

Basic Course Information			
Semester	FALL 2014	Instructor's Name	Monica Ketchum
Course Title & #	HIST 120	Instructor's Email	Monica.Ketchum@imperial.edu
CRN #	10754		
Room	800-810	Office	809
Class Dates	8/18-12/13/2014	Office Hours	By Appointment
Class Days	Monday/Wednesday	Office Phone #	(928) 344-7646 (Office) (760) 355-6144 (Dept Secretary)
Class Times Units	4:45pm-6:10pm 3.0 Units	In case of emergency or other absence	Email or phone instructor or phone Dept Secretary (#s above)

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. 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.(CSU,UC)

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. (ILO1)
2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)
3. Explain and analyze the key information contained in a primary source document. (ILO1, ILO2)

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 Textbook: Keene, Jennifer D., et al. (2013). *Visions of America: A History of the United States, Vol. 1 until 1877* (2nd/e). Pearson Education. **ISBN: 978-0-205-09267-3**

Useful Resources:

HistoryNet: www.historynet.com Access to a collection of articles from U.S. history magazines

Our Documents: www.ourdocuments.gov A collection of the most important documents from U.S. history

Course Requirements and Instructional Methods

Grades will be earned by completing an assortment of learning activities, exams, assignments and participation.

1. 20% Attendance & Class Participation Students are expected to come to class prepared and actively participate in class discussions and group activities. Points will be deducted for absences and awarded for participation in graded class discussions and group activities. Refer to the class schedule for the discussion questions that will be covered each week.

2. 30% Assignments Weekly homework exercises based on the readings, primary and secondary sources will be assigned. Assignments are due at the beginning of class each Wednesday and may be submitted through links in Blackboard or in class. See the class schedule for due dates.
3. 15% Reading Quizzes Chapter quizzes will be given that serve as a review of the material from the readings. Each quiz will consist of 20 multiple-choice and true/false questions. Quizzes are open-book and are to be completed in Blackboard outside of class. Up to three attempts are allowed per quiz. See the class schedule for due dates.
4. 15% Exams Three closed-book exams will be given based on the readings, lectures and multi-media resources. The exams will consist of a variety of questions, including multiple-choice, fill-in-the-blanks, and short answer. See the class schedule for exam dates.
5. 20% Final Exam The final exam will consist of a multiple-choice test based on historical terms covered in the class, short answer and essay questions.

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.

Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester.

It is possible to earn a total of up to 100 points for the class. Grades are calculated as follows:

- A = 90-100 points**
- B = 80-89 points**
- C = 70-79 points**
- D = 60-69 points**
- F = 0-59 points**

Late assignments will not be accepted. Make up exams are only available to students who have a serious illness or valid excuse that makes it impossible to take the regularly scheduled exam.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online 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 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. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and 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.
- *History courses take a thematic and chronological approach, therefore absences can leave gaps that cannot easily be filled. Students are responsible for all materials, assignments and information given in class regardless of whether you were in class. In-class assignments and activities **can not** be made up, therefore, poor attendance will severely impact your grade in the course.*

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- 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.
- 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, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is to take and present as one’s own the 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 correctly ‘cite a source’, 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, or assisting others in using materials, which 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 School 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) use of a commercial term paper service

Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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. If you feel you

