

**Basic Course Information**

|                              |   |                           |   |
|------------------------------|---|---------------------------|---|
| <b>Semester:</b>             | Spring 2019   | <b>Instructor Name:</b>   | Shawn Barcroft  |
| <b>Course Title &amp; #:</b> | United States History: Prehistory to Reconstruction History 120<br>CRN: 21041 | <b>Email:</b>             | shawn.barcroft@imperial.edu   |
| <b>Classroom:</b>            | Room 204  | <b>Office #:</b>          | 807A  |
| <b>Class Dates:</b>          | 2/11/2019 to 6/7/2019   | <b>Office Hours:</b>      | Monday: 2:40 – 4:10 p.m.<br>Tuesday: 12:00 – 12:40 p.m.<br>Wednesday: 2:40 – 4:10 p.m.<br>Thursday: 12:00 – 12:40 p.m.<br>And by appointment. |
| <b>Class Days:</b>           | Tuesday and Thursday  | <b>Office Phone #:</b>    | 760-355-6170  |
| <b>Class Times:</b>          | 2:40 – 4:05 p.m.  | <b>Emergency Contact:</b> | Use email   |
| <b>Units:</b>                | Three (3)   |                           |   |

**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 social, political, economic, racial, gender, 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.

**Student Learning Outcomes**

Upon course completion, the successful student will have acquired new skills, knowledge, and/or attitudes as demonstrated by being able to: 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) explain and analyze the key information contained in a primary source document.

**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**

- Eric Foner, *Give Me Liberty! An American History, Vol. 1, Seagull* (Fourth Edition) **ISBN: 9780393920307**
- Frederick Douglass, *Narrative of the Life of Frederick Douglass, an American Slave* **ISBN: 9780486284996**
- Two large blue or green books
- Five Scantrons
- One Large Notebook (Bring to every class meeting.)
- There will also be required additional readings and resources posted in Canvas:  
<https://imperial.instructure.com/login/canvas>

**Course Grading Based on Course Objectives**

The course grade is based on total points accumulated during the semester. Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis.

| Course Assignments        |         |             | Grading Scale                |
|---------------------------|---------|-------------|------------------------------|
| Attendance (extra credit) | 1 x 15  | 15 points   | <b>A:</b> 540 or more points |
| Analytical Essay          | 1 x 100 | 100 points  | <b>B:</b> 475 or more points |
| Exams                     | 2 x 150 | 300 points* | <b>C:</b> 410 or more points |
| Map Quiz                  | 1 x 25  | 25 points   | <b>D:</b> 350 or more points |
| Primary Responses         | 2 x 25  | 50 points   | <b>F:</b> 349 to 0 points    |
| Textbook Quizzes          | 5 x 20  | 100 points* |                              |
| Video Response            | 1 x 10  | 10 points*# |                              |

\*Value may be higher. #May have more than one.

**Course Requirements and Instructional Methods**

**Instructional Methods:** This course will include 15 to 18 lectures. Lectures will often include information not covered in your readings. Periodically, lecture will also include class discussions requiring your active participation. Students may also be required to read and watch material posted on Canvas. Both outside and in-class writing assignments are required. Reading is expected to be completed during the assigned week. Students must take notes during lecture. Please bring a copy of each lecture outline to class. They can be located on Canvas. All out-of-class written assignments must be submitted on Canvas. All assignments must be submitted in a Word.doc format. I do not accept individual hardcopies or emailed assignments. Please check Canvas for all due dates.

- **Analytical Essay:** You will write one analytical essay on the history of American slavery using your textbook and the *Narrative of the Life of Frederick Douglass, an American Slave*. You will receive a prompt for this assignment in advance. You must submit your response on Canvas by 11:59 p.m. on May 25, and also bring a hardcopy to class the next day to receive full credit. Please attach the assigned rubric to the front of your submission. Failure to submit a hardcopy will result in a 5-point penalty. Failure to attach the rubric will result in a 2-point penalty. Submissions will be penalized five points for each calendar day the assignment is late. This assignment will be worth up to 100 points.

