of independence; territorial growth and settlement, including relations with Indians and foreign nations; the structuring of government and development of partisan politics, suffrage, and the political culture; technological/scientific trends and the emergence of industrialization and urbanization; the impact of evangelical religion and reform movements; the convergence of tensions that led to Southern succession; and the course and outcome of the Civil War and Reconstruction.
2. Critically examine and interpret both primary and secondary sources, attentive to such concepts as historical agency, context (both domestic and global), perspective (including race, class, gender, and ethnicity), and multi-causation (conjuncture), relating such material fully to the course content.
3. Categorize and analyze in a historical manner major political, economic, social, cultural, and international events, trends, and themes related to the course content and discuss their historical significance.
4. Draw connections between comparable and/or contrasting time periods and regions related to the course content, and discuss the value of historical knowledge and analysis for understanding change and continuity over time.
5. Demonstrate, in written work, understanding of history as a discipline characterized by the critical analysis and synthesis of factual evidence.

## STUDENT & INSTITUTIONAL LEARNING OUTCOMES

1. Demonstrate factual and chronologically accurate knowledge of key events, issues, trends, and people of the relevant time period and geographic region, as designated in the Course Outline of Record.
2. Demonstrate the ability to interpret historical information by applying analytical skills used by historians--such as synthesizing evidence from both primary and secondary sources, comparing and contrasting multiple perspectives, contextualizing information, and/or identifying causes and effects of change and continuity--to the course content.
3. Demonstrate the value of historical knowledge for understanding more recent and/or comparable issues, events, and trends.

## RECOMMENDED SKILLS

To succeed in this course, it will be helpful to have the ability to:

- Navigate the Internet using a web browser

- Manage files using either the Mac or Windows operating systems
  - *If you do not have a personal computer (laptop or desktop), please email me so that I can help you get a loaner Chromebook through SMC!*
- Send and receive email messages and attachments
- Use a word processing program like Microsoft Word, Google Docs, or an equivalent

## COURSE FORMAT

- The **Canvas course page** will be your hub for this course. From there you will submit assignments, complete quizzes and exams, and access our remote meetings.

## ASSIGNMENTS

All assignments will be due by **11:55 pm** on the due date unless otherwise stated. Additional information about assignments will be provided in class and on Canvas. Due dates are listed in the course schedule. The course will be graded out of **1000 points**.

- **Primary Source Annotations:** 15 annotations at 15 points each (225 points total)  
Each week, you will be required to read and comment on a primary source using the Perusall app (you will receive specific instructions on how to do this). Due every **Wednesday**.
- **Reading Quizzes:** 15 quizzes at 15 points each (225 points total)  
There will be weekly reading quizzes throughout the semester. Quizzes will focus on the textbook assignments and are open-book and open-note. Due every **Friday**.
- **Discussion Board Posts:** 5 posts at 13 points each (65 points total)  
You will be required to participate in several discussion boards throughout the semester. To earn full credit, you must completely answer the question as well as reply to at least two of your classmates.
- **Critical Commentaries:** 2 essays at 110 points each (220 points total)  
You will write a short essay introducing and analyzing a primary source of your choice.
- **Unessay:** 190 points  
An opportunity to explore a historical issue or topic that interests you through a creative “unessay” (making a podcast, comic, video, etc.).
- **Final Reflection:** 75 points  
A short essay reflecting on the themes and issues of this course.
- **Extra credit:** up to 55 points  
There will be several extra credit opportunities throughout the term which will be available on Canvas.

## GRADING SCALE

Grades will be determined by points earned.

A = 900-1000 points

B = 800-899 points

C = 700-799 points

D = 600-699 points

F = less than 600 points

## **COURSE SCHEDULE**

Each week you will read a chapter from *The American Yawp* and a primary source document (all available on Canvas). The schedule is subject to change at the instructor's discretion; any changes will be announced via Canvas.

