

### Basic Course Information

<b>Semester:</b>	Spring, 2019	<b>Instructor Name:</b>	Lisa Solomon
<b>Course Title &amp; #:</b>	HIST 120	<b>Email:</b>	lisa.solomon@imperial.edu
<b>CRN #:</b>	20558	<b>Webpage (optional):</b>	N/A
<b>Classroom:</b>	402	<b>Office #:</b>	Room 807
<b>Class Dates:</b>	Feb. 11 - June 5, 2019	<b>Office Hours:</b>	M 11:30 am- 1:00 pm T 2:00 pm- 3:00 pm W 11:30 am- 2:00 pm R 1:00 pm –2:00 pm
<b>Class Days:</b>	MW	<b>Office Phone #:</b>	760-355-6453
<b>Class Times:</b>	9:40-11:05am	<b>Emergency Contact:</b>	760-355-6144
<b>Units:</b>	3		

I am available for meetings with students beyond the class hours. However, because of other obligations, students should contact me to set up an appointment. Contact can be made before or after class, by email, or by voice mail.

### 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 social, political, economic, racial, gender, 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.

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

None.

### 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; (2) describe the causes and/or impact of a historical event; and (3) explain and analyze the key information contained in a primary source document.

### 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.

### Textbooks & Other Resources or Links

**Required:** *US History*. Go to <https://openstaxcollege.org/students> to access the text. There is no cost for the digital version. Printed copies are available for order through OpenStax, or may be purchased at the College Bookstore. ISBN for the PDF: 978-1-947172-08-1. ISBN for the print version: 978-1-938168-36-9.

**Strongly Recommended:** *United States History Anthology, Volume I. (Preliminary Edition)*, is published and distributed by Cognella Academic Publishing. To purchase the textbook, visit

<https://students.universityreaders.com/store/>

1. Create an account or login if you have an existing account.
2. Select your state and then your university from the dropdown menu.
3. Scroll to find your course listing and select your textbook from the list of available course materials. Choose your preferred textbook format, and follow the checkout instructions to complete your purchase. Payment can be made using all major credit cards.

The pricing information for the text is as follows:

Print Price: **\$89.95**

Digital Price: **\$80.95**

The prices listed above are what you'll pay if you purchase your course materials directly from Cognella via their Student Store. The prices reflect a 20% discount off the title's suggested retail value.

If you experience any difficulties while ordering your text, please email [orders@cognella.com](mailto:orders@cognella.com) or call 800.200.3908 ext. 503

**Recommended:** Longman Advanced American Dictionary, 3rd edition. ISBN 9781447913139. The 2nd edition is also acceptable for this class, as is any comparable dictionary.

Additional readings or articles may be presented or assigned by me as deemed relevant.

### Course Requirements and Instructional Methods

**Exams:** There will be four exams (two shorter tests, Midterm and Final). All will be based on the text, any additional readings, lectures (which includes Power Point presentations), and videos. Only one make-up exam will be given to a student during the semester, and must be scheduled with me. Make-up exams may be used only if the original exam was not taken at the scheduled time due to illness or verified family or work emergency, and I am notified before the test. Any make-up exams scheduled for more than three school days after the original test date face a point reduction of 25%. I will not approve any make-up test scheduled later than one (1) week after the original test date. There is NO make-up available for the last exam!

**Writing Requirement:** Students will be required to complete four written assignments. Information on these assignments will be presented by me.

**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

Grading: The course maximum is 1000 points, based on the following:

Discussion/Participation	190 points (approx. 6 pts. per class)
Exams (two @ 60 points each)	120 points
Assignments (four @ 60 points each)	240 points
Midterm	150 points
Final	300 points

Grading will be based on total points, as follows: A = 901 – 1000 pts.      B = 801 – 900.5 pts.  
C = 701 – 800.5 pts.      D = 601 – 700.5 pts.  
F = 0 – 600.5 pts.

Discussion points will be deducted when a student is late (1 point each time), and/or when a student disrupts the class by talking during the lecture or videos loud enough to disturb other students (or for me to hear you), has a cell phone ring during class, etc. (1/2 point each time). Points can only be earned by a student who asks questions and/or participates in classroom discussions/activities. Points are not earned simply for attendance. I reserve the right to have students complete additional work in class. Any such work will have points added to what is shown above. I do NOT offer extra credit work.

