

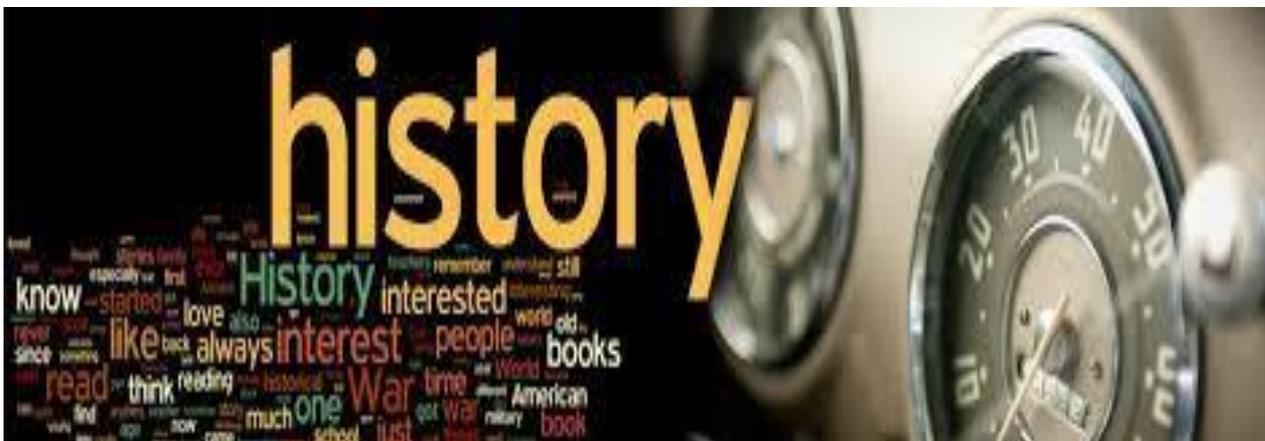
## Basic Course Information

<b>Semester:</b>	Fall, 2022	<b>Instructor Name:</b>	Lisa Solomon
<b>Course Title &amp; #:</b>	HIST 120	<b>Email:</b>	lisa.solomon@imperial.edu
<b>CRN #:</b>	10266		
<b>Classroom:</b>	413	<b>Office #:</b>	Room 409
<b>Class Dates:</b>	Aug. 15-Dec. 7, 2022	<b>Student Hours:</b>	M 1:00pm – 2:00pm T 11:30am – 12:45pm W 1:00pm - 2:30pm R 11:30am - 1:00pm
<b>Class Days:</b>	MW	<b>Office Phone #:</b>	760-355-6453
<b>Class Times:</b>	8:00 – 9:25am	<b>Department Office:</b>	760-355-6144
<b>Units:</b>	3	<b>Class Format:</b>	Face to face (on campus)

I acknowledge that the land I am occupying is located on the ancestral and unceded territory of the Paipai, Kumeyaay, and Cocopah people.

I recognize the impact of historical trauma and dispossession and ongoing systemic inequities. I acknowledge the relationships of care that these Indigenous Nations continue to maintain with this land.

Through this Acknowledgement, I celebrate their resilience and strength then and now, and express my ongoing commitment to dismantle silenced histories based on colonization in our sessions and in our communities.



## Welcome!

I am glad you are taking this class, and I promise to make it as engaging and relevant as possible. Over the coming weeks, we will exchange ideas and experiences, learn together (yes, I learn from you) and, ideally, see our communities and ourselves in new ways.

## ***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 us empathize with other generations. We gain a better understanding of what their lives were like; what tools they used; or 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.*

While this is current description in the *Course Outline of Record*, I hope to present more information throughout this class on the Indigenous peoples present in the United States, including the American Southwest. What I cannot offer in class will be added to Canvas.

## **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.



See my comments under “Course Description”. The College requires this section, and these noted themes will be key factors in the tests and assignments.

### 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. ISBN for the PDF: 978-1-947172-08-1.

Printed copies are available for order through OpenStax, or may be purchased at the College Bookstore. ISBN for the print version: 978-1-938168-36-9.

A reference PDF will be posted to Canvas by the end of the second week of the semester with additional content.

**Recommended:** Any college level dictionary.

Additional readings, articles or videos will be posted to Canvas, as deemed relevant.

### Course Requirements and Instructional Methods

Assignments and exams are prepared to help you share what you are learning as well as your views/opinions on the material. While I will seldom ask for exact dates, it will help to remember the timeline of events, as well as people and places. Ideally, this work will also help you look at the material with a critical eye.

Assignments will be based on a specific section of the text, on a part of a video, or a class lecture. The content is the important element. Students will be able to submit the assignments in a variety of formats.

The in-class essays are topic-specific, and may not happen on the dates noted later in this syllabus. These are opportunities for you to express ideas and opinions on the topic/time period. The points for these are not yet determined, and will be added to the Canvas gradebook. They can help you learn about the content as well as possibly raise your grade.

Exams will pull questions from all sources of material presented to the class. That includes PowerPoints and material posted to the Canvas page. Because multiple-choice/true-false exams tend to work *against* the student, I do not use them. More detail on the exams will be presented in class.

