

## Basic Course Information

Semester:	<b>Spring 2017</b>	Instructor Name:	<b>Raenelle Fisher</b>
Course Title & #:	<b>United States to 1877, History 120</b>	Email:	<b>rfisher@imperial.edu</b>
CRN #:	<b>20580</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>204</b>	Office #:	<b>N/A</b>
Class Dates:	<b>2/14/17 – 6/6/17</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>T</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>0630 – 0940 pm</b>	Emergency Contact:	<b>N/A</b>
Units:	<b>3</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. (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

Faragher, John Mack et al (2012). *Out of Many: A History of the American People Vol. 1* (6th/e). Pearson Education. ISBN: - 97802050106

### Course Requirements and Instructional Methods

#### Exams

1. There are **on-line practice quizzes** based on the lectures and assigned readings. Most of the information you need for the tests are covered in these quizzes.

2.

Test One	Practice quizzes 1 (100 questions) & 2 (61 questions), Prehistory through Colonial
Test Two	Practice quizzes 3 (95 questions) & 4 (156 questions), Revolution then a New Nation
Test Three	Practice quizzes 5 (79 questions) and 6 (68 questions), Causes, Course and Consequences of the Civil War.
Cumulative Final	Practice quizzes 1 through 6, Prehistory through Reconstruction

3. There will be **three tests and a cumulative final**.

You will need a scantron for each test and, of course, a pencil.

There are no make-up **exams**, unless you make arrangements with the instructor BEFORE the exam.

- The make-up must be scheduled within one week of the date of the missed exam.
- If you fail to take a test, your score will be zero.
- Make-up tests will be essay tests covering themes we focused on in class.

## **Quizzes**

I may occasionally give map quizzes. There will be advance warning for each quiz—date of the quiz and general area to study. But there will be no make-ups for these map quizzes.

## **Participation**

My basic rule-of-thumb for **participation** is the old adage: 80% of life is showing up.

- So, if you attend class every day, but neither add to nor subtract from the class, you'll get a B for participation.
- Tardiness, leaving early, disrupting class, sleeping, doing work for another class, reading, absences, of course, and, the big no-no, using your cell phone in class—all of those things will reduce your participation grade.
- Contributing to the class will increase your participation grade.

**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**

**Grades** will be based on a combination of:

Participation	450 points (30 points a week)
Three tests	100 points each (I will drop the lowest score)
Perhaps occasional map quizzes	?? Less than 100 points

## **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.

## 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](#).
  - It is NOT OK to be late, sleep, talk, whisper, or do homework for another class.
  - Class will end on time, so don’t pack up early and disrupt the class. Leaving early will be considered a tardy. Leaving during films or lecture will also be considered a tardy. If you have to leave anytime during class, other than established break times, you must inform your instructor. Anyone who engages in this kind of behavior can be asked to leave class.
- 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 provide 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 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

Date of Week	Activity, Assignment, and/or Topic	Pages/Due Dates/Tests
Week 1 2/14	Syllabus & Introduction Pre-Colonial <ul style="list-style-type: none"> <li>• Describe the peoples and cultures existing in North America before European contact.</li> </ul>	Chapters 1 & 2 ( <u>Out of Many</u> , Vol. 1)
Week 2 2/21	Discovery and the Chesapeake <ul style="list-style-type: none"> <li>• Describe European exploration of North America and early colonization efforts;</li> <li>• Describe the British colonies of North America and explain the role of the colonies within the British empire;</li> <li>• Discuss and analyze labor relations, indentured servants and slavery in British North America;</li> <li>• Understand colonial-Native American and U.S.-Native American relations.</li> </ul>	Chapters 3, 4 & 5 ( <u>Out of Many</u> , Vol. 1)
Week 3 2/28	New England and the Carolinas	
Week 4 3/7	<b><u>Tuesday, 3/7, Exam One</u></b>	
Week 5 3/14	Causes of the American Revolution <ul style="list-style-type: none"> <li>• Understand the factors that led to the American Revolution.</li> </ul>	Chapters 6 & 7 ( <u>Out of Many</u> , Vol. 1)
Week 6 3/21		
Week 7 3/28	American Revolution <ul style="list-style-type: none"> <li>• Understand the key events, personalities and effects of the Revolutionary War.</li> </ul>	
Week 8 4/4		
Week 9 4/11	The Articles of Confederation and the Constitution	Read Chapters 8 & 9 ( <u>Out of Many</u> , Vol. 1)

	<ul style="list-style-type: none"> <li>Understand how the American political and legal system was created and how it functioned in the early national period.</li> </ul>	
<b><u>4/17 – 4/22, Spring Break</u></b>		
Week 10 4/25	<p>Federalists</p> <ul style="list-style-type: none"> <li>Identify important political trends and figures and the rise of political parties in ante-bellum America;</li> <li>Understand U.S. foreign policy before 1877.</li> </ul>	Read Chapters 10 & 11 ( <u>Out of Many</u> , Vol. 1)
Week 11 5/2	<p>Jeffersonians</p> <ul style="list-style-type: none"> <li>Explain the evolution of the market economy of the nineteenth century;</li> <li>Explain how technology shaped culture, social arrangements, leisure, family life, and work;</li> <li>Understand how immigrants impacted society, politics and culture;</li> <li>Explain the status of women before 1877.</li> </ul> <p>Era of Good Feelings and Jacksonians</p>	Read Chapters 12 & 13 ( <u>Out of Many</u> , Vol. 1)
<b><u>Tuesday, 5/2, Exam Two</u></b>		
Week 12 5/9	<p>Causes of the Civil War</p> <ul style="list-style-type: none"> <li>Understand the role of sectionalism in early American history;</li> <li>Describe how religion impacted society, intellectual currents, and political thought;</li> <li>Analyze Westward expansion, Manifest Destiny and the Mexican-American War;</li> <li>Discuss the major factors that led to the Civil War.</li> </ul>	Read Chapter 14 & 15 ( <u>Out of Many</u> , Vol. 1)
Week 13 5/16	<p>Civil War</p> <ul style="list-style-type: none"> <li>Discuss the key events and personalities of the Civil War;</li> <li>Understand the significance of the Civil War on society, race relations, economics, and politics;</li> </ul>	Read Chapter 16 ( <u>Out of Many</u> , Vol. 1)
Week 14 5/23		
Week 15 5/30	<p>Reconstruction period</p> <ul style="list-style-type: none"> <li>Describe the process of post-Civil War Reconstruction and the challenges and opportunities faced by the nation and people until 1877.</li> </ul>	Read Chapter 17 ( <u>Out of Many</u> , Vol. 1)
<b><u>Tuesday, 5/30, Exam Three</u></b>		
<b><u>FINALS WEEK, 6/6, Cumulative Final</u></b>		

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