

Basic Course Information

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|-------------------|-----------------------|---------------------|--|
| Semester: | Fall 2017 | Instructor Name: | Monica Ketchum |
| Course Title & #: | HIST 120 | Email: | Monica.Ketchum@imperial.edu |
| CRN #: | 10584 | Webpage (optional): | N/A |
| Classroom: | 1603 | Office #: | 809 |
| Class Dates: | 8/14-12/8/2017 | Office Hours: | By Appointment |
| Class Days: | Tues | Office Phone #: | 928-344-7646 |
| Class Times: | 6:30pm-9:40pm | Emergency Contact: | Email or phone instructor or phone Dept Secretary (355-6144) |
| Units: | 3 | | |

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)

Course Prerequisite(s) and/or Corequisite(s)

N/A

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:

1. 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:

2. Describe the peoples and cultures existing in North America before European contact;
3. Describe European exploration of North America and early colonization efforts;
4. Describe the British colonies of North America and explain the role of the colonies within the British Empire.
5. Discuss and analyze labor relations, indentured servants and slavery in British North America;
6. Understand colonial-Native American and U.S.-Native American relations;
7. Understand the factors that led to the American Revolution and the key events, personalities and effects of the Revolutionary War;
8. Understand how the American political and legal system was created and how it functioned in the early national period;
9. Identify important political trends and figures and the rise of political parties in ante-bellum America;
10. Understand U.S. foreign policy before 1877;
11. Explain the evolution of the market economy of the nineteenth century;
12. Explain how technology shaped culture, social arrangements, leisure, family life, and work;
13. Understand how immigrants impacted society, politics and culture;
14. Explain the status of women before 1877;
15. Understand the role of sectionalism in early American history;
16. Describe how religion impacted society, intellectual currents, and political thought;
17. Analyze Westward expansion, Manifest Destiny and the Mexican-American War;
18. Discuss the major factors that led to the Civil War and the key events and personalities of that war;
19. Understand the significance of the Civil War on society, race relations, economics, and politics;
20. 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

Required Textbook: Keene, Jennifer D., et al. (2015). *Visions of America: A History of the United States, Vol. 1 to 1877* (3rd/e). Pearson Education. ISBN: 978-0-205-99710-7

Useful Resources:

HistoryNet: www.historynet.com Access to a collection of articles from U.S. history magazines

Our Documents: www.ourdocuments.gov A collection of the most important documents from U.S. history

Plagiarism.org: www.plagiarism.org A resource to learn how to avoid plagiarism.

EasyBib: www.easybib.com Learn how to cite and format your sources.

Course Requirements and Instructional Methods

The instructional methods for this course include lecture, discussion, group activities, and audio-visual presentations. In addition to in-class activities, students are expected to access Canvas to complete quizzes and submit assignments, and to complete reading and research assignments outside of class.

Grades will be earned by completing an assortment of learning activities, exams, assignments and participation.

1. 32% Assignments Weekly homework exercises based on the readings, primary and secondary sources will be assigned. Assignments are due at the beginning of class each week and may be submitted through links in Blackboard or in class.

2. 28% Quizzes Chapter quizzes that serve as a review of the material from the readings will be assigned each week. Each quiz will consist of 20 multiple-choice and true/false questions. Quizzes are open-book and are to be completed in Canvas outside of class. Up to three attempts are allowed per quiz.

3. 20% Exams Two closed-book exams will be given based on the readings, lectures and multi-media resources. The exams will consist of a variety of questions, including multiple-choice, fill-in-the-blanks, short answer and essay questions.

4. 10% Project Students will complete a research project that includes a class presentation. Details about the project and requirements are outlined in a separate handout.

5. 10% Attendance & Class Participation Students are expected to come to class prepared and actively participate in class discussions and group activities. Points will be deducted for absences and awarded for participation in graded class discussions and group work.

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

The course grade is based on total points accumulated during the semester. It is possible to earn a total of up to 1000 points for the class. Grades are calculated as follows:

A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 0-599 points

Late assignments will not be accepted. Make up exams are only available to students who have a serious illness or valid excuse that makes it impossible to take the regularly scheduled exam.

