

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Isaac Godsey</b>
Course Title & #:	<b>HIST120, US History: Prehistory to Reconstruction</b>	Email:	<b>Isaac.godsey@imperial.edu</b>
CRN #:	<b>20558</b>	Units:	<b>3.0</b>
Classroom:	<b>Online</b>	Office Hours:	<b>Mon/Wed: 6:00 pm – 7:20 pm</b>
Class Dates:	<b>February 16, 2021 to June 12, 2021</b>	Emergency Contact:	<b>760-960-1053</b>

### 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)

### 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



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**Required:** *US History*. Go to <https://openstax.org/books/us-history/pages/1-introduction> access the text (dark blue background with “US History” on the cover).

There is no cost for the digital version.

Printed copies:

Available for order through OpenStax: Go to <https://openstax.org/details/books/us-history> and click “Order a Print Copy”

A copy may be purchased through the IVC Bookstore: <https://www.bkstr.com/imperialvalleystore/home>

The ISBN for the print version: 978-1-938168-36-9.

You can also download a pdf: [https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/U.S. History.pdf](https://d3bxy9euw4e147.cloudfront.net/oscms-prodcms/media/documents/U.S._History.pdf)

**Recommended:** An English dictionary

### Course Requirements and Instructional Methods

This course will consist of assignments and discussion board conversations aimed at getting you to read, research, and write about history and how it pertains to the present. Toward this end, each week will include a variety of assignments designed to get students analyzing primary sources, identifying historical and cultural threads, and thinking critically about our place in history.

**Introduction:** Each student will be required to write or film a general introduction of themselves. This is important in an online class because it helps build a sense of community between the individuals in the class. Guidelines (mostly just ideas to get students going) and a link to instructions on how to film an intro will be provided in the introduction discussion post. **Posting an introduction by the end of week one will be considered “attending the first class session.” If a student does not complete an introduction by the end of week one, they will be dropped from the course.**

**Modules:** Each week, students will be presented with a module. A module might include youtube videos, links to online resources (like an online art gallery or links to primary sources), or topics for students to research on their own. In addition to these sources of information, each module will include a discussion, a chapter quiz, and an assignment.

**Discussions:** Each module will consist of 1-2 discussion boards, and students must follow the directions for each discussion and then reply to other students’ posts. The discussion boards are meant to get students thinking and talking about the events and issues that come up in the readings and other sources.

Students will make a minimum of one discussion post (**250 words minimum**) and then reply (**150 words minimum**) to **two (2)** of their classmates’ posts. **Discussion posts are due by Thursday** of the week the module is released and discussion **replies are due by Sunday**. It is recommended that students post earlier in the week and then monitor the boards for opportunities to continue discussing the topics from the course.

**Chapter Quizzes:** There will also be a quiz each week designed to test students’ knowledge of the text. These will be short, open book/open note quizzes designed to make sure students have read and understood the module’s assigned reading.

**Assignments:** Each module will consist of an assignment. The assignments will generally ask students to analyze a number of sources or other pieces of information and then write about their thoughts. Assignments are

generally designed to get students thinking about how the past A) built the present, and B) how we in the present can interpret our past in order to plan for the future. As such, these assignments will often ask the student to talk about events or issues from the modules and then add their own opinions on how this affects the present and/or future.

**Exams:** There will be a midterm and final exam, each of which will ask the students to

- Identify key terms and explain their significance
- Write about the general narrative arc of important events and eras in history
- Write about how the historical events' ramifications are still seen/dealt with today

### Course Grading Based on Course Objectives

The course will consist of 1000 possible points:

Discussions: 14 @ 10 points each = 140 points (14% of total grade)

Assignments: 12 @ 22.5 points each = 270 points (27% of total grade)

Chapter Quizzes: 14 @ 10 points each = 140 points (14% of total grade)

Midterm: 150 points (15% of total grade)

Final: 300 points (30% of total grade)

Letter grade will be based on total points as follows:

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

### Course Policies

**Attendance:** This class will meet through online, Canvas platform. Students are assigned course work on a weekly basis. Students who do not sign onto the Canvas class platform at least one a week and actively participate in class discussions, course assignments or other activities will be considered NO SHOWS and may be dropped from the class without notice.

**Etiquette:** As this class utilizes web-enhanced study aides and resources, this section applies to all students enrolled in this class. Because online interactions lack the same social consequences of face to face interactions, it is important for students in online classes to pay extra attention to the rules of social etiquette as well as learning some basic online rules.

Students are to comply with the following rules:

(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 (!!!!)].

**Due Dates:** Assignments will have due dates clearly marked in bold. Any work not turned in by the due date can be submitted for a 5 percent (.5 points) deduction per day the assignment is late. For example, if an

assignment is turned in three days late, it would be granted no more than 85% (8.5 points). If a student a valid emergency or other circumstance that prevents work from being turned in, they must notify me by email.

### **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](https://www.imperial.edu/courses-and-programs/catalogs-and-schedules/) (<https://www.imperial.edu/courses-and-programs/catalogs-and-schedules/>) 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.

## **IVC Student Resources**

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

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, and check the links for each service to get more information about hours and access.

### **How do I access services now that we are mostly online?**

- 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](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)).



- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
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#### **What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### **Guidelines for using parking WIFI:**

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- **No parking permit required**

**If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.**

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## **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. When campus is open, 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. Check the links for each service to get more information about hours and access.

- [Student Health Center](#). A Student Health Nurse is available on campus, but you must make an appointment. 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 or when campus reopens, 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 for appointments, or when campus reopens visit Room 1536, for 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. When campus reopens, the Center is located in Building 600 (Office 624), telephone 760-355-6141. Check the link to get more information about hours and access.

