



## Basic Course Information

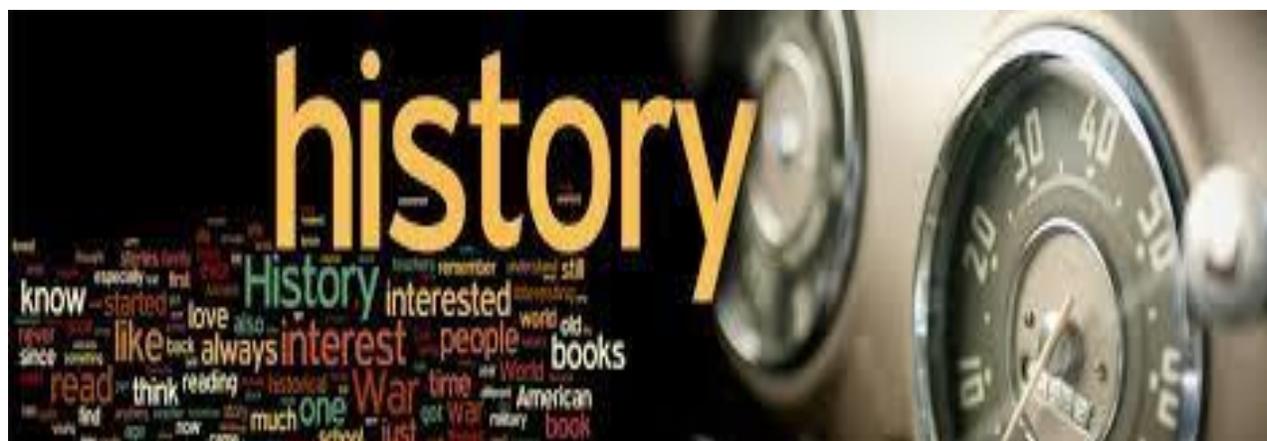
|                             |                        |                      |  |
|-----------------------------|------------------------|----------------------|--|
| <b>Semester</b>             | Spring, 2023           | <b>Professor</b>     | Lisa Solomon   |
| <b>Course Title &amp; #</b> | HIST 120               | <b>Email</b>         | <a href="mailto:lisa.solomon@imperial.edu">lisa.solomon@imperial.edu</a> |
| <b>CRN</b>                  | 20276                  | <b>Office</b>        | Room 409   |
| <b>Classroom</b>            | 402                    | <b>Office Phone</b>  | 760-355-6453   |
| <b>Class Dates</b>          | Feb. 13 – June 7, 2023 | <b>Student Hours</b> | MW 11:30am-1:00pm<br>TR 1:15pm-2:15pm                                    |
| <b>Class Days</b>           | MW                     |                      |  |
| <b>Class Time</b>           | 9:40am – 11:05am       | <b>Class format</b>  | Face to face (on campus)   |
| <b>Units</b>                | 3                      |                      |  |

I am available for meetings with you beyond the class and student hours. However, because of other obligations, please contact me to set up an appointment. Contact me before or after class, by email, or by voice mail.

I acknowledge that the land I'm 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 ourselves and our communities 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, 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. Students are required to write *at least* six (6) pages during the course.

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 what became the United States, including the American Southwest. What I cannot offer in class will be added to Canvas.



## Textbooks, Resources and 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.

**Recommended:** Any college level dictionary.

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

## 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". This section is required by the College, and these noted themes will be key factors in the tests and assignments.

## 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 may 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

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 |               |

Starting with a minimum grade makes it easier for you, my student, to earn points and pass the class. That doesn't 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.

## Information to Help You Succeed in This Class

**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.

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, who 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 and/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 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.

Make sure you handle all personal needs (restrooms, food, phone calls, etc.) before class begins. If you need to leave during the class to take care of a personal need, try to do so with as little disruption as possible. You do not need to ask me for permission.

## 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

**\*\*\*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 or Week | Topic/Assignment/Exam                              | Reading |
|--------------|--|---------|
| Feb. 13      | Introduction to the class<br><b>In-class essay</b> |         |



|              |   |   |
|--------------|---|---|
| Feb. 15      | Native peoples, exploration, Spanish colonies   | Pp. 7-24 (to 1.3), 33-42 (to 2.2), 52-53, 63-7 (to 3.2) |
| Feb. 20      | NO CLASS – Presidents’ Day  |   |
| Feb. 22      | Europeans in North America, English colonies  | Pp. 42-51, 55-59, 67-72 (to 3.3)                        |
| Feb. 27      | Slavery and race, Great Britain and the colonies<br><b>Assignment #1 posted on Canvas (due Friday, March 3)</b> | Pp. 24-29, 54, 72-90, 95-114 (to 4.5)                   |
| Mar. 01      | Wars for empire and control   | Pp. 114-119   |
| Mar. 06      | Dissent and ideas of self-government  | Chap. 5   |
| Mar. 08      | Revolutionary War   | Chap. 6   |
| Mar. 13      | A new republic<br><b>In-class essay</b><br><b>Test #1 study guide on Canvas</b>                                 | Chap. 7   |
| Mar. 15      | Slavery and growth<br><b>Test #1 on Canvas (closes on Saturday, March 18)</b>                                   | Pp. 221-32 (to 8.4), 301-08 (to 11.2)                   |
| Mar. 20      | War of 1812   | Pp. 232-37  |
| Mar. 22      | Industry and workers, expansion, policies   | Pp. 243-63 (to 9.4), 308-10 (to 11.3)                   |
| Mar. 27      | Social classes, Jacksonian era  | Pp. 263-68, Chap. 10                                    |
| Mar. 29      | Reform and social movements<br><b>Midterm questions on Canvas</b>   | Chap. 13  |
| Apr. 03      | Slavery and the Southern way of life  | Chap. 12  |
| Apr. 05      | <b>Midterm exam – in class</b>  |   |
| Apr. 10-14   | NO CLASS – Spring Break   |   |
| Apr. 17-19   | Texas and war with Mexico   | Pp. 310-19  |
| Apr. 24 & 26 | Gold, California, slavery, and compromise<br><b>Assignment #2 on Canvas April 26 (due Saturday, April 29)</b>   | Pp. 320-26, 390-93                                      |
| May 01       | Early 1850s   | Pp. 394-405 (to “The Presidential Election...”)         |
| May 03       | Late 1850s  | Pp. 405-412   |
| May 08       | Lead-up to 1861<br><b>In-class essay (part 1)</b><br><b>Test #2 study guide on Canvas</b>                       | Pp. 413-14  |
| May 10 & 15  | Civil War   | Chap. 15  |
| May 10       | <b>Test #2 posted on Canvas</b>   |   |



|                     |  |          |
|---------------------|--|----------|
|                     | <b>(closes on Saturday, May 13)</b>  |          |
| May 17              | Ending the war, assassination<br><b>In-class essay (part 2)</b>                                  |          |
| May 21              | <b>Final exam study guide (Part 1) posted on Canvas (due <i>no later than</i> Sat., June 10)</b> |          |
| May 24              | Reconstruction   | Chap. 16 |
| May 28              | <b>Final exam study guide (Part 2) posted on Canvas</b>  |          |
| May 29              | NO CLASS – Memorial Day  |          |
| May 31 &<br>Jun. 05 | Reconstruction (cont.) Final exam review   |          |
| June 07             | <b>Final Exam (Part 2) – In class</b>  |          |