

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Michael Aguirre
Course Title & #:	Hist 120: United States History: Prehistory to Reconstruction	Email:	michael.aguirre@imperial.edu
CRN #:	10573	Webpage (optional):	Canvas
Classroom:	204	Office #:	809
Class Dates:	13 Aug.—08 Dec. 2018	Office Hours:	Wednesdays, 3-4 PM
Class Days:	M, W	Office Phone #:	N/A
Class Times:	4:20—5:45 PM	Emergency Contact:	Via email. If it is a dire situation, please call the department secretary, Elvia Camillo: 760-355-6144
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)

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 and analyze the key information contained in a primary source document. (ILO1, ILO2)

Course Objectives

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

The following textbook is required for the course for all students:

Schaller, Michael, et al. American Horizons: U.S. History in a Global Context, Volume 1. Third Edition, 2018. Oxford University Press. ISBN: 978-0-19-065948-6.

- The textbook is available at the bookstore at IVC. However, other options may be available on-line from the publisher – website: www.oup.com or from other vendors. If you buy from other websites, be sure to get the correct volume and edition of the textbook – Volume 1, 3rd edition.
- You may also choose to purchase an electronic book instead of a regular paperback textbook. These ebooks are usually significantly cheaper than the physical book but cannot usually be resold or loaned to others.
- Copies of the textbooks are available at the Spencer Library in the Reserved section. Students can borrow the book for two hours and use it in the library to read and complete assignments for the course. Go to the main desk to request the book.

Course Requirements and Instructional Methods

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.

Reading Assignments

- Reading the textbook is critical for success in this course.
- You are expected to read the material before the day that is listed in the schedule and be prepared to discuss the assigned readings in class. Students who complete the reading assignments before class are better able to ask questions or get clarifications during class and consequently often get better grades in the course.
- Each chapter in the book is about 25 - 30 pages long and we are reading about one chapter each week. Each week you will spend about 3 hours in class and at least 6 hours outside of class reading, studying, working on assignments and preparing for exams. Please be ready to invest the amount of time required to read, reflect on, comprehend, and review the material in order to be successful in this course. I also supply supplementary readings on Canvas.

Classroom Activities

- Each class period will consist primarily of lecture and discussion. Interesting and informative discussion requires that students be prepared for class by having read the material. During the class period we may also have some class activities that require participation by all students. These activities will usually require the use of your textbook and/or other materials, so please bring your books to class and Canvas readings (when applicable) every day so that you will be able to participate in any activities.
- During some classes we will have video presentations. These videos have been chosen to highlight a particular aspect of history, or present a viewpoint that adds to our understanding of past attitudes and concerns. Videos, therefore, are an integral part of the classroom experience; they are not entertainment

or time wasters. You may see questions on the exams that refer directly to information from the video presentations. Please take notes accordingly.

Assignments

- Assignments will be due on the date indicated on the assignment. You will be given most assignments about one to two weeks before they are due.
- Paper Prompts will be posted on Canvas as indicated in the course calendar. For Paper 2, you may choose to write on either 2A or 2B.
- Everyone is required to complete all of the assignments.

Late Assignments

- Late assignments are accepted but are strongly discouraged. Except under extraordinary circumstances and with my specific permission, assignments that are turned in late will have 10% deducted for each calendar day the assignment is late. Since 10% is deducted for each day an assignment is late, after 10 days there is no point in turning in anything late since it will be worth nothing.
- If you are absent from class on the day an assignment is due you are still required to turn it in on time. You can email your work, send it with a friend, turn it in early, or bring it to my office and leave it with the department secretary. As long as I receive it on or before the due date there will be no penalty.

Exams

- There will be three exams (two midterms, one final) during the course covering the material in the textbook, as well as all the material presented in class. Each exam will be worth 20% and consist of objective questions (multiple choice, true/false, matching, etc.), map identification, and short essay.
- Exams can be made up only for serious reasons that are beyond the ability of the student to control (for example: serious illness, required military service, etc.). 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.) in order to be eligible for a makeup exam.
- Make up exams must be completed within 10 calendar days of the student's return to school from absence. You must schedule an appointment to come to my office to make up the exam outside of class.
- If you miss an exam and do not take the makeup exam you will receive an F as your final grade regardless of the quality of the rest of your work. Or you may elect to drop the class instead. You cannot get a passing grade if you do not take all three exams.

Extra Credit

- Throughout the semester I may offer students the chance to earn extra credit points for participating in educational opportunities outside of class. If and when these are available I will announce them in class.
- Regardless of the number and type of a student participates in, each student may earn no more than 3% of the course grade in extra.