## **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website <http://www.imperial.edu/students/eops> for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

## **Student Equity Program**

The Student Equity & Achievement 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. SEA addresses disparities



and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### 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](#).

### Anticipated Class Schedule

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb 16 – Feb 21	Chapter 1: The Americas, Europe, and Africa Before 1492 Class Introduction Discussion Post Assignment 1 Available in Canvas	<b>Read</b> Chapter 1 <b>Introduction</b> post by Feb 21 <b>Assignment 1</b> Due Feb 21 <b>Quiz 1</b> Due Feb 21 <b>Discussion #1</b> post by Mar 18 <b>Discussion #1</b> replies by Feb 21
Week 2 Feb 22 – Feb 28	Chapter 2: Early Globalization: The Atlantic World, 1492-1650 Chapter 3: Creating New Social Orders: Colonial Societies, 1500-1700	<b>Read</b> Chapter 2 <b>Read</b> pages 63-71 (Sections 3.1 & 3.2) <b>Assignment 2</b> due Feb 28 <b>Quiz 2</b> due Feb 28 <b>Discussion #2</b> post by Feb 25 <b>Discussion #2</b> reply by Feb 28
Week 3 Mar 1 – Mar 7	Chapter 3 (continued): Creating New Social Orders: Colonial Societies, 1500-1700 Chapter 4: Rule Britannia! The English Empire, 1660-1763	<b>Read</b> pages 72-94 (Sections 3.3 & 3.4) <b>Read</b> Chapter 4 <b>Assignment 3</b> due Mar 7 <b>Quiz 3</b> due Mar 7 <b>Discussion #3</b> post by Mar 4 <b>Discussion #3</b> reply by Mar 7



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 4 Mar 8 – Mar 14	Chapter 5: Imperial Reforms and Colonial Protests, 1763-1774	<b>Read</b> Chapter 5 <b>Assignment 4</b> due Mar 14 <b>Quiz 4</b> due Mar 14 <b>Discussion #4</b> post by Mar 11 <b>Discussion #4</b> reply by Mar 14
Week 5 Mar 15 – Mar 21	Chapter 6: America’s War for Independence, 1775-1783	<b>Read</b> Chapter 6 <b>Assignment 5</b> due Mar 21 <b>Quiz 5</b> due Mar 21 <b>Discussion #5</b> post by Mar 18 <b>Discussion #5</b> reply by Mar 21
Week 6 Mar 22 – Mar 28	Chapter 7: Creating Republican Governments, 1776-1790	<b>Read</b> Chapter 7 <b>Discussion #6</b> post by Mar 25 <b>Discussion #6</b> reply by Mar 28
Week 7 Mar 29 – Apr 4	<b>Midterm</b>	
Apr 5 – Apr 11	<b>Spring Recess; No class</b>	<b>Enjoy Break!</b>
Week 8 Apr 12 – Apr 18	Chapter 8: Growing Pains: The New Republic, 1790-1820 Chapter 9: Industrial Transformation in the North, 1800-1850	<b>Read</b> Chapter 8 <b>Read</b> pages 243-259 (Sections 9.1 & 9.2) <b>Assignment 6</b> due Apr 18 <b>Quiz 6</b> due Apr 18 <b>Discussion #7</b> post by Apr 15 <b>Discussion #7</b> reply by Apr 18
Week 9 Apr 19 – Apr 25	Chapter 9 (continued): Industrial Transformation in the North, 1800-1850 Chapter 10: Jacksonian Democracy, 1820-1840	<b>Read</b> pages 260-272 (Sections 9.3 & 9.4) <b>Read</b> Chapter 10 <b>Assignment 7</b> due Apr 25 <b>Quiz 7</b> due Apr 25 <b>Discussion #8</b> post by Apr 22 <b>Discussion #8</b> reply by Apr 25
Week 10 Apr 26 – May 2	Chapter 11: A Nation on the Move: Westward Expansion, 1800-1860	<b>Read</b> Chapter 11 <b>Assignment 8</b> due May 2 <b>Quiz 8</b> due May 2 <b>Discussion #9</b> post by Apr 29 <b>Discussion #9</b> reply by May 2
Week 11 May 3 – May 9	Chapter 12: Cotton is King: The Antebellum South, 1800-1860	<b>Read</b> Chapter 12 <b>Assignment 9</b> due May 9 <b>Quiz 9</b> due May 9 <b>Discussion #10</b> post by May 6 <b>Discussion #10</b> reply by May 9
Week 12 May 10 – May 16	Chapter 13: Antebellum Idealism and Reform Impulses, 1820-1860	<b>Read</b> Chapter 13 <b>Assignment 10</b> due May 16 <b>Quiz 10</b> due May 16 <b>Discussion #11</b> post May 13 <b>Discussion #11</b> reply May 16



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<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 13 May 17 – May 23	Chapter 14: Troubled Times: The Tumultuous 1850s	Read Chapter 14 <b>Assignment 11</b> due May 23 <b>Quiz 11</b> due May 23 <b>Discussion #12</b> post May 20 <b>Discussion #12</b> reply May 23
Week 14 May 24 – May 30	Chapter 15: The Civil War, 1860-1865	Read Chapter 15 <b>Assignment 12</b> due May 30 <b>Quiz 12</b> due May 30 <b>Discussion #13</b> post May 27 <b>Discussion #13</b> reply May 30
Week 15 Jun 1 – Jun 6	Chapter 16: The Era of Reconstruction, 1865-1877	Read Chapter 16 <b>Discussion #14</b> post Jun 3 <b>Discussion #14</b> reply Jun 6
Week 16 Jun 7 – Jun 12	<b>Final</b>	

**\*\*\*Subject to change without prior notice\*\*\***