Letter grades will not be included on tests and assignments. They will only be used for the final course grade.

### Attendance

A student who fails to attend the first meeting of a class will be dropped by me 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 the [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 *provided that the student notified me prior to the event.*

### Classroom Etiquette

Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by me.

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 me.

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.

## 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 I 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](mailto: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](mailto: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

The readings are to be done before class. **This schedule is subject to change without notice.** NOTE: Some of the video content is graphic, and may be difficult for any student dealing with PTSD. Please let me know if this applies to you, and take necessary steps to take care of yourself.

OS = OpenStax

HA – United States History Anthology

Date	Class Content	Reading
Feb. 11	Syllabus; introduction to the class <b>In-class essay</b>	None
Feb. 13	Deep learning; making History personal; exploration	OS chapter 1
Feb. 18	NO CLASS – Holiday	
Feb. 20	Spanish colonization <b>Assignment #1 on Canvas</b>	OS chapter 2, pages 63-67 HA chapter 1
Feb. 25	Europeans in North America; English colonies <b>Assignment #1 to be turned in</b>	OS pages 67-90
Feb. 27	Slavery and race	HA chapter 2a
Mar. 04	Great Britain and the English colonies; prep for test	OS pages 95-105 (to 4.3)
Mar. 06	Slavery, religion, and economics	OS pages 105-114 (4.3 to 4.5) HA chapter 2b
Mar. 11	<b>Test #1</b>	

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Mar. 13	Wars for empire and control	<i>OS</i> pages 114-119 (start at 4.5)
Mar. 18	Dissent and ideas of self-government	<i>OS</i> chapter 5
Mar. 20	Revolutionary War <b>Assignment #2 on Canvas</b>	<i>OS</i> chapter 6, pages 183-194
Mar. 25	A new republic <b>In-class essay</b> <b>Assignment #2 to be turned in</b>	<i>OS</i> pages 195-207 and 213-214 <i>HA</i> chapter 3
Mar. 27	Slavery and growth <b>Midterm questions on Canvas</b>	<i>OS</i> pages 211-213 (to “Bill of Rights”), 214-232 (to 8.4) <i>HA</i> chapter 4b (“Sacajawea”)
Apr. 01	War of 1812; Industry	<i>OS</i> pages 232-237 and 243-250 (to “Workers...”)
Apr. 03	<b>Midterm exam</b>	
Apr. 08	Workers, expansion, policies, and social classes	<i>OS</i> pages 250-268 <i>HA</i> chapter 4a
Apr. 10	Jacksonian Era	<i>OS</i> chapter 11, pages 301-310 (to 11.3) <i>HA</i> chapter 4b (“Choctaw Nation”)
Apr. 15	Reform and social movements; <b>Assignment #3 on Canvas</b>	<i>OS</i> pages 351-354 (to 12.4), chapter 13 <i>HA</i> chapter 6 (“Women’s Suffrage”)
Apr. 17	Texas and war with Mexico <b>Assignment #3 to be turned in</b>	<i>OS</i> pages 310-319 <i>HA</i> chapter 4b (“Two Silver Pesos”)
Apr. 22-26	NO CLASS – Spring Break	
Apr. 29	Gold Rush, California Slavery and the Compromise of 1850	<i>OS</i> pages 320-326, 331-351 <i>HA</i> chapter 5 and chapter 6 (“Colonization”)
May 01	Challenges to slavery	None
May 06	<b>Test #2</b>	
May 08	Early ideas of invasion Discussion	<i>OS</i> pages 354-357
May 13	Early 1850s	<i>OS</i> pages 354-357 and 389-402 (to “Bleeding Kansas”)
May 15	Late 1850s	<i>OS</i> pages 402-412 <i>HA</i> chapter 7
May 20	Lead-up to 1861; Civil War begins <b>In-class essay</b> <b>Assignment #4 on Canvas</b>	<i>OS</i> pages 413-414
May 22	Civil War <b>Assignment #4 to be turned in</b>	<i>OS</i> chapter 15 <i>HA</i> chapter 8 (first three titles)
May 27	NO CLASS – Memorial Day	
May 29	Civil War ends; assassination <b>Final exam questions on Canvas</b>	<i>HA</i> chapter 8 (“Hearth and Home”)

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June 03	Reconstruction	<i>OS</i> chapter 16 <i>HA</i> chapter 9
June 05	<b>Final Exam</b>	