need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 1 August 18/20	<p>Syllabus & Introduction <i>Lecture: Why Study History? & The First Americans</i> Review Resources in Blackboard > Learning Tab > Week 1 Folder Explore Resources in Blackboard > Course Info & Help Tab Explore Tools in Blackboard > Grades/Tools/Email Tab <i>Questions? I'll answer them at the beginning of class next week!</i></p>	<p>Class Discussion #1</p> <p>Complete <i>Acknowledgement Quiz in Blackboard Week 1 Folder by 9/3</i></p>
Week 2 August 25/27	<p><i>The Atlantic World to 1590</i> Review Resources in Blackboard > Learning Tab > Week 2 Folder Read Chapter 1 in <i>Visions of America</i> before class <i>Prepare for class discussion by taking notes on the following questions:</i></p> <ul style="list-style-type: none"> • Compare and contrast Native American, European, and West African society on the eve of contact. How did beliefs regarding land ownership, family, religion, law, and justice impact relations among these groups? How did each group regard the others and why? • Compare and contrast the European perception and treatment of Native Americans and Africans during the sixteenth century. What negative impressions did Europeans hold about each society? Did they see anything positive or worthy in either culture? To what extent did race and culture define the European perception and treatment of each group? 	<p>Class Discussion #2 (see questions on left)</p> <p>Complete Assignment #1 (<i>submit in class or through Blackboard</i>) due by 9am 9/3</p> <p>Complete Chapter 1 Quiz (<i>in Blackboard</i>) due 9/3</p>

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 3 September 3*	<p><i>No Class Monday, September 1 in observance of Labor Day</i></p> <p><i>Early Colonial America (1590-1710)</i></p> <p>Review resources in Blackboard Week 3</p> <p>Read Chapter 2 in <u>Visions of America</u> <i>before class</i></p> <p><i>Prepare for class discussion by taking notes on the following questions:</i></p> <ul style="list-style-type: none"> • To what extent was freedom of religion a reality in the Puritan community? How did these dissenters treat dissenters within their own ranks? • What aspects of Quaker belief contributed to William Penn’s more expansive vision of religious freedom? • Compare and contrast the institutions of slavery that emerged in Virginia, South Carolina, and the Caribbean. What factors contributed to these distinctions? 	<p>Class Discussion #3</p> <p>Assignment #2 & Chapter 2 Quiz due 9/10</p>
Week 4 September 8/10	<p><i>Late Colonial America (1710-1763)</i></p> <p>Review resources in Blackboard Week 4</p> <p>Read Chapter 3 in <u>Visions of America</u> <i>before class</i></p> <p><i>Prepare for class discussion by taking notes on the following questions:</i></p> <ul style="list-style-type: none"> • How might the Enlightenment and the Great Awakening be considered intellectual preludes to the American Revolution? How did these developments help prepare colonists for revolutionary thinking? • What impact did the French and Indian War have on the colonies? • How did the ethnic composition of America change in the eighteenth century? 	<p>Class Discussion #4</p> <p>Assignment #3 & Chapter 3 Quiz due 9/17</p>
Week 5 September 15/17	<p><i>Revolutionary America (1764-1783)</i></p> <p>Review resources in Blackboard Week 5</p> <p>Read Chapter 4 in <u>Visions of America</u> <i>before class</i></p> <p>Review <i>Declaration of Independence (Appendix A-3 & A-4)</i></p> <p><i>Prepare for class discussion by taking notes on the following questions:</i></p> <ul style="list-style-type: none"> • How did nonimportation change women’s political role in the colonies? • Compare and contrast the military strength of the British and the American Patriots. • Was the American Revolution “revolutionary”? In fighting for independence and freedom, were the colonists fighting for something with which they were unfamiliar? Were they fighting for political change or for a status of independence they had come to expect by the mid-eighteenth century? 	<p>Class Discussion #5</p> <p>Assignment #4 & Chapter 4 Quiz due 9/24</p> <p>Review for Exam #1 9/22</p>

