



## Welcome!

I am glad that you are taking this class. While this is a subject that you may think is boring, I promise to make it as engaging and relevant as possible. Over the coming weeks, we will exchange ideas and experiences, learn together (my students teach me something every semester) and, ideally, see our community and ourselves in new ways.

May we also recognize the native peoples on whose land this campus exists: Kumeyaay, Cahuilla, Quechan, and Tupal.

## Basic Course Information

<b>Semester:</b>	Fall, 2021	<b>Instructor Name:</b>	Lisa Solomon
<b>Course Title &amp; #:</b>	HIST 120	<b>Email:</b>	lisa.solomon@imperial.edu
<b>CRN #:</b>	10281		Remember to also check Canvas.
<b>Classroom:</b>	313A	<b>Office #:</b>	Room 409
<b>Class Dates:</b>	Aug. 16-Dec. 08, 2021	<b>Office Hours:</b>	MW 10:00am-11:00am MW 1:30pm - 2:30pm TR 11:30am –1:00pm
<b>Class Days:</b>	MW	<b>Office Phone #:</b>	760-355-6453
<b>Class Times:</b>	2:40-4:05pm	<b>Emergency Contact:</b>	760-355-6144
<b>Units:</b>	3	<b>Class Format:</b>	Face to face (on campus)

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.

## Why History?

We all have a history-whether we think of just ourselves, our families, communities, or of a bigger context. History reminds us that we are human, as were those that came before us. We have great, and not so great, ideas. We will influence the world around us. We make history.

History helps is empathize with other generations. We gain a better understanding of what their lives were like, what tools they used, the jobs they worked to provide for their families.

History inspires and motivates us. Think about the changes in technology. History shows us where the changes/inspirations/motivations came from and why; the people who developed them; the successes and failures.

We learn about trends: more access to education, changes in social movements, cultural influences. There have been changes in times of peace (more and longer) and times of conflict (enemies and tactics).

History has given us millions of ideas. Think about the cars we drive and the phones we use. Does History repeat itself? Yes, sometimes. Can we change it? Yes. Definitely!



## 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.

This course does require a significant amount of reading and writing.

## 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://openstax.org/subjects/humanities> 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.

**Recommended:** Any college level dictionary.

I may assign or post additional readings or articles, as deemed relevant.

## Course Requirements and Instructional Methods

**Tests/Exams:** There will be two shorter tests, the Midterm and the Final. All will be based on the text, any additional readings, lectures (which includes Power Point presentations), and videos. Study guides and grading rubrics will be posted on Canvas.

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 Final exam!

**Writing Requirement:** Students will be required to complete two written assignments. Information on these assignments will be presented and posted on Canvas.

**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. *This means that since this is a 3-credit course, you're responsible for **about six (6) hours of work outside of class each week.** You should use that time to read the textbook, review your lecture notes, study for the exams, and work on the assignments!*

### Course Grading Based on Course Objectives

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

Discussion/Participation	280 points (approx. 9 pts. per class)
Tests (two @ 60 points each)	120 points
Assignments (two @ 75 points each)	150 points
Midterm exam	150 points
Final exam	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.

### Course Policies

**Attendance:** A student who fails to attend the first meeting of a class (without notifying me in advance) 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. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.



Attendance is strongly encouraged, especially since History courses usually take a chronological approach. Therefore, absences can leave gaps that cannot easily be filled. While participation in classroom discussions is not mandatory, it is strongly encouraged and can affect your final grade. At all times, your questions are encouraged and welcomed.

More information and details can be found on Canvas.

**Academic Honesty:** There are many different forms of academic dishonesty. The following are the most common: Plagiarism (written work) and cheating (primarily but not limited to exams). More information on each can be found on Canvas.

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.

PLEASE MAKE SURE THAT CELL PHONES AND/OR PAGERS ARE TURNED OFF DURING CLASS. Any student whose cell phone and/or pager disrupts the class will be asked to leave the room and handle the call. Any device that interrupts an exam will be confiscated and held until the end of the class (NOT when the student has completed the exam). Multiple violations will result in the student being asked to leave the class, and not return until discussing the matter with me.