### **Week 1: Indigenous America, 2/13 – 2/17**

- Reading assignments:
  - Chapter 1, *The American Yawp*
  - Primary Source: A Gaspesian Man Defends His Way of Life, 1641
- Work due:
  - Pre-Course Survey due Tue 2/14
  - Discussion Board 1 due Wed 2/15
  - Primary Source Annotations (Gaspesian Man) due Thu 2/16
  - Quiz 1 due Fri 2/17

### **Week 2: Colliding Cultures, 2/20 – 2/24**

- Reading assignments:
  - Chapter 2, *The American Yawp*
  - Primary Source: Bartolomé de Las Casas on the Exploitation of Indigenous Peoples, 1542
- Work due:
  - Discussion Board 2: Primary Sources due Mon 2/20
  - Primary Source Annotations (de las Casas) due Wed 2/22
  - Quiz 2 due Fri 2/24

### **Week 3: British North America, 2/27 – 3/3**

- Reading assignments:
  - Chapter 3, *The American Yawp*
  - Primary Source: Olaudah Equiano describes the Middle Passage, 1789
- Work due:
  - Discussion Board 3: Critical Commentary Pre-write due Mon 2/27
  - Primary Source Annotations (Equiano) due Wed 3/1
  - Quiz 3 due Fri 3/3

### **Week 4: Colonial Society, 3/6 – 3/10**

- Reading assignments:
  - Chapter 4, *The American Yawp*
  - Primary Source: Pontiac, Two Speeches, 1762-63
- Work due:
  - Primary Source Annotations (Pontiac) due Wed 3/8
  - Quiz 4 due Fri 3/10

### **Week 5: The American Revolution, 3/13 – 3/17**

- Reading assignments:
  - Chapter 5, *The American Yawp*

- Primary Source: Abigail and John Adams converse on women's rights, 1776
- Work due:
  - **Critical Commentary 1 due Mon 3/13**
  - Primary Source Annotations (Adams) due Wed 3/15
  - Quiz 5 due Fri 3/17

### Week 6: A New Nation, 3/20 – 3/24

- Reading assignments:
  - Chapter 6, *The American Yawp*
  - Primary Source: Thomas Jefferson's Racism, 1788
- Work due:
  - Discussion Board 4: Critical Commentary 2 Pre-write due Mon 3/20
  - Primary Source Annotations (Jefferson) due Wed 3/22
  - Quiz 6 due Fri 3/24

### Week 7: The Early Republic, 3/27 – 3/31

- Reading assignments:
  - Chapter 7, *The American Yawp*
  - Primary Source: Tecumseh Calls for Pan-Indian Resistance, 1810
- Work due:
  - Primary Source Annotations (Tecumseh) due Wed 3/29
  - Quiz 7 due Fri 3/31

### Week 8: The Market Revolution, 4/3 – 4/7

- Reading assignments:
  - Chapter 8, *The American Yawp*
  - Primary Source: Sarah Bagley, Freedom and Necessity at Lowell, 1845
- Work due:
  - **Critical Commentary 2 due Mon 4/3**
  - Primary Source Annotations (Bagley) due Wed 4/5
  - Quiz 8 due Fri 4/7
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### Spring Break, 4/10 – 4/14 (NO CLASSES)

### Week 9: Democracy in America, 4/17 – 4/21

- Reading assignments:
  - Chapter 9, *The American Yawp*
  - Primary Source: Appeal of the Cherokee Nation, 1830
- Work due:
  - Primary Source Annotations (Cherokee) due Wed 4/19
  - Quiz 9 due Fri 4/21

### Week 10: Religion and Reform, 4/24 – 4/28

- Reading assignments:
  - Chapter 10, *The American Yawp*
  - Primary Source: Sarah Grimké Calls for Women's Rights, 1838

- Work due:
  - Discussion Board 5: Unessay Pre-Write due Mon 4/24
  - Primary Source Annotations (Grimké) due Wed 4/26
  - Quiz 10 due Fri 4/28

### Week 11: The Cotton Revolution, 5/1 – 5/5

- Reading assignments:
  - Chapter 11, *The American Yawp*
  - Frederick Douglass, “What to the Slave is the Fourth of July?” 1852
- Work due:
  - Primary Source Annotations (Douglass) due Wed 5/3
  - Quiz 11 due Fri 5/5

### Week 12: Manifest Destiny, 5/8 – 5/12

- Reading assignments:
  - Chapter 12, *The American Yawp*
  - Primary Source: Pun Chi on Anti-Chinese Racism, 1870
- Work due:
  - Primary Source Annotations (Chi) due Wed 5/10
  - Quiz 12 due Fri 5/12

### Week 13: The Sectional Crisis, 5/15 – 5/19

- Reading assignments:
  - Chapter 13, *The American Yawp*
  - Primary Source: Stories from the Underground Railroad, 1855-56
- Work due:
  - Primary Source Annotations (Underground Railroad) due Wed 5/17
  - Quiz 13 due Fri 5/19

