

## Imperial Valley College

**History 120** “U.S. History to 1877”

**CRN:** 30028

**Professor:** Bradford W. Wright, Ph.D.

**Summer 2013**

**Meeting days/times:** Monday, Tuesday, Wednesday, Thursday, Friday, 12:30-2:40

**Class Location:** Room 411

**Prerequisites:** None

**Office 301 Hours:** After class and by appointment

**Phone Number:** 355-6597

**E-Mail:** bradford.wright@imperial.edu

### Course Description and Objectives:

This is an introductory course in the history of the United States from its colonial origins until the end of the Civil War. Through a combination of lectures, discussions, and media presentations, we will be covering such topics as the origin of the American colonies, the Revolutionary War, the establishment of the Constitution, slavery, U.S. policies towards Native Americans, expansion into the Western frontier, and, of course, the Civil War. We will explore the part played by all kinds of people—important leaders and common folk alike—in the political, economic, military, social, and cultural developments that have shaped the United States.

History is not simply about the memorization of names and dates. The study of history gives us a richer understanding of our own times and ourselves by connecting with the people, events, and ideas of the past. It allows us to situate our own lives in the stream of history by relating our experiences to those of the people who came before us. To better understand the past is to better appreciate the present and, ultimately, to better understand ourselves.

Successful completion of this course will give students a good basic knowledge and understanding of U.S. history. It will help them better understand the American heritage and how it has shaped present-day issues and attitudes in the United States. And it will help them sharpen their own critical, argumentative, and analytical skills, which, in turn, will help them in whatever career or personal path they choose to pursue.

**Student Learning Outcomes:** Students will be 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) evaluate a primary or secondary history source by the end of the course.

### Required Text

Paul Boyer and friends, *The Enduring Vision, Vol. 1*, 7<sup>th</sup> ed.

### Grading

Final grades will be determined according to the following distribution:

Exam I:	30%	300 points
Exam II:	30%	300 points
Exam III:	30%	300 points
Short Paper:	10%	100 points

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Total:            100 %            1000 points

Exams will consist of short answer questions (identifications of terms) and essays. A study guide will be distributed prior to each exam, and these should greatly help students prepare for the exams.

The Short Paper will be a 800-1200 word essay on an assigned question handed out in class.

Class participation (including attendance, involvement in class discussions, and other positive contributions to learning in the course) is strongly encouraged. Good class participation will be taken into account in cases where a student finishes the course with a borderline grade. (i.e.: an 89 may be entered as a grade of "A," if the student in question had a good attendance record and participated positively in the class.) Disruptive behavior in class, including frequent tardiness, getting up and leaving before the end of the class, and poor attendance will also be taken into account, negatively, in evaluating a student's class participation.

### **Class Policies and Procedures:**

#### Attendance:

Regular class attendance is expected. If you should miss a class meeting for any reason, you are still responsible for any material and/or class announcements discussed in your absence. Excessive absences (over three) will hurt your class participation grade and effectively cancel any possibility of rounding up your final grade in borderline instances.

#### **You are also expected to arrive at class on time and remain for the duration of the class.**

Failure to do so will be considered the same as an absence. It is also simply rude. If you must leave early for a valid reason, I simply ask that you let me know ahead of time. Please be courteous.

Make-Up Exams: You should do everything possible to take the exam at the regularly scheduled time and place. If, however, you must miss an exam because of an extreme illness or family emergency, you may be permitted to make up the exam. **If you are permitted to take a makeup exam, there are two and only two ways to do so. If I happen to be giving an exam in another of my classes within the week, you may make up the exam in that class at that time. Any make-up exam not completed within one week of the regularly scheduled exam date will be scheduled for the last week of the term and will automatically be penalized one letter grade (10 points).** The make-up exam will be based on the same study guide, but may or may not consist of the same questions. **Again, I emphasize that the right to take a make-up exam is not absolute and is open to my discretion.** You are expected to take the exam in class on the regularly scheduled date.

#### Classroom Courtesy:

I ask you to respect the rights of your colleagues to learn in a productive, respectful, and disciplined classroom environment and to respect the job that I do to ensure such an environment as I teach. Behavior such as arriving late, leaving early, answering cell phones, text-messaging, listening to iPods, and carrying on personal conversations disrupts the class, interferes with my job as a teacher, and deprives your colleagues of their right to learn. I ask students to remove cell phones from their desks during class. **Phone usage in class has become a major problem. It is extremely distracting for myself and for students. If I see a student using a phone in class, I will ask them to stop. If the behavior continues, I will ask them to leave.** Please use common sense and take responsibility for your behavior. **Be courteous and considerate! Don't be rude!** That is all I ask.

#### Accommodation for Students:

I am happy to work with all students so that each can achieve his/her educational objectives. Any student with a documented disability who may need educational accommodations should notify me and the Disabled Student Programs and Services (DSP&S) office as soon as possible (DSP&S), Health Sciences Bldg. 2100, 355-6312).

### Dropping the Course:

If for any reason you decide not to complete the course, remember that it is your responsibility to drop the class. If you simply stop coming to class and do not log on to the WebSTAR and officially withdraw from the course, you will receive an “F” as a final grade.

### Academic Honesty:

The college and I take the issues of student dishonesty, cheating, and/or plagiarism very seriously. There are severe penalties arising from acts of academic dishonesty and student misconduct, up to and including dismissal from the college. For a complete discussion of disciplinary procedures for academic dishonesty or other student misconduct, please refer to the current IVC General School Catalogue.

Cheating may include: looking on another student’s paper during an exam, the use of additional materials beyond those allowed for an exam, or turning in a paper that was not written by the student, and other acts of plagiarism.

I trust my students to do their work honestly. Please do not betray the trust that I have placed in you.

### **Course Schedule and Reading Assignments:**

**May 20:** Introduction / The Europeans Arrive  
Boyer, 21-59

**May 21:** English Transplantations...sort of  
Boyer 59-112

**May 22:** Colonial Society, Government, and Warfare/ the “Great Conspiracy”  
Boyer 112-145

**May 23:** The Declaration of Independence and the War for Independence  
Boyer, 145-173; Appendix A (146-154)

**May 24:** The American Revolution and the Struggling Republic  
Boyer, 173-187

**May 27: Memorial Day—No class**

**May 28:** The Philadelphia Convention  
Boyer, 187-195; Appendix B (182-189)

**May 29:** The Framing of the Constitution

**May 30: Exam I**

**May 31:** Jefferson vs Hamilton  
Boyer, 196-210

**June 3:** The Federalist Era  
Boyer, 210-228

**June 4:** The Jeffersonian Era and the War of 1812  
Boyer, 228-250

**June 5:** Individualism, Democracy, and the Age of Jackson  
Boyer, 250-301

**June 6:** Religion, Reform, Slavery, and Abolitionism  
Boyer, 301-381

**June 7:** Literature and Popular Culture  
Boyer, 322-349

**June 10: Exam II**

**June 11:** California Dreaming: The Journey West  
Boyer, 382-390

**June 12:** Manifest Destiny and the Mexican War  
Boyer, 390-411

**June 13:** The Impending Crisis  
Boyer, 412-434

**June 14:** North vs South  
Boyer, 434-442

**June 17:** The Civil War, 1861-1862  
Boyer, 443-480

**June 18:** The Civil War, 1863-1865

**June 19:** Reconstruction  
Boyer, 481-512

**June 20: Exam III**