Food and drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.

Students who practice inappropriate behavior will likely be asked to leave the classroom. That includes talking during videos and/or lectures. Such disruptive behavior can also result in points being deducted from those available for Discussion/Participation. Continued practice of inappropriate behavior means the student will need to meet with the Campus Disciplinary Officer before returning to continue with the coursework. Disciplinary procedures will be followed as outlined in the *General Catalog*. Students who engage in disruptive behavior or leave the room while class is in session will have points deducted from the total possible for Discussion/Participation (see the section on Grading). Make sure you handle all personal needs (restrooms, food, phone calls, etc.) before class begins.

Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Other Course Information

Comments, discussions and questions are encouraged during the class and by email. During class meetings, please treat each other with respect and patience. Respect your classmates' opinions, even if they differ from yours. Anyone who treats a classmate or me in a disrespectful manner will be removed from the class meeting, and I will schedule a meeting with that student before they are allowed to return.



## 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.

## Anticipated Class Schedule/Calendar

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

Please try to do the reading before class. NOTE: Some of the video content is graphic and may be difficult for any student dealing with anxiety or PTSD. Please let me know if this applies to you, and take the necessary steps to take care of yourself.

*Page numbers are based on the PDF version of the textbook. If you have the print version, follow by content or chapter headings noted below.*

Date or Week	Activity, Assignment, and/or Topic	Pages
Aug. 16	Syllabus, intro to the class <b>In class essay</b>	
Aug. 18	Native peoples, Exploration, Spanish colonization	Pp. 7-24 (to 1.3), 33-42 (to 2.2), 52-53, 63-7 (to 3.2)
Aug. 23	Europeans in North America, English colonies	Pp. 42-51, 55-59, 67-72 (to 3.3)
Aug. 25	Slavery and race, Great Britain and the colonies <b>Assignment #1 posted on Canvas (due Aug. 28)</b>	Pp. 24-29, 54, 72-90, 95-114 (to 4.5)
Sep. 01	Wars for empire and control	Pp. 114-119
Sep. 06	NO CLASS – Labor Day	
Sep. 08	Dissent and ideas of self-government	Chap. 5
Sep. 13	Revolutionary War	Chap. 6
Sep. 15	A new republic <b>In-class essay</b>	Chap. 7
Sep. 20	Slavery and growth	Pp. 221-32 (to 8.4), 301-08 (to 11.2)
Sep. 22	War of 1812 <b>Test #1 posted on Canvas (due Sept. 25)</b>	Pp. 232-37
Sep. 27	Industry and workers, expansion, policies	Pp. 243-63 (to 9.4), 308-10 (to 11.3)
Sep. 29	Social classes, Jacksonian era <b>Midterm study guide on Canvas</b>	Pp. 263-68, Chap. 10
Oct. 04	Reform and social movements	Chap. 13
Oct. 06	<b>Midterm exam – on campus</b>	
Oct. 11	Slavery and the Southern way of life	Chap. 12
Oct. 13 -18	Texas and war with Mexico	Pp. 310-19
Oct. 20-25	Gold, California, slavery, and compromise	Pp. 320-26, 390-93



IMPERIAL VALLEY COLLEGE

Date or Week	Activity, Assignment, and/or Topic	Pages
	<b>Assignment #2 posted on Canvas Oct. 20 (due Oct. 23)</b>	
Oct. 27	Early 1850s	Pp. 394-405 (to "The Presidential Election...")
Nov. 01	Late 1850s	Pp. 405-412
Nov. 03	Lead-up to 1861 <b>In-class essay (part 1)</b>	Pp. 413-14
Nov. 08	Civil War	Chap. 15
Nov. 10	Civil War <b>Test #2 posted on Canvas (due Nov. 13)</b>	
Nov. 15-17	Civil War	
Nov. 22-26	NO CLASSES – Thanksgiving break <b>Final exam study guides on Canvas</b>	
Nov. 29	Ending the war, assassination, Andrew Johnson <b>In-class essay (part 2)</b>	
Dec. 01-06	Reconstruction	Chap. 16
Dec. 08	<b>Final exam – on campus</b>	