Attendance

- *History courses take a thematic and chronological approach, therefore absences can leave gaps that cannot easily be filled. Students are responsible for all materials, assignments and information given in class regardless of whether you were in class. In-class assignments and activities **can not** be made up, therefore, poor attendance will severely impact your grade in the course.*

- 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 LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 provide basic health services for students, such as first aid and care

for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The

college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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

| Week/Dates | Lecture Topic and Reading Assignment | Assignments & Activities |
|-----------------------|---|---|
| Week 1 August 15 | <i>Syllabus & Introduction</i> <i>Lecture: Why Study History? & The First Americans</i> Introduction to Canvas | Introduction Assignment Due (in Canvas) 8/22 |
| Week 2 August 22 | <i>The Atlantic World to 1590</i> Review Resources in Canvas Week 2 Read Chapter 1 in <u>Visions of America</u> before class | Assignment #1 & Chapter 1 Quiz (Canvas) due 8/29 |
| Week 3 August 29 | <i>English Colonial Societies (1590-1710)</i> Review resources in Canvas Week 3 Read Chapter 2 in <u>Visions of America</u> before class | Assignment #2 & Chapter 2 Quiz due 9/5 |
| Week 4 September 5 | <i>Colonial America (1710-1763)</i> Review resources in Canvas Week 4 Read Chapter 3 in <u>Visions of America</u> before class | Assignment #3 & Chapter 3 Quiz due 9/12 |

| Week/Dates | Lecture Topic and Reading Assignment | Assignments & Activities |
|---------------------------|--|--|
| Week 5 September 12 | <i>Revolutionary America (1764-1783)</i> Review resources in Canvas Week 5 Read Chapter 4 in <u>Visions of America</u> before class | Assignment #4 & Chapter 4 Quiz due 9/19 |
| Week 6 September 19 | <i>Creating a Workable Government (1783-1789)</i> Review resources in Canvas Week 6 Read Chapter 5 in <u>Visions of America</u> before class Civil War Project Assigned (Due 11/14) | Assignment #5 & Chapter 5 Quiz due 9/26 |
| Week 7 September 26 | <i>The New Republic (1789-1800)</i> Review resources in Canvas Week 7 Read Chapter 6 in <u>Visions of America</u> before class | Assignment #6 & Chapter 6 Quiz due 10/3 |
| Week 8 October 3 | <i>Jeffersonian America (1800-1824)</i> Review resources in Canvas Week 8 Read Chapter 7 in <u>Visions of America</u> before class | Assignment #7 & Chapter 7 Quiz due 10/10 Review for Mid-Term Exam |
| Week 9 October 10 | <i>Democracy and American Culture (1820-1840)</i> Review resources in Canvas Week 9 Read Chapter 8 in <u>Visions of America</u> before class | Mid-Term Exam 10/10 Assignment #8 & Chapter 8 Quiz due 10/17 |
| Week 10 October 17 | <i>The American Economy (1815-1848)</i> Review resources in Canvas Week 10 Read Chapter 9 in <u>Visions of America</u> before class | Assignment #9 & Chapter 9 Quiz due 10/24 |
| Week 11 October 24 | <i>Revivalism, Reform, and American Renaissance (1820-1850)</i> Review resources in Canvas Week 11 Read Chapter 10 in <u>Visions of America</u> before class | Assignment #10 & Chapter 10 Quiz due 10/31 |
| Week 12 October 31 | <i>Westward Expansion and Manifest Destiny (1840-1848)</i> Review resources in Canvas Week 12 Read Chapter 11 in <u>Visions of America</u> before class | Assignment #11 Chapter 11 Quiz due 11/7 |
| Week 13 November 7 | <i>Sectionalism and Secession (1848-1861)</i> Review resources in Canvas Week 13 Read Chapters 12 in <u>Visions of America</u> before class | Assignment #12 Chapters 12 Quiz due 11/14 |
| Week 14 November 14 | <i>The Civil War (1861-1865)</i> Review resources in Canvas Week 14 Read Chapter 13 in <u>Visions of America</u> before class | Project Due 11/14 Project Presentations Assignment #13 & Chapter 13 Quiz due 11/28 |
| Nov 21 | <i>Thanksgiving Break November 20-24~No Classes</i> | |
| Week 15 November 28 | <i>Reconstruction (1863-1890) and Wrap Up</i> Review resources in Canvas Week 15 Read Chapter 14 in <u>Visions of America</u> before class | Assignment #14 & Chapter 14 Quiz due 12/5 Review for Final Exam |
| Week 16 December 5 | <i>Final Exam</i> Review Study Guide in Canvas Final Exam Folder | In-class Exam begins at 5pm 12/7 |

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