

Basic Course Information

Semester:	Summer 2017	Instructor Name:	Gilberto Reyes
Course Title & #:	History 120:	Email:	gilberto.reyes@imperial.edu
CRN #:	30050	Webpage (optional):	N/A
Classroom:	204	Office #:	809
Class Dates:	June 19, to July 27	Office Hours:	By Appointment
Class Days:	M-T-W-Th	Office Phone #:	760-355-6144
Class Times:	12:30 pm to 2:40 pm	Emergency Contact:	Send me an email, or if it is a extreme emergency please call our secretary: Elvia Camillo at 760- 355-6144.
Units:	3.0		

Important Days

- **June 21 , Last Day to register for class**
- **June 25 , Last Day to drop a class without a W.**
- **July 18 , 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.* 3rd ed., 2015, Pearson.

ISBN-13: 978-0-13-376770-4

Course Requirements and Instructional Methods

Lecture Questions Guide, (All 8 questions must be turn in by July 25)

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 be given 12 lecture questions through the Summer 17 semester. In addition, they will only answer and turn in 8 Lecture questions for the Summer 2017 semester. The lecture Questions would be do by the end of the semester. However, I recommend not wait until the last week of the semester to turn them in.

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 July 25

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 **MUST** be written in MLA. 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.

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**.

Make Up Exams

You must contact me no later than the day of the exam, preferably sooner, if you will miss a test. You must provide proof that you could not come to school (doctor's note, court appearance notice, service orders, etc.) to be eligible for a makeup exam.

Make up exams must be completed within 2 calendar days of the student's return to school from absence. You must schedule an appointment at the Study Skill Center (760) 760-355-6390 to take the test in there.

Please note that each exam represents 25% of your final course grade. Therefore, if you miss an exam and do not make it up, the best grade you can get in the course is 75%, a C, and that is only if you achieve 100% on the other exam. Throughout my many years teaching I have observed that students who miss an exam and do not make it up almost always get a F in the course, at best a D. Obviously, if you intend to pass the course, you must take all the exams.

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%

Final = 25 %

Lecture Questions = 20%

Postcard Project = 25%

Participation = 5%

Mid Term = 100 Points

Final = 100 Points

Lecture Questions = 80 points

Postcard Project = 100 points

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.

- [Canvas Support Site](#). The Canvas 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 & Week	Activity, Assignment, and/or Topic	Due Dates/Tests
<u>Week 1</u> M, June 19	<ul style="list-style-type: none"> • Syllabus and Introduction. • Native Americans Culture and History. 	
T, June 20	<ul style="list-style-type: none"> • Native Americans Culture and History • European Empires in North America 	
W, June 21	<ul style="list-style-type: none"> • European Empires in North America 	
Th, June 22	<ul style="list-style-type: none"> • African Society 1400s to 1700s & The Arrival of Slaves to North America / • Show examples of the Postcard Project 	
<u>Week 2</u> M, June 26	<ul style="list-style-type: none"> • Colonies in North America 	
T, June 27	<ul style="list-style-type: none"> • Salem Witch Trials 	
W, June 28	<ul style="list-style-type: none"> • 1700s in the Colonial America & The American Revolution 	
Th, June 29	<ul style="list-style-type: none"> • The Struggles of a New Nation 	
<u>Week 3</u> M, July 3	<ul style="list-style-type: none"> • Louisiana Purchase and the Environmental Change it Had to the West. 	
T, July 4	<ul style="list-style-type: none"> • NO CLASS 	

Imperial Valley College Course Syllabus – History 120 (Summer 2017)

W, July 5	<ul style="list-style-type: none"> • Louisiana Purchase and the Environmental Change it Had to the West. 	Study for Mid-Term
Th, July 6	<ul style="list-style-type: none"> • <u>Mid-Term</u> 	
<u>Week 4</u> M, July 10	<ul style="list-style-type: none"> • War of 1812 (American Exceptionalism) 	
T, July 11	<ul style="list-style-type: none"> • Era of Good Feelings 	
W, July 12	<ul style="list-style-type: none"> • Manifest Destiny & the Trial Tears 	
Th, July 13	<ul style="list-style-type: none"> • Mexican American War 	
<u>Week 5</u> M, July 17	<ul style="list-style-type: none"> • The Struggles of the Mexicans in the Southwest 	
T, July 18	<ul style="list-style-type: none"> • The Irish Immigrant Experience in the U.S. 	
W, July 19	<ul style="list-style-type: none"> • The Chinese Experience in the U.S 	
Th, July 20	<ul style="list-style-type: none"> • Slavery and Southern Society (Before U.S. Civil War) 	
<u>Week 6</u> M, July 24	<ul style="list-style-type: none"> • Slavery and Southern Society (Before U.S. Civil War) 	
T, July 25	<ul style="list-style-type: none"> • Causes of the U.S Civil War 	Postcard Project is Due
W, July 26	<ul style="list-style-type: none"> • Review for Final 	
Th, July 27	<ul style="list-style-type: none"> • <u>Final.</u> 	

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