

### Basic Course Information

Semester	<b>Spring 2014</b>	Instructor Name	<b>Raenelle Fisher</b>
Course Title & #	<b>History 120</b>	Email	<b>raenelle.fisher@imperial.edu</b>
CRN #	<b>20507</b>	Webpage (optional)	<a href="http://faculty.imperial.edu/raenelle.fisher">http://faculty.imperial.edu/raenelle.fisher</a>
Room	<b>208</b>	Office	<b>Room 809</b>
Class Dates	<b>21 JAN 2014 to 16 MAY 2014</b>	Office Hours	<b>n/a</b>
Class Days	<b>Friday</b>	Department Phone #	<b>760-355-6144</b>
Class Times	<b>0815-1125am</b>	Office contact for emergency	<b>Department Secretary, Elvia Camillo, 760-355-6144</b>
Units	<b>3</b>		

### Course Description

This course is a survey of American history from the pre-Columbian era to the end of Reconstruction. This course will cover the major political, economic, social, gender, racial, cultural and intellectual transformations of the colonial and early American eras. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in the colonial and early American periods.(CSU,UC)

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify and recall key information from a historical text and/or a documentary film. (IL01)
2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)
3. Explain and analyze the key information contained in a primary source document. (ILO1, ILO2)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

**Identify the major events and key intellectual, cultural, social, political and economic trends in United States history from the pre-Columbian period to 1877, and identify and understand the significance of important personalities and ideas in United States history before 1877. Specifically:**

1. Describe the peoples and cultures existing in North America before European contact;
2. Describe European exploration of North America and early colonization efforts;
3. Describe the British colonies of North America and explain the role of the colonies within the British empire.
4. Discuss and analyze labor relations, indentured servants and slavery in British North America;
5. Understand colonial-Native American and U.S.-Native American relations;
6. Understand the factors that led to the American Revolution and the key events, personalities and effects of the Revolutionary War;
7. Understand how the American political and legal system was created and how it functioned in the early national period;
8. Identify important political trends and figures and the rise of political parties in ante-bellum America;
9. Understand U.S. foreign policy before 1877;
10. Explain the evolution of the market economy of the nineteenth century;
11. Explain how technology shaped culture, social arrangements, leisure, family life, and work;
12. Understand how immigrants impacted society, politics and culture;
13. Explain the status of women before 1877;
14. Understand the role of sectionalism in early American history;
15. Describe how religion impacted society, intellectual currents, and political thought;
16. Analyze Westward expansion, Manifest Destiny and the Mexican-American War;
17. Discuss the major factors that led to the Civil War and the key events and personalities of that war;
18. Understand the significance of the Civil War on society, race relations, economics, and politics;

19. Describe the process of post-Civil War Reconstruction and the challenges and opportunities faced by the nation and people until 1877.

**Textbooks & Other Resources or Links**

Faragher, John Mack et al (2012). *Out of Many: A History of the American People Vol. 1* (6th/e). Pearson Education. ISBN: - 97802050106

**Course Requirements and Instructional Methods**

1. I will give **in-class pop quizzes** frequently, based on both the assigned reading and lectures.
  - There are **no make-up quizzes**.
  - There are absolutely no exceptions, and your individual circumstances are not relevant. You either show up to class and do the assigned work or you miss that work and your grade will be adjusted accordingly.
2. There are **seven on-line quizzes** based on the **assigned readings**.
  - On-line quizzes must be submitted by the deadline. There will be no extra time given. There is ample time for you to complete the quiz without extra time. If you wait until the last minute and then run into problems, please do not try to make your problem with time management something I need to work around.
  - There are absolutely no exceptions, and your individual circumstances are not relevant.
  - Also, about these on-line quizzes—I am not a computer teacher. Here is the extent of what I know about how you should take the quizzes.

The quizzes are available at the IVC/Blackboard website. The first page contains login instructions. Then choose the correct class (Hist 120, 20507). Then select “Tests and Quizzes.” Then select the appropriate quiz and take it.

- Please don’t ask me how to submit your quizzes. What I know (and I don’t necessarily vouch for the accuracy of that) is listed just above. After that, nothing, and it is up to you to find the help you need to submit the quizzes.

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

**Course Grading Based on Course Objectives**

**Grades** will be based on a combination of:

On-line quizzes	Total of 427 points
In-class quizzes	30 points each
Class participation	50 points
Mid-term	100 points
Final	100 points

**Attendance**

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student’s status will be the same as that of any other student who desires to add

a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. If you use a cell phone in class, you will lose half the participation points available for the semester.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

### Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Dates/Tests
Week 1 Jan. 24	Syllabus & Introduction Pre-Colonial (Indigenous people of North America before contact) Chapters 1-2 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 1 & 2 due <b>2/21/14</b> .
Week 2 Jan. 31	Discovery and the Chesapeake (European exploration and colonization of North America; British colonization in North America; Labor problems and slavery) Chapters 3, 4 & 5 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 3, 4 & 5 due <b>3/7/14</b> .
Week 3 Feb. 7	New England and the Carolinas	
Week 4 Feb. 21	Causes of the American Revolution (The Enlightenment and the causes of the American Revolution) Chapters 6 & 7 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 6 & 7 due <b>3/21/14</b> .
Week 5 Feb. 28	Causes of the American Revolution, continued	
Week 6 Mar. 7	American Revolution (The American Revolutionary War)	
Week 7 Mar. 14	The Articles of Confederation and the Constitution Read Chapters 8 & 9 ( <u>Out of Many</u> , Vol. 1)	1. <b>Mid-term Exam, 3/14/14.</b> 2. On-line quiz on Ch. 8 & 9 due <b>4/4/14</b> .

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Week 8 Mar. 21	Federalists (Politics, economics and international relations in the Early National period) Read Chapters 10 & 11 ( <u>Out of Many</u> , Vol. 1)	
Week 9 Mar. 28	Jeffersonians (includes Western exploration and settlement; conflicts with Native Americans)	
Week 10 Apr. 4	Era of Good Feelings and Jacksonians [includes War of 1812; Market and transportation revolutions, labor and immigration; Class and politics in the 1820s-1830s; The Second Great Awakening and the rise of associations (social reform, abolitionism and women's rights)] Read Chapters 12 & 13 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 10, 11, 12, & 13 due <b>4/18/14</b> .
Week 11 Apr. 11	Causes of the Civil War (Westward expansion, the Texas rebellion, and the Mexican-American War; Political, social, and economic causes of the Civil War) Read Chapter 14 & 15 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 14 & 15 due <b>5/2/14</b> .
Week 12 Apr. 18	Causes of the Civil War, continued	
Week 13 May 2	Civil War Read Chapter 16 ( <u>Out of Many</u> , Vol. 1)	
Week 14 May 9	Reconstruction period Read Chapter 17 ( <u>Out of Many</u> , Vol. 1)	On-line quiz on Chapters 16 & 17 due <b>5/16/14</b> .
Week 15 May 16	<b>Final</b>	<b>5/16/14</b>