### Week 14: The Civil War, 5/22 – 5/26

- Reading assignments:
  - Chapter 14, *The American Yawp*
  - Primary Source: Alexander H. Stephens, The Cornerstone of the Confederacy, 1861
- Work due:
  - **Unessay due Mon 5/22**
  - Primary Source Annotations (Stephens) due Wed 5/24
  - Quiz 14 due Fri 5/26

### Week 15: Reconstruction, 5/29 – 6/2

- Reading assignments:
  - Chapter 15, *The American Yawp*
  - Primary Source: Mississippi Black Code, 1865
- Work due:
  - Primary Source Annotations (Black Code) due Wed 5/30
  - Quiz 15 due Fri 6/2



## Week 16: Finals Week, 6/5 – 6/9

- Reading assignments:
  - None
- Work due:
  - **Final Reflection due Thu 6/8**

## COURSE POLICIES

### ATTENDANCE, DROPS, AND WITHDRAWALS

You are responsible for maintaining your own enrollment status. You may drop the course with a withdrawal through the twelfth week in a regular semester. It is NOT possible to drop the class after the twelfth week of the semester. You should check your Corsair Connect for specific drop dates for each of your courses. General information regarding drop dates, withdrawals, refunds, and other enrollment matters may also be found at the [Admissions](#) section of the SMC website. See [Admissions Dates and Deadlines](#) for the complete semester schedule including short term courses.

Attendance is not required in this course, and you will not be penalized for missing class meetings. However, students who do not actively participate in this course will be dropped up to the final drop date.

### LATE WORK POLICY

All assignments should be completed by their due dates, so get started early! However, I am aware that stuff happens. If you will need to turn in an assignment late, please fill out the [Extension Request Form](#) as soon as possible.

### COMMUNICATION

I welcome you to contact me outside of class. You may message me on Pronto, email me, schedule office hour meetings, or send me messages through Canvas Inbox.

- **Pronto:** We will be using Pronto as a primary communication method for this course. If you have a quick question or comment, message me on Pronto!
- **E-mail:** Please include 'HIST 11' in the subject line of the e-mail. Allow 24-48 hours for a response. I typically respond to e-mail during business hours (9:00am-5:00pm, Monday-Friday)—for example, if you send an e-mail at 9pm on Monday night, you will most likely receive a response the next day during these hours. Please e-mail again if you have not received a response within 2 days. A response during academic breaks may be delayed. If you have extensive questions that require a longer conversation, please e-mail me an overview of what you would like to discuss and come to drop-in hours.
- **Drop-In Hours:** Drop-in hours are a great opportunity for us to discuss any questions or concerns you have regarding the class, the readings, the assignments, or history and college in general. If you would like to set up a time to chat, please email me to schedule an appointment. I look forward to getting to know you this semester and encourage you to come to drop-in hours.
- **Canvas:** For this class, we will use the Canvas site regularly. All of our class material will be on Canvas. I will also deliver class announcements through Canvas. I advise you to check whether your canvas notifications are turned on for this course. All assignments should be submitted through the Canvas site. Paper copies will not be accepted.



## DISCUSSION POLICY

This classroom should be welcoming to all. I expect everyone to be respectful in how they communicate and interact with each and every person in this class. Racist, sexist, homophobic, and other forms of language that potentially marginalize or demean any student are not tolerated.

I expect that you will treat others with respect. We are all unique and this is extremely valuable for class discussion. Please be respectful of others voicing their opinions, thoughts, and feelings in class. We can disagree, but we should work to make disagreements respectful. No personal attacks will be tolerated. Do not make side comments while someone is speaking or interrupt.

## DISABILITY ACCOMMODATIONS

I encourage students requesting disability-related accommodations to contact the Center for Students with Disabilities as soon as possible. I will work with you and the Center for Students with Disabilities to provide appropriate and reasonable accommodations. An early notification of your request for test-taking and/or other accommodations is necessary to ensure that your disability-related needs are addressed appropriately; testing accommodations cannot be applied retroactively.

The Center for Students with Disabilities is located on the first floor of the Student Services Center, and the phone number is (310) 434-4265 or email at [dsps@smc.edu](mailto:dsps@smc.edu). Additional Contact Information can be found at the [Center for Students with Disabilities](#) website.