Course Grading Based on Course Objectives

- Students earn grades based on the level of achievement of course material mastery and not on the level of effort expended. My grade of any assignment or exam is final without evidence of fraud, bad faith or error on my part. I will be happy to meet with you privately should you wish to discuss the criteria and reasoning I used to assign a particular grade on your work. I have been known on rare occasions to make mathematical miscalculations of grades. If this should occur the error will be corrected immediately upon presentation by the student.

- Grades are determined based on the following scale:

90% - 100% A

80% - 89% B

70% - 79% C

60% - 69% D

59% or lower F

- Grade Breakdown

Paper 1 (1-2 pages): 10%

Paper 2 (3-4 pages): 20%

Midterm 1: 20%

Midterm 2: 20%

Final: 20%

Participation: 10%

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.
- 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, only students enrolled in the class may attend; children are not allowed.

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

	Topics	Readings/Assignments
Week 1		
M: 8/13	Introduction	
W: 8/15	Early Indigenous Americas	Ch. 1, pp. 4-25
Week 2		
M: 8/20	Looking East from Indian Country	Ch. 1, pp. 25-36 Ch. 2, pp. 42-51
W: 8/22	The First Age of Globalism: Early European Colonies in the Americas	Ch. 2, pp. 51-71 *Prompt for Paper 1
S: 8/25	(last day to add course)	
Week 3		
M: 8/27	Differences in Colonial Societies, 1565 - 1640	Ch. 3, pp. 78-98
W: 8/29	European Wars in North America; Native Resistance	Ch. 3, pp. 98-110 *Paper 1 due
Week 4		
M: 9/3	No Class: Labor Day	
W: 9/5	European Imperialism, Trade, Power, Race	Ch. 4 (all)
Week 5		
M: 9/10	Slavery, Migration, Economic Change	Canvas: Equiano and Harrower *Prompt for Paper 2A
W: 9/12	Renewed Faith; The French and Indian War	Ch. 5, pp. 175-191
Week 6		
M: 9/17	Crown Policy and Colonial Discontent	Ch. 6, pp. 195-211
W: 9/19	Ideas of Independence	Ch. 6, pp. 211-224
	Midterm: Chs. 1-5	Bring Bluebooks
Week 7		
M: 9/24	Organization of a Revolt	Ch. 7, pp. 227-238
W: 9/26	The American Revolution and the Constitution	Ch. 7, pp. 238-257 *Paper 2A due

	Topics	Readings/Assignments
Week 8		
M: 10/1	Nation Building, Political Parties	Ch. 8, pp. 262-274
W: 10/3	Second War of Independence, 1812	Ch. 8, pp. 274-291
		Canvas: Naturalization Act of 1790; Sedition Act of 1798
Week 9		
M: 10/8	Territorial Expansion	Ch. 9, pp. 296-315
W: 10/10	The Monroe Doctrine	Ch. 9, pp. 315-327
		Canvas: Monroe Doctrine
Week 10		
M: 10/15	The Development of U.S. Market Systems, Labor, and Slavery	Ch. 10, pp. 332-344
W: 10/17	Expanding the “Public” Sphere	Ch. 10, pp. 344-360
Week 11		
M: 10/22	Andrew Jackson and Indian Removal	Canvas: Mankiller and Remini *Prompt for Paper 2B
W: 10/24	Migration, Factories, Women Workers	Ch. 11, pp. 373-398
Week 12		
M: 10/29	Midterm 2: Chs. 6-10	Bring Bluebooks
W: 10/31	Slavery, Abolitionism, Defenders of Slavery	Ch. 12 (all)
S: 11/3	(last day to drop with a W)	
Week 13		
M: 11/5	Manifest Destiny, War with Mexico (1846-1848)	Ch. 13, pp. 437-456
W: 11/7	Living in Bondage	PBS Documentary *Paper 2B due
Week 14		
M: 11/12	No Class: Veterans Day	
W: 11/14	The Tide Against the Peculiar Institution	Ch. 13, pp. 456-466
11/19; 11/21	No Classes: Thanksgiving Break	
Week 15		
M: 11/26	Secession and the Civil War	Ch. 14, pp. 469-477, 486-491 Canvas: South Carolina secession)
W: 11/28	Reconstruction I	Ch. 15, pp. 505-521
Week 16		
M: 12/3	Reconstruction II	Ch. 15, pp. 521-537

	Topics	Readings/Assignments
		Canvas: Selection from W. E. B. Du Bois, <i>Black Reconstruction</i>
W: 12/5	Final: Chs. 11-15	Bring Bluebooks

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