- **Attendance:** At the beginning of class I will take attendance. Students may earn up to 15 points of extra credit for attending every class session. Students absent more than twice will not receive the extra credit. Students who leave early or arrive late more than twice will accrue one absence toward their potential bonus points. Also, unapproved phone activity will result in a zero.
- **Exams:** There will be a midterm exam and a final exam. The exams will cover the assigned readings, my lectures, material posted on Canvas, and everything we discuss or watch in class. The final exam will not be cumulative. I will not allow a make-up examination except in instances in which a student has a documented medical emergency. Students will need to provide a large blue or green book for each exam. Do not bring a small blue or green book. Each exam will be worth at least 150 points. Exams will include three components: an essay, short identification, and matching. You will receive a study guide at least one week in advance.
  - Section 1—Essay:** You will be given two essay questions from your study guide, and you will choose to write on one of these questions. You are expected to write an in-depth essay using information from lecture, the assigned reading, in-class video clips, and material posted on Canvas.
  - Section 2—Matching:** On each exam you will be given a list of terms from your study guide. You will match each term to their definition and/or historical significance. Each correct answer will be worth 2 points.
  - Section 3—Identification:** You will be given a short list of terms from your study guide. For each term you will identify the who, what, where, when, and the historical significance in paragraph form. Each response will be worth up to 10 points. Your answer should be between one meaty paragraph to a page in length.
- **Map Quiz:** You will have one map quiz worth 25 points. A list of places and a blank map will be posted on Canvas prior to the quiz indicating locations to identify. **Note:** You will not receive a word bank during the quiz. Also, I will not allow make-up quizzes/examinations except in instances in which a student has a documented medical emergency.
- **Primary Responses:** Over the course of the semester you will be assigned to read various primary source documents. The list of primary source documents and the weeks they are due are located in the course schedule. Each student must select two responses to submit over the course of the semester. These assignments must be submitted on Canvas by 11:59 p.m. on Friday of the assigned week. **Note:** Be sure to double-check Canvas for submission date changes. To complete your primary responses, read the document and respond in complete sentence form to the provided questions. Each submission will be worth 25 points. Each submission should have a total word count between 350-650 words. Submissions that do not meet the minimum word count will be penalized up to ten points. Submissions less than one week late will be penalized five points. Submissions more than one week will not be accepted. You will not be allowed to submit your response once the assignment has closed on Canvas. Each submission must have the student's name, the date, the name of the course, and the word count single-spaced in the top right-hand corner. The title of the document should include the name of the documents or author's last name as listed on the course schedule. The title must be centered above your response. Text must be 12-point Times New Roman, lines must be double-spaced, and the document should have one-inch margins. You must cite all information using the *Chicago Manual of Style*, unless notified differently. You must utilize two direct quotes (keep quotes short and direct) in your response. Answer each question separately. **DO NOT INCLUDE THE GIVEN QUESTIONS.**
- **Textbook Quizzes:** There will be five in-class reading quizzes based on chapters from *Give Me Liberty!*. Each "Foner Quiz" will be worth at least 20 points. Be sure to bring an 882-E scantron to class for each quiz. There are no make-ups for these assignments. Quiz dates are located on the course schedule below.
- **Video Response:** There will be at least one video response paper this semester. This in-class assignment will be worth up to 10 points. I will provide more information on the day of the assignment

**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.

#### Attendance

- You are expected to attend every class session. Missing class will cause you to miss valuable information, and thus, could cause your grade to suffer.
- Please see the **extra credit** opportunity associated with attending class in the **Course Requirements and Instructional Methods** section.
- 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. If you are in class anytime during the semester but stop coming to class and do not officially withdraw, you will receive an F.
- Regular attendance in all classes is expected of all students. Attendance will be taken every class period. If you are late or leave early, you may be marked absent. It is your responsibility to make sure I know you were in class. Students who stay for less than two-thirds of the class are considered absent. Students are responsible for all materials, assignments, or information given in class, regardless of whether you were in class. 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, however, do not take this class if you will have to miss more than two classes as a result of these activities, because it will seriously impact your ability to successfully complete 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.
- **DO NOT TEXT IN MY CLASS—I DO NOT WANT TO SEE YOUR PHONE ONCE CLASS HAS STARTED.**
- Students on their phone during lecture may be asked to leave the classroom. They may also be dropped from the course.
- **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, only students enrolled in the class may attend; children are not allowed.
- **Recording:** No photographing or recording is allowed without **my permission**.
- **Respect:** You do not have to agree with everything that is said or presented in this class. However, I will not tolerate disrespectful behavior. Everyone is entitled to share his or her opinions without fear of reprimand, so be courteous and civil.

