

Basic Course Information

Semester:	Fall 2016	Instructor Name:	Gilberto Reyes
Course Title & #:	History 120	Email:	gilberto.reyes@imperial.edu
CRN #:	10570	Webpage (optional):	N/A
Classroom:	204	Office #:	809
Class Dates:	Aug 15- Dec 7	Office Hours:	By Appointment
Class Days:	M-W	Office Phone #:	760-355-6144 Send me an email, or if it is a extreme emergency please call our secretary: <u>Elvia Camillo</u> at 760- 355-6144.
Class Times:	2:00 to 3:25 PM	Emergency Contact:	
Units:	3.0		

Important Days

- **Aug 27, Last Day to register for class**
- **Aug 28, Last Day to drop a class without a W.**
- **Nov 5, Last Day to drop a class with a W.**

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. (C-ID HIST 130) (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. (ILO1)
2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)
3. Explain the significance of a historical text by the end of the course. (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

Keene, Jennifer D., Cornell, Saud and O'Donnell, Edward T. *Visions of America: A History of the United States, Vol. 1.* 2nd ed., 2013, Pearson.

ISBN-13: 978-0-205-09267-3

Course Requirements and Instructional Methods

Lecture Questions Guide,

Each Lecture Question **must be one page** length. The first paragraph must answer the question, additionally; the second

paragraph must be on your opinions about the topic.

The students will answer and turn in 8 Lecture questions for the Fall 2016 semester. Each question must be turn in a week after it has been assigned.

To get all complete points on the lecture questions I recommend to stick to the facts that we discuss in class. Your paper should be in **12-point Times New Roman** format **at all times**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, make sure the language and prose of your statements does three things: make sense, is grammatically correct and is in proper syntax. Deliver competent phrases that do not detract but amplify your writing, the overall language level of the paper must be on a college level.

Postcard Project: Due November 14.

Part 1: You will choose a picture or painting, and will write a **two to three** page pretend letter. Then you will explain the historical event that is happening as they (or a someone they know) are living it.

Part 2: Write a **three to four** page research explaining the following: What is going on in the picture? Is there a historical event going on in the picture or drawing? When and where it was taken or drawn? Why is it important to write a letter of that picture or drawing? Do you know who are the people in the picture or drawing? In addition, do you identify with the people in the picture?

Sources: You must use at least four to five sources in order to get full points. Sources can be Internet articles (**no wikipedia**), Newspaper or magazine articles, and books. You can also use the class reading as a source. The Sources are going to help you understand and explain what happen in the United States during that time the picture or drawing were done. I recommend you to use at least one of the assign readings from class.

Picture or painting must be from the foundation of the Thirteen Colonies to the U.S. Civil War.

I will expect a Bibliography (we will look how to make one bibliography in class).

Format: The format of the assignment can be written in MLA or Chicago Style. The letter must have at least four citations. 12 point Times New Roman format at all times.

Also when turning in the postcard-project I will like a printed copy of the picture or painting use in the assignment.

I will give you examples of how to do the assignment in class so, do not worry.

Mid-Term and Final.

First part of the exam will be 15 multiple-choice questions. The questions will be based on the readings and lecture.

Second part of the exam will be a written essay. There is going to be two essay questions, you would only choose one out of the two. The essay questions would be based on the readings and lecture notes. In the essay, the student will identify important historical figures that shape the political, economic, and social life of the United States during the foundation of the Thirteen Colonies to the U.S. Civil War.

You may use a pencil or lead pencil, and bring a BLUE BOOK.

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

This course is graded on the following scale:

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or lower

A = 400-360, B = 359-320, C = 319-280, D = 279-240, F = 239 or lower

Grades will be based on the following percentages:

Mid Term = 25%

Mid Term = 100 Points

Final = 25 %

Final = 100 Points

Lecture Questions = 20%

Lecture Questions = 80 points

Postcard Project = 25%

Postcard Project = 100 points

Participation = 5%

Participation = 20 Points

Total of points 400

Attendance

- If you miss either, of the first two class sessions, you will be dropped and your place will be given away to another student.
- 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.
- 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 by the instructor.
- 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.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting, 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills 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. Please contact them 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.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date	Activity, Assignment, and/or Topic	Due Dates
<u>WEEK 1</u>	Introduction/Syllabus	
Aug, 15 & 17	Native Americans in North America.	
<u>WEEK 2</u>	Early Encounters Between Native Americans & the Europeans. Show example on how to do the <u>Post-Card Project</u>	
Aug, 22 & 24		
<u>WEEK 3</u>	European Empires in North America	
Aug, 29 & 31	Bring a copy of a picture or painting for the Post-Card Project (Wednesday 31)	
<u>WEEK 4</u>	<u>No class on Monday September 5</u>	
Sept, 5 & 7	African Society During the 15 th and 16 th Century.	
<u>WEEK 5</u>	Protestant Reformation and the Arrival Into Americas. The Salem Witch Trails.	
Sept, 12 & 14		
<u>WEEK 6</u>	Colonies in Northern America (Search for Religious Freedom).	
Sept, 19 & 21	1700's on the Thirteen Colonies.	
<u>WEEK 7</u>	Seven-Year War & Causes for the War of Independence.	
Sept, 26 & 28	War of Independence	

<u>WEEK 8</u>	The Struggles of a New Nation	
Oct, 3 & 5	Expedition to the West (The Louisiana Purchase)	
<u>WEEK 9</u>	<u>MID TERM on Monday Oct 10</u>	
Oct, 10 & 12	The War of 1812	
<u>WEEK 10</u>	The Era of Good Feelings	
Oct, 17 & 19	The Second Great Awakening	
<u>WEEK 11</u>	The Mexican American War.	
Oct, 24 26		
<u>WEEK 12</u>	The Struggles of the Mexicans in the South West (1848-1860s).	
Oct, 31 & Nov, 2	Native Americans in the South West	
<u>WEEK 13</u>	Irish and Chinese Immigrants in the United States.	
Nov, 7 & 9	Slavery and Southern Society.	
<u>WEEK 14</u>	Slavery and Southern Society (part 2)	
Nov, 14 & 16	Cause of the U.S. Civil War.	Post Card Project Due on Nov, 14
Nov, 21 to 25	No Class (Thanksgiving week)	
<u>WEEK 15</u>	U.S. Civil War & Reconstruction.	Study for Final.
Nov, 28 & 30	<u>Review for final</u>	
<u>WEEK 16</u>	<u>FINAL on Wednesday Dec 7.</u>	
Dec, 5 & 7		

*****Tentative, subject to change without prior notice*****