## PRONOUNS AND NAMES

All people deserve to be addressed in accordance with their identity, ranging from preferring a nickname to your gender pronouns. You have the right to be referred to with the pronouns you are most comfortable with (she, he, they, ze, etc.). In order to have a safe and respectful class environment, you should refer to your classmates with the names and pronouns that your classmates are most comfortable with. I encourage you to notify me of your gender pronouns either in class or by email so I can address you correctly, especially if you have reason to believe I may refer to you by the incorrect pronoun.

Additionally, you have the right to be referred to the name that you are most comfortable with. If the name listed on my roster is not the name you would like to be called, you are welcome to let me know in class or through e-mail at any time. I do my best to know student names and will call you by your name often. If I am mispronouncing your name, I encourage you to correct me as soon as possible in class or through e-mail so that I can correct my pronunciation.

## EMOTIONAL SUPPORT

Over the course of the semester you may face difficult circumstances beyond your control, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down or depressed, or having difficulty concentrating. Having any of these challenges may create barriers to learning or may make it difficult for you to meet some of the course requirements. If you or someone you know is suffering these or other similarly difficult circumstances, please reach out for support. The staff and faculty of Santa Monica College want you to succeed academically and care about your wellbeing. You may contact the college's [Center for Wellness and Wellbeing](#) (LA 110, 310-4344503), which provides short-term mental health services, community referrals, and a 24/7 emotional support line 800-691-6003. Or, if the situation is an emergency, you may contact the [SMC Police](#)

[Department](#) (310-434-4300 or the SMC LiveSafe app). Also, please feel you can contact me so that I can help to direct you to support services on campus that might be most beneficial to you.

## SMC POLICIES

### ACADEMIC HONESTY

The SMC Honor statement, signed by each student upon enrollment, reads: “In the pursuit of the high ideals and rigorous standards of academic life, I commit myself to respect and uphold the Santa Monica College Honor Code, Code of Academic Conduct, and Student Conduct Code. I will conduct myself honorably as a responsible member of the SMC community in all endeavors I pursue.” Please be extremely careful that you do not engage in any behavior that could even be construed as cheating. Violations could result in failing grades, reports to the Campus Disciplinarian, and subsequent academic disciplinary action. Examples of behaviors that are not permitted include but are not limited to: Copying another student's homework, inappropriate language or physicality in the classroom, and inappropriate behaviors during an exam (talking with another student, looking at or copying from another student's paper, using a disallowed electronic device or calculator, using disallowed notes, leaving the room without prior permission, removing exam materials from the classroom).

### TITLE IX (SEX DISCRIMINATION)

Title IX is a comprehensive federal law that prohibits discrimination on the basis of sex in any federally funded education program or activity: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance. Those interested in the details should view [the Title IX Legal Manual](#).

Students who have experienced some form of sexual misconduct or discrimination are encouraged to talk to someone about their experience, so they can get the support they need. You can learn more about available support at the [Student Services Title IX webpage](#).

### UNDOCUMENTED/DACA/AB540

Santa Monica College stands with the California Community Colleges Chancellor’s Office—and hundreds of other educational and business organizations—in affirming that our undocumented students are as integral a part of our community as anyone else. Here at Santa Monica College, we remain committed to serving our undocumented students, to helping them fulfill their life’s dreams and aspirations; this college will continue to be a safe environment for all students and personnel. We will work to provide the greatest support to students affected by this decision, and campus and student leaders alike have already rallied in solidarity as well as to provide resources. SMC joins the Chancellor’s Office and all the other voices that will advocate determinedly in Congress for an effective solution to this issue, to end a cruel and unnecessary action that goes against the interests of local communities and our country at large.

The **Santa Monica College DREAM Program** provides support services to DREAMers (undocumented, AB540 and DACA recipients). Its purpose is to increase the personal growth, development and retention of DREAM students through academic, career, and personal counseling; assistance in applying for the California Dream Act/Financial Aid and scholarships; and providing workshops relative to DREAMers and their families. The Dream Program is

located in the Student Services Center (SSC) 2<sup>nd</sup> Floor, Room 238. To make an appointment, call (310) 434-4892 or email [DREAM@smc.edu](mailto:DREAM@smc.edu).

## ADDITIONAL STUDENT SUCCESS RESOURCES

### *Academic Counseling*

The [Counseling Department](#) at SMC can help you with choosing and enrolling in classes, educational and career planning, navigating Corsair Connect, understanding financial aid, referrals to campus resources, and more.

