

### Basic Course Information

Semester:	<b>FALL 2015</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>History 120</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>10963</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>3111</b>	Office #:	<b>809</b>
Class Dates:	<b>September 14, to December 11.</b>	Office Hours:	<b>By Appointment</b>
Class Days:	<b>Mondays &amp; Wednesdays</b>	Office Phone #:	<b>760-355-6144</b>
Class Times:	<b>2:00 to 4:10 p.m.</b>	Emergency Contact:	<b>Send me an email, or if it is a extreme emergency please call our secretary: Elvia Camillo at 760- 355-6144.</b>
Units:	<b>3.0</b>		

### 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. (C-ID HIST 130) (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 the significance of a historical text by the end of the course. (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

Keene, Jennifer D., Cornell, Saud and O'Donnell, Edward T. *Visions of America: A History of the United States, Vol. 1.* 2nd ed., 2013, Pearson.

ISBN-13: 978-0-205-09267-3

### Course Requirements and Instructional Methods

#### Weekly Writing Assignment Guide, (All Nine Weekly Writing Must be Turn in by December 2 )

The weekly writing assignments are built to train you on the particulars of academic writing. Throughout your academic career, whether you are studying for an A.S. degree or a B.A., you are expected to write as a competent college student.

Each Weekly Assignment is a **one page** of length. The first paragraph must be a summary on the reading. In addition, the second paragraph must be on your opinion reading.

The student will only write 9 weekly assignments for this Fall 2015 semester. It is up to you to choose the weeks that you would write your weekly assignments.

To get a good grade on the weekly writings I recommend to stick to the facts. The point of the paper is to remain objective and detailed yet predictably short. Your paper should be in **12-point Times New Roman**

format **at all times**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, making sure the language and prose of your statements does three things: make sense, grammatically correct, and in syntax; deliver competent phrases that do not detract but, amplify your writing; overall language of the paper on a college level.

**Postcard Project: Due November 18 .**

Part 1: You will choose a picture or painting, and will write a **two to three** page pretend letter. Then you will explain the historical event that is happening as they (or a someone they know) are living it.

Part 2: Write a **three to four** page research explaining the following: What is going on in the picture? Is there a historical event going on in the picture or drawing? When and where it was taken or drawn? Why is it important to write a letter of that picture or drawing? Do you know who are the people in the picture or drawing? In addition, do you identify with the people in the picture?

Sources: You must use at least four to five sources in order to get full points. Sources can be Internet articles (no wikipedia), Newspaper or magazine articles, and books. You can also use the class reading as a source. The Sources are going to help you understand and explain what happen in the United States during that time the picture or drawing were done. I recommend you to use at least one of the assign readings from class.

Picture or painting must be from the foundation of the Thirteen Colonies to the U.S. Civil War.

I will expect a Bibliography (we will look how to make one bibliography in class).

Format: The format of the assignment can be written in MLA or Chicago Style. The letter must have at least four citations. 12 point Times New Roman format at all times.

Also when turning in the postcard-project I will like a printed copy of the picture or painting use in the assignment.

I will give you examples of how to do the assignment in class so, do not worry.

**Mid-Term and Final.**

First part of the exam will be 15 multiple-choice questions. The questions will be based on the readings and lecture.

Second part of the exam will be a written essay. There is going to be two essay questions, you would only choose one out of the two. The essay questions would be based on the readings and lecture notes. In the essay, the student will identify important historical figures that shape the political, economic, and social life of the United States during the foundation of the Thirteen Colonies to the U.S. Civil War.

You may use a pencil or lead pencil, and bring a BLUE BOOK.

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

This course is graded on the following scale:

A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or lower

A = 400-360, B = 359-320, C = 319-280, D = 279-240, F = 239 or lower

Grades will be based on the following percentages:

Mid Term = 25%

Mid Term = 100 Points

Final = 25 %

Final = 100 Points

9 Weekly Assignments = 20%

Weekly Assignments = 90 points

Postcard Project = 20%

Postcard Project = 90 points

Participation = 10%

Participation = 20 Points

Total of points 400

### Attendance

- If you miss either, of the first two class sessions, you will be dropped and your place will be given away to another student.
- 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.

### 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 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

- 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 (!!!)].

### 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 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.

### 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 instructor or 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.

### 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 Course Syllabus

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b><u>Week 1</u></b> Sept 14  Sept 16	<u>Syllabus and Introduction</u>  <u>American Before the Arrival of Europeans</u>	Read Ch 1 for Sept 16.
<b><u>Week 2</u></b> Sept 21  Sept 23	Examples on how to do the POST-CARD Project <u>European Empires in America and Its Encounter With Indigenous</u>  <u>Freedom and A New Life in the Americas/ Europe and its Conflicts</u>	Read Ch 2 for Sept 23
<b><u>Week 3</u></b> Sept 28  Sept 30	<u>Society in the Colonies and Its Conflicts</u>  <u>Economic Growth in the Colonies and its Conflicts / Slavery in the Colonies</u>	Read Ch 3 for Sept 30  Read Ch 4 for Oct 5
<b><u>Week 4</u></b> Oct 5  Oct 7	<u>The American Revolution</u>  <u>A New Nation, and Its Problems</u>	Read Ch 5 for Oct 7  Read Ch 6 for Oct 12
<b><u>Week 5</u></b> Oct 12  Oct 14	Mid-Term <u>Louisiana Purchase (Expansion to the West) and the War of 1812</u>  <u>The Rise of Nationalism, Manifest Destiny, and Slavery</u>	Read Ch 7 for Oct 14
<b><u>Week 6</u></b> Oct 19  Oct 21	<u>The Causes and the Outcome of the Mexican-American War</u>  <u>Battles in the Mexican-American War</u>	Read Ch 8 for Oct 21

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<b><u>Week 7</u></b> Oct 26	<u>Cultural and Political Conflicts in the West.</u>	Read Ch 9 for Oct 28
Oct 28	<u>Land of Immigrants, Irish and Chinese In The U.S.</u>	Read Ch 10 for Nov 2
<b><u>Week 8</u></b> Nov 2	<u>Interracial Marriage in the U.S. During the 19<sup>th</sup> Century</u>	
Nov 4	<u>Women Rights in the U.S. During the first Half of the 19<sup>th</sup> Century</u>	Read Ch 11 for Nov 9
<b><u>Week 9</u></b> Nov 9	<u>Abolitionism vs. the Institution of Slavery</u>	Read Ch 12 for Nov 11
Nov 11	<u>Political Crises (North vs. South)</u>	
<b><u>Week 10</u></b> Nov 16	<u>A Divided Nation, The Civil War,</u>	Read Ch 13 for Nov 18
Nov 18	POST-CARD Project Due. <u>Battles of the Civil War</u>	Read Ch 14 for Nov 30
<b><u>Week 11</u></b> Nov 23 Nov 25	<b><u>NO Class, Thanksgiving Day</u></b>	
<b><u>Week 12</u></b> Nov 30 Dec 2	<u>Reconstruction and the New South</u>  <u>Review for Final</u>	
<b><u>Week 13</u></b> Dec 7	<b><u>Final</u></b>	

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