

Basic Course Information

Semester:	Fall 2015	Instructor Name:	Thomas Jones
Course Title & #:	HISTORY 120	Email:	thomas.jones@imperial.edu
CRN #:	10585	Webpage (optional):	
Classroom:	204	Office #:	NA
Class Dates:	8/17/15-12/11/15	Office Hours:	½ before class weekly.
Class Days:	Thursday	Office Phone #:	760.777.2569
Class Times:	6:30P-9:40P	Emergency Contact:	760.773.2548
Units:	3.0		

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. Specifically:

1. Describe the peoples and cultures existing in North America before European contact;
2. Describe European exploration of North America and early colonization efforts;
3. Describe the British colonies of North America and explain the role of the colonies within the British empire.
4. Discuss and analyze labor relations, indentured servants and slavery in British North America;
5. Understand colonial-Native American and U.S.-Native American relations;
6. Understand the factors that led to the American Revolution and the key events, personalities and effects of the Revolutionary War;
7. Understand how the American political and legal system was created and how it functioned in the early national period;
8. Identify important political trends and figures and the rise of political parties in ante-bellum America;
9. Understand U.S. foreign policy before 1877;
10. Explain the evolution of the market economy of the nineteenth century;
11. Explain how technology shaped culture, social arrangements, leisure, family life, and work;
12. Understand how immigrants impacted society, politics and culture;
13. Explain the status of women before 1877;

14. Understand the role of sectionalism in early American history;
15. Describe how religion impacted society, intellectual currents, and political thought;
16. Analyze Westward expansion, Manifest Destiny and the Mexican-American War;
17. Discuss the major factors that led to the Civil War and the key events and personalities of that war;
18. Understand the significance of the Civil War on society, race relations, economics, and politics;
19. 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

Boyer, Paul et. al (2015). *The Enduring Vision: A History of the American People, Vol. 1, to 1877* (8th/e). Wadsworth Publishing. ISBN: -9781285193397. ([Click here for publisher's website](#)). See publisher's webpage for e-books and rental/purchase prices.

This class utilizes web-enhanced instructional aides. It is strongly recommended that students have access to regular reliable internet service. This is not mandatory, but strongly recommended.

Course Requirements and Instructional Methods

Instructional methodology will vary between lectures, group activities and discussions, audio visual presentations and research assignment relative 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 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.

Course Grading Based on Course Objectives

Method of evaluation to determine if stated SLOs and Course Objectives have been met include class activity, essays, mid-term/final exams, oral assignments, quizzes, and written assignments.

Attendance

Attending every regularly scheduled class meeting is the beginning to being successful 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 [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

- **NO TEXTING IS PERMITTED DURING CLASS!!!!!!!!!!!!!!**
- 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 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, no one who is not enrolled in the class may attend, including children.

Online Netiquette

As this class utilizes web-enhanced study aides and resources, this section applies to all students enrolled in this class.

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].
- A student's conduct through the college's Blackboard class platform is subject to the College's Student Code of Conduct and should conduct themselves as though they are physically on campus. Cyber-bullying or other inappropriate actions, postings, or language will not be tolerated.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important 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 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 "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 will result in disciplinary action as determined by college policy. 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.

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.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[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 [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

This instructor fully supports the Americans with Disabilities Act (ADA) and encourages any student who feels they may benefit from educational accommodations in order to be successful in this class MUST contact the DSP&S office before any such accommodations can be provided. This instructor is not qualified to determine a student's medical status or qualifications to receive services provided under the ADA or College policy.

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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

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

*Instructor reserves the right to amend schedule without notice. Below schedule is a weekly guide only.

Date or Week	Activity, Assignment, and/or Topic	Pages/Comments/Notes.
Week 1 8/20/15	Syllabus & Introduction; Pre-Assessment Quiz; Cultures before the arrival of European explorers in the Americas. (2500 b.c.e.- <1492 c.e.)	[Preface; Ch. 1]
Week 2 8/27/15	Exploration of the Americas before the European colonization period; The Age of Colonization-review of key events within the colonies; The Salem Witch trials; Slavery. [1492-1700]	[pgs. 22-75]
Week 3 9/3/15	Continue: English Colonial Period; the “New” Slavery; social trends in the colonies. [1625-1750]	[pgs. 53-100]
Week 4 9/10/15	Exam 1 [period: prehistory- about 1750]	
Week 5 9/17/15	Conflict between England and her colonies; Pathway to the American Revolutionary War; early days for a new nation. [1750-1788]...	[pgs. 125-175]
Week 6 9/24/15	SLO #1 assessment assignment ; continue- a new Nation.	[pgs. 176-200]
Week 7 10/1/15	From the “Articles to Constitution”; Our Founding Fathers; The Great Experiment. [1776-1800]	[pgs. 192-234]
Week 8 10/8/15	Exam 2 [period: 1750-1800]	
Week 9 10/15/15	America at war and peace; Expansionism and immigration. (1812-1824)	[pgs. 237-277]
Week 10 10/22/15	The Age of Jackson; review of key political, economic, & social changes. (1824-1850)	[pgs. 295-329]
Week 11 10/29/15	Transformation of American society; Political Compromise; the issue of slavery in social and political terms. (1815-1850)	[pgs. 309-354]
Week 12 11/5/15	Exam 3 [period: 1800-1850]	
Week 13 11/12/15	Political, social, & economic separation of North and South; key events leading to Civil War. (1850-1861)	[pgs. 354-449]
Week 14 11/19/15	The American Civil War. (1861-1865); SLO #2 assessment assignment	[pgs. 456-493]
11/26/15	Thanksgivings Day-Holiday	
Week 15 12/3/15	Reconstructing the South; Successes & failures; Lasting effects. (1865-1877)	[pgs. 497-524]
Week 16 12/10/15	Final Exam [period: 1850-1877]	

*****Tentative, subject to change without prior notice*****