### *COVID-19*

Please visit SMC's [COVID-19 Resources](#) page for information on assistance programs for help with any of your needs, whether they were caused by or amplified by the pandemic. Resources range from unemployment benefits, to cash & food assistance, to disaster relief aid for immigrants, to relief funds for undocumented workers, and more.

### *Food Access*

SMC has [Food Security Programs](#) to assist students struggling with access to food. Even prior to COVID-19, an estimated 54% of SMC students were food insecure. SMC has programs to help.

- [Bodega \(SMC Food Pantry\)](#) - Wednesdays, 11am-3pm, next to the main cafeteria on the east side (by the science building).
  - Any currently enrolled student can go to Bodega to receive non-perishable food items, fresh produce, and toiletries.
- Contact a Resource specialist about other programs at [foodsecurity@smc.edu](mailto:foodsecurity@smc.edu)

### *Housing*

SMC has resources for students who need [Housing Support](#) or a safe place to stay. If you are experiencing homelessness, reach out to our Campus Peer Navigator Sarah Fay at 310-895-5429 or email [sfay@safeplaceforyouth.org](mailto:sfay@safeplaceforyouth.org). If you need shelter immediately, please call 211.

### *Wellness*

[The Center for Wellness and Wellbeing](#) provides a range of health and counseling services to help enhance the overall personal wellbeing of SMC students. Free and confidential short-term counseling is available to students. Contact [cww@smc.edu](mailto:cww@smc.edu) or (310) 434-4503. **For 24/7 emotional support, call (800) 691-6003.**

### *Black Collegians*

[The Black Collegians Program/Umoja Community](#) at SMC is designed to assist students of African descent in transferring to four-year universities and obtaining their associate degree. They offer services to help students become academically competitive and to set personal goals.

### *Extended Opportunity Program & Service (EOPS)*

[Extended Opportunity Program & Services \(EOPS\)](#) at Santa Monica College is a program that supports the enrollment, retention, graduation, and transfer of students who are challenged by economic and educational disadvantages. They offer service such as academic, career, personal and transfer counseling; priority registration; supplemental textbook assistance; one-on-one tutoring; and much more.

#### *Latino Center/Adelante*

[The Adelante Program](#) is a success-oriented program focusing on academic achievement, transfer, cultural awareness, and personal growth. Adelante classes emphasize verbal, written, and critical thinking skills essential to college success. Classes accentuate the Latino experience within the context of the course subject, and most classes offer credits that are transferable to the UC and CSU systems.

#### *Student Health Services Center*

The SMC Health Services Center provides primary health care services to currently enrolled Santa Monica College students who have paid the California State mandated health fee. It focuses on health promotion, illness prevention, referrals, health and nutrition education. The staff consists of two registered nurses, a registered dietitian, two health assistants, and a nurse practitioner. The Center is located on the northeast corner of the Cayton Center Complex.

#### *Tutoring*

Free tutoring centers are available across the campus. There are dedicated centers for Business, CSIS, ESL, Math, Modern Languages, Science, and Writing & Humanities tutoring. For this course, Writing & Humanities tutoring will be very helpful! They can help you with assignments, edit your writing and essays, and help you with strategies to succeed in the course.

To schedule a tutoring appointment, log in to [Corsair Connect](#) and locate the Tutoring Appointments button (upper left). You will be asked to register and then you can schedule an appointment for tutoring through the Business, Computer Science, Math, Modern Language, Science and Writing & Humanities centers.

The Writing & Humanities Center also takes drop-in appointments Mon-Thu 8:30am-5:30pm and Fridays 10am-2pm in Drescher 313 (when campus is open). You can also call them at 310-434-4682.

For more information about tutoring hours and locations, visit the [SMC Tutoring Services Webpage](#).

#### *Veterans Resource Center*

The [Veterans Resource Center](#) at Santa Monica College serves veterans entering college for the first time or returning to college to further their education. The office acts as a liaison with the Veterans Administration verifying enrollment for students claiming benefits under the G.I. Bill or the Veterans' Vocational Rehabilitation Program. It also can assist the veteran with referrals to various veteran-serving programs in the West Los Angeles area. If you would like additional information, please call (310) 434-8205.

### **DISCLAIMER**

Some elements of the syllabus may be changed at the instructor's discretion. Students will be given at least 48 hours' notice of changes whenever possible. If there is any aspect of this syllabus which you do not understand, or to which you take exception, please let the instructor know within the first week of class. Your continued attendance in this course constitutes an acknowledgement and acceptance of the requirements delineated in this syllabus.