

Basic Course Information

Semester:	Summer 2025	Instructor Name:	Jacob Banda, MA
Course Title & #:	HIST 120 United States History: Prehistory to Reconstruction	Email:	jacob.banda@imperial.edu
CRN #:	30023	Webpage (optional):	N/A
Classroom:	Building 200, Rm. 204	Office #:	N/A
Class Dates:	June 16 – July 24	Office Hours:	N/A
Class Days:	M, T, W, R	Office Phone #:	N/A
Class Times:	7:60am –9:45 am	Emergency Contact:	N/A
Units:	3	Class Format:	In Person

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. Upon completing this course, students will have a comprehensive understanding of the most significant 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

Lecture Outline

Indigenous people of North America before contact

European exploration and colonization of North America

British Colonization in North America

Labor problems and slavery

The Enlightenment and the Causes of the American Revolution

The American Revolutionary War

The Articles of Confederation and the Constitution

Politics, economics, and international relations in the Early National period

Western exploration and settlement, conflicts with Native Americans

War of 1812 and the Era of Good Feelings

Market and transportation revolutions, labor, and immigration

Class and politics in the 1820s - 1830s

The Second Great Awakening and the rise of associations: social reform, abolitionism, and women's rights.

Westward expansion, the Texas rebellion, and the Mexican-American War.

Political, social, and economic causes of the Civil War.

The Civil War

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. Specifically:

- ***Describe the people and cultures existing in North America before European contact.***
- ***Describe European exploration of North America and early colonization efforts.***
- ***Describe the British colonies of North America and explain the role of the colonies within the British Empire.***
- ***Discuss and analyze labor relations, indentured servants, and slavery in British North America.***
- ***Understand colonial-Native American and U.S.-Native American relations.***
- ***Understand the factors that led to the American Revolution and the key events, personalities, and effects of the Revolutionary War.***
- ***Understand how the American political and legal system was created and how it functioned in the early national period.***
- ***Identify important political trends and figures and the rise of political parties in antebellum America.***
- ***Understand U.S. foreign policy before 1877.***
- ***Explain the evolution of the market economy of the nineteenth century.***

- *Explain how technology shaped culture, social arrangements, leisure, family life, and work.*
- *Understand how immigrants impacted society, politics, and culture.*
- *Explain the status of women before 1877.*
- *Understand the role of sectionalism in early American history.*
- *Describe how religion impacted society, intellectual currents, and political thought.*
- *Analyze Westward expansion, Manifest Destiny, and the Mexican American War.*
- *Discuss the major factors that led to the Civil War and the key events and personalities of that war.*
- *Understand the significance of the Civil War on society, race relations, economics, and politics.*
- *Describe the process of post-Civil War Reconstruction and the challenges and opportunities faced by the nation and people until 1877.*

Textbooks & Other Resources or Links

The Enduring Vision, 8th edition

A History of the American People, Volume 1: To 1877; ISBN: 113394521X

Course Requirements and Instructional Methods

Instructional methodology will vary between lectures, group activities and discussions, audio visual presentations and research assignments related to key events of this historical period. Reading assignments and research will be assigned throughout semester as appropriate. Written essay assignments, Book reviews, online student discussions, research paper prepare for student debates and presentations will be assigned as “out of class” activities.

Out-of-class: **Just Study, is all I ask.**

Midterm and Final Exams will be based on either PowerPoint presentations, Multiple-Choice questions from the chapters in the book, or questions from the end of the chapters or the book itself.

Note: 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 a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C": The method of evaluation to determine whether stated SLOs and Course Objectives have been met includes class activity and student participation in class discussions, essays, mid-term/final exams, oral assignments, quizzes, and written assignments. Unless previous arrangements are made with the instructor, **NO MAKE-UP EXAMS WILL BE GIVEN FOR THIS COURSE without prior consent from the instructor.** Any homework submitted late will receive a 5-point deduction after the 1st late day.

Course Grading System

Score (%)	Letter Grade	As your instructor, this means...
90 – 100	A	Excellent work: high-quality professional performance demonstrated
80 – 89	B	Excellent work: quality professional performance demonstrated
70 – 79	C	Minimally acceptable work: low-quality professional performance demonstrated
69-60	D	Unacceptable work; lacking professionalism
≤59	F	

Course Policies

Attending every regularly scheduled class meeting is a crucial step in achieving success in this class. Students should come to every class session prepared to discuss and debate key concepts of focus for that week. Attendance is taken weekly in compliance with school policy and appropriate state and federal regulations and requirements.

- A student who fails to attend the first meeting of a class will be dropped by the instructor 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.
- Instructor reserves the right to assign up to a 20% total points reduction for any student with more than 2 unexcused absences over the term.
- Absences attributed to the representation of the college at officially approved events (conferences, contests (college-organized sporting events), and field trips) will be counted as 'excused' absences.
- At the discretion of the instructor, pop quizzes may be administered in class. No advance notice will be given of these quizzes, and there will be no opportunity for a student to take a quiz for students who are not present in class at the time a quiz is given.

Classroom Etiquette

- 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 the instructor.
- 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, children and anyone not enrolled in the class may not attend.

Academic Honesty

Academic honesty in advancing knowledge requires that all students and instructors respect one another's work's integrity and recognize the importance 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 one's 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 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

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.

- **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 in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodation.

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 provides 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 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 strive 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 who 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.

EOPS provides additional support and services that may be identified with one of the following experiences:

- Current and former foster youth students who were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, 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 into the 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 to experience insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle to meet 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 instructor reserves the right to amend the schedule without notice. The schedule below is a weekly guide only.*

Date or Week	Activity, Assignment, and/or Topic	Pages/Comments/Notes.
Week 1-2	<ul style="list-style-type: none"> • Syllabus & Introduction • Native Peoples of America, to 1500 • The Rise of the Atlantic World, 1400-1625. • Ch. 1 & 2 test • PowerPoint test 	
Week 3-4	<p>The Emergence of Colonial Societies, 1625-1700 PowerPoint and movie</p> <p>The Bonds of Empire, 1660-1750 PowerPoint and movie</p> <p>Roads to Revolution, 1750-1776 PowerPoint and movie</p> <p>Securing Independence, Defining Nationhood, 1776-1788. Ch. 3,4,5 & 6 Tests PowerPoint exam</p>	
Week 5-6	<p>Western Expansion, The Civil War & The Reconstruction Period, Market Revolution, Railroads, and Women's Suffrage Activities, PowerPoint, and movies Ch. 7, 8, 9, 10, 11, 12, 13, 14, 15, 16 tests</p>	