Opportunities for submitting drafts and revisions, and exam re-dos (except for the Final) will be available.

### Course Grading Based on Course Objectives

There will be no 0s in this class-no zeros! Radical!

Work that is not completed/submitted will simply show as a blank in the Canvas gradebook.



Comments, questions, and discussions are encouraged. Because not everyone is comfortable speaking in class, and because some students need more time to process information, there are NO discussion points. Points will be earned only on the assignments, exams, and in-class essays.

**Grading:** The course maximum is 700 points, based on the following:

Tests (two @ 50 points each)	100 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 = 630-700	B = 558-629.5	C = 486-557.5
D = 412-485.5	F = 350-411.5	

Do NOT pay attention to the percentages shown in Canvas!

Starting with a minimum grade makes it easier for you, my students, to earn points and pass the class. That does not mean that passing is automatic; work still needs to be done. It does mean that, starting at 50%, the point spread between letter grades is equal.

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 would be the same as that of any other student who desires to add a class.

Attendance is strongly encouraged, especially since History courses usually take a chronological approach. Therefore, absences can leave gaps that cannot easily be filled.

**Academic Honesty:** I learned from experience that cheating or copying work can make it harder to pass the class. While pressures of life outside of school, and the desire to pass, may push a student to copy or cheat, you will do much better taking some extra time and doing the work yourself.

Anyone caught cheating or plagiarizing will be required to retake the exam or redo the assignment. A student who repeatedly cheats is violating campus policy and faces a meeting with the Campus Disciplinary Officer. That person may place related documentation in a file or proceed with a suspension.

More information on this can be found on Canvas.



**Food and drink:** Because of the distractions caused when students eat in class, please consume food before or after class. Beverages in secure containers are acceptable (I will have my coffee or water with me 😊). Please clean up any spills.

**Being adults:** During class meetings, please treat each other with respect and patience. Respect your classmates' opinions, even if they differ from yours. Comments that are aimed at another student and are deliberately meant to be demeaning (racist, sexist, religious bias, etc.) will not be accepted. Anyone who threatens another student or myself will be escorted from the class, 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. The topics noted are the main ones and not meant to exclude any group.

*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	Topic/Assignment/Exam	Reading
Aug. 15	Intro to the class <b>In-class essay</b>	
Aug. 17	Native peoples, exploration, Spanish colonies	Pp. 7-24 (to 1.3), 33-42 (to 2.2), 52- 53, 63-7 (to 3.2)
Aug. 22	Europeans in North America, English colonies	Pp. 42-51, 55-59, 67-72 (to 3.3)
Aug. 24	Slavery and race, Great Britain and the colonies <b>Assignment #1 posted on Canvas (due Aug. 27)</b>	Pp. 24-29, 54, 72- 90, 95-114 (to 4.5)
Aug. 29	Wars for empire and control	Pp. 114-119
Aug. 31	Dissent and ideas of self-government	Chap. 5
Sep. 05	NO CLASS – Labor Day holiday	
Sep. 07	Revolutionary War	Chap. 6
Sep. 12	A new republic <b>In-class essay</b>	Chap. 7
Sep. 14	Slavery and growth <b>Test #1 on Canvas (due Sep. 17)</b>	Pp. 221-32 (to 8.4), 301-08 (to 11.2)
Sep. 19	War of 1812	Pp. 232-37
Sep. 21	Industry and workers, expansion, policies	Pp. 243-63 (to 9.4), 308-10 (to 11.3)



Date	Topic/Assignment/Exam	Reading
Sep. 26	Social classes, Jacksonian era <b>Midterm questions on Canvas</b>	Pp. 263-68, Chap. 10
Sep. 28	Reform and social movements	Chap. 13
Oct. 03	Slavery and the Southern way of life	Chap. 12
Oct. 05	<b>Midterm exam – taken in class</b>	
Oct. 10 & 12	Texas and war with Mexico	Pp. 310-19
Oct. 17 & 19	Gold, California, slavery, and compromise	Pp. 320-26, 390-93
Oct. 24	Early 1850s	Pp. 394-405 (to “The Presidential Election...”)
Oct. 26	<b>Assignment #2 on Canvas (due Oct. 29)</b>	
Oct. 31	Late 1850s	Pp. 405-412
Nov. 02	Lead-up to 1861 <b>In-class essay (part 1)</b>	Pp. 413-14
Nov. 07-16	Civil War – 1861 through 1863	Chap. 15
Nov. 09	<b>Test #2 on Canvas (due Nov. 12)</b>	
Nov. 21-25	NO CLASS – Thanksgiving Break <b>Final exam questions on Canvas Nov. 27</b>	
Nov. 28	Civil War - 1864	
Nov. 30	Ending the war, assassination, Andrew Johnson <b>In-class essay (part 2)</b>	
Dec. 05	Reconstruction	Chap. 16
Dec. 07	<b>Final exam (Part 2 done in class)</b>	
Dec. 10	<b>Final exam (Part 1 due on Canvas)</b>	