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 6 September 22/24	<p><i>Creating a Workable Government (1783-1789)</i> Review resources in Blackboard Week 6 Read Chapter 5 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • What is the meaning of the term <i>federalism</i> and what characteristic of the American political system does it describe? How does the movement from the Articles of Confederation to the Constitution reflect American concerns about federal versus state and local power? To what extent is American fear of centralized power rooted in the American colonial and revolutionary experience? • Compare and contrast the Federalists and Anti-Federalists views on the Contribution. • What purpose did the Bill of Rights serve? If you could keep only two of the first ten amendments, which two would you keep and why? 	<p>Exam #1 9/22 (5pm-5:30pm)</p> <p>Class Discussion #6</p> <p>Assignment #5 & Chapter 5 Quiz due 10/1</p>
Week 7 September 29/ October 1	<p><i>The New Republic (1789-1800)</i> Review resources in Blackboard Week 7 Read Chapter 6 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Compare and contrast the Federalist and Republican parties with the modern-day Republican and Democratic parties. Is there any similarity between the issues that divided Americans in the eighteenth century and the issues that divide Americans today? • How did Federalists justify the enactment of the Alien and Sedition Acts? Does war, or the threat of war, justify an abridgment of civil liberties? Why or why not? 	<p>Class Discussion #7</p> <p>Assignment #6 & Chapter 6 Quiz due 10/8</p>
Week 8 October 6/8	<p><i>Jeffersonian America (1800-1824)</i> Review resources in Blackboard Week 8 Read Chapter 7 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Discuss American foreign policy between 1800 and 1824. What issues defined American foreign policy during the early nineteenth century? Was American policy defensive or aggressive? Were there sectional differences in foreign policy? • The War of 1812 is often called the Second War for American Independence. What issues pushed the United States into war with Britain? Even though the war ended as a draw, did Americans succeed in proving anything to themselves or to Britain? What issues were resolved as a 	<p>Class Discussion #8</p> <p>Assignment #7 & Chapter 7 Quiz due 10/15</p>

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 9 October 13/15	<p>result of the war?</p> <p><i>Jacksonian America (1820-1840)</i> Review resources in Blackboard Week 9 Read Chapter 8 in <i>Visions of America</i> before class Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Compare and contrast the political ideologies of the Democratic and Whig parties. How did they resemble the Federalist and Republican parties that preceded them? How did they differ? Are they comparable to the Democratic and Republican parties of today? • How did the frontier nurture the growth of democracy? What were the arguments for and against universal white male suffrage? How did the expansion of voting rights for white males impact the status of women and Blacks? • What does Indian policy reveal about the limits of Jacksonian democracy? What do the Cherokee cases reveal about the limits of judicial power? Should the Cherokee have resisted Jackson’s removal policy? 	<p>Class Discussion #9</p> <p>Assignment #8 & Chapter 8 Quiz due 10/22</p> <p>Review for Exam #2 10/20</p>
Week 10 October 20/22	<p><i>Economic Transformation (1815-1848)</i> Review resources in Blackboard Week 10 Read Chapter 9 in <i>Visions of America</i> before class Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Why did white southerners change their perception from believing slavery to be a necessary evil to believing it to be a positive good? Why was the biblical defense of the institution so critical to the pro-slavery argument? • What were some of the negative consequences of rapid economic change for American society? • How did changing patterns of immigration impact American society during the era of the market revolution? 	<p>Exam #2 10/20 (5pm-5:30pm)</p> <p>Class Discussion #10</p> <p>Assignment #9 & Chapter 9 Quiz due 10/29</p>
Week 11 October 27/29	<p><i>Revivalism, Reform and Renaissance (1820-1850)</i> Review resources in Blackboard Week 11 Read Chapter 10 in <i>Visions of America</i> before class Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • How did the Second Great Awakening differ from the First Great Awakening? What values associated with the Second Great Awakening contributed to the success of the market revolution? How did religious revivalism influence reform movements? • What role did the family play in the utopian worlds created by the Shakers, Oneidans, and Mormons? How were the reform efforts of these movements a response to 	<p>Class Discussion #11</p> <p>Assignment #10 & Chapter 10 Quiz due 11/5</p>

Week/ Class Dates	social and economic conditions? Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 12 November 3/5	<p><i>Westward Expansion and Manifest Destiny (1840-1848)</i> Review resources in Blackboard Week 12 Read Chapter 11 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Was the Mexican War a defensive war or a war of aggression? Were Mexicans justified in attacking Americans on the Texas border? Who started the war? Did Americans accomplish their goals in the Mexican War? • How did Manifest Destiny impact sectionalism in America? What positions did the Whig and Democratic parties take on the issue of westward expansion? Why? How did regional issues influence the level of support for Manifest Destiny? 	<p>Class Discussion #12</p> <p>Assignment #11 & Chapter 11 Quiz due 11/12</p> <p>Review for Exam #3 11/10</p>
Week 13 November 10/12	<p><i>Slavery and Sectionalism (1848-1861)</i> Review resources in Blackboard Week 13 Read Chapter 12 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • What were the major differences between the North and South in the 1850s? • Why did Southerners demand a Fugitive Slave Act? How did abolitionists try to characterize the Fugitive Slave Act as a violation of American ideals? • What led to the rise of the Republican Party? How did the party define its position on slavery? 	<p>Exam #3 11/10 (5pm-5:30pm)</p> <p>Class Discussion #13</p> <p>Assignment #12 & Chapter 12 Quiz due 11/19</p>
Week 14 November 17/19	<p><i>Abraham Lincoln and the Civil War (1861-1865)</i> Review resources in Blackboard Week 14 Read Chapter 13 in <u>Visions of America</u> <i>before class</i> Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • What advantages and disadvantages did the North and South possess at the outbreak of the war? • Was the Declaration of Independence by Americans in 1776 an act of secession? How could it be seen that way? Was the Southern secession in 1860–1861 a declaration of independence? How could it be seen that way? 	<p>Class Discussion #14</p> <p>Assignment #13 & Chapter 13 Quiz due 12/3</p>
Thanksgiving November 28	<i>Thanksgiving Holiday—No Classes Nov 24-29</i>	

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)	Assignments & Activities
Week 15 December 1/3	<p><i>Reconstruction (1863-1890)</i> Review resources in Blackboard Week 15 Read Chapter 14 in <i>Visions of America</i> before class Prepare for class discussion by taking notes on the following questions:</p> <ul style="list-style-type: none"> • Compare Lincoln’s, Johnson’s, and the Radical Republicans’ plans for Reconstruction? Which plan do you think was best? Why? • How far did the promise of emancipation go? Did it include personal freedom, civil rights, political rights, and economic rights? How did freedmen envision and act on their freedom after the war? • Was Reconstruction successful? Why or why not? 	<p>Class Discussion #15</p> <p>Assignment #14 & Chapter 14 Quiz due 12/10</p> <p>Review for Final Exam 12/10</p>
Week 16 December 8/10	<p><i>Wrap up and Final Exam</i> Review Study Guide in Blackboard Final Exam Folder</p>	<p>Review Session 12/8 In-class Exam begins at 5:00pm 12/10 Essays may be submitted in class or through Blackboard (must be received by 5pm on 12/11)</p>

Important Dates

- **August 30**
 - **Deadline to register for full-term courses; add authorization code from instructor required to register for that class, filled or open.**
 - **Deadline to drop full-term classes without owing fees and/or be eligible for refund.**
- **September 1** **Deadline to drop without course appearing on transcript (without receiving W).**
- **September 1** **Holiday – Labor Day. No Classes. (Campus Closed)**
- **September 2** **Ticketing for parking violations in student spaces on main campus begins.**
- **November 1** **Deadline to submit Petition for Graduation for degree to be awarded Fall 2014.**
 - **Completed petition must be received in Admissions & Records Office by this date. Students must meet with a Counselor and have an evaluation completed and petition signed before this date.**
- **November 11** **Holiday – In Honor of Veterans’ Day. No Classes. (Campus Closed)**
- **November 8** **Deadline to drop full-term classes**
- **November 24 – 26** **No Classes (Campus Open)**
- **November 27 – 29** **Holiday – Thanksgiving. No Classes. (Campus Closed)**
- **December 8 - 13** **Last week of classes including final examinations.**
- **December 15 – 19** **No Classes. (Campus Open)**
- **December 22 – January 2** **Winter Recess. (Campus Closed)**