### 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

**Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

**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**

| Dates | Lecture Topic  | Reading | Primary Responses and Notes  |
|-------|--|---------|--|
| 2/12  | Course Introduction                                    |         |  |
| 2/14  | A New World: Before 1492                               | Ch. 1   |  |
| 2/19  | A New World: Age of Exploration                        |         | <b>Map Quiz:</b> See Canvas for more details.  |
| 2/21  | Europeans in the New World: Spain, France, Netherlands |         |  |
| 2/26  | Europeans in the New World: England                    | Ch. 2.  |  |
| 2/28  | Early Virginia and Maryland—Tobacco                    |         | <b>Primary 1:</b> History of the Indies (1528), Declaration of Josephe (1681) <b>or</b> Hutchinson (1637) and Winthrop (1645). <b>Due Friday by 11:59 p.m.</b> |

Imperial Valley College Course Syllabus – History 120 – Prehistory to Reconstruction

|      |  |   |   |
|------|--|---|---|
| 3/5  | Early New England—Puritans                                     |   | <b>Foner Quiz 1:</b> Ch. 2.   |
| 3/7  | Restoration Colonies—New York                                  | <b>Ch. 3:</b> To page 94.                         |   |
| 3/12 | Restoration Colonies—Carolina’s Rice and Pennsylvanian Quakers |   |   |
| 3/14 | Colonial Conflicts—Bacon and Metacom                           | <b>Ch. 3:</b> Page 95 to the end of the chapter.  |   |
| 3/19 | Colonial Conflicts—Witches                                     |   |   |
| 3/21 | Development of American Slavery in North America               | <b>Ch. 4:</b> To page 151.                        | <b>Foner Quiz 2:</b> Ch. 3.<br><b>Primary 2:</b> Vassa (1789), Pontiac (1762 and 1763) <b>or</b> Paine (1776) and Boucher (1776). <b>Due Friday by 11:59 p.m.</b> |
| 3/26 | Slavery in New England, Chesapeake Bay, and the Carolinas      |   |   |
| 3/28 | American Enlightenment   |   |   |
| 4/2  | The Great Awakening  | <b>Ch. 4:</b> Page 152 to the end of the chapter. |   |
| 4/4  | Seven Years’ War   |   | <b>Foner Quiz 3:</b> Ch. 4.   |
| 4/9  | Coming of Revolution   | <b>Ch. 5.</b>                                     |   |
| 4/11 | American Revolutionary War                                     |   |   |
| 4/16 | <b>Midterm</b>   |   | <b>Note:</b> Bring a large blue or green book. Do not bring a small.  |
| 4/18 | A New America, A New Government                                | <b>Ch. 6 and 7.</b>                               |   |
| 4/23 | <b>No Class</b>  |   |   |
| 4/25 | <b>No Class</b>  |   |   |
| 4/30 | Age of Passion: Washington and Adams                           | <b>Ch. 8.</b>                                     | <b>Foner Quiz 4:</b> Ch. 6.   |
| 5/2  | Age of Passion: Jefferson                                      |   |   |
| 5/7  | Market Revolution  | <b>Ch. 9.</b>                                     | <b>Foner Quiz 5:</b> Ch. 8.   |
| 5/9  | War of 1812  |   |   |
| 5/14 | National Unity after 1812                                      | <b>Ch. 10.</b>                                    |   |

Imperial Valley College Course Syllabus – History 120 – Prehistory to Reconstruction

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|-------------|-----------------------------------|----------------|---|
| <b>5/16</b> | Second Great Awakening            |                |   |
| <b>5/21</b> | Peculiar Institution: Arguments   | <b>Ch. 11.</b> |   |
| <b>5/23</b> | Peculiar Institution: Response    |                | <b>Analytical Essay:</b> Due Saturday, May 25 by 11:59 p.m. on Canvas. Bring a hardcopy to class on Monday. <b>Note:</b> 5-point penalty each late day. |
| <b>5/28</b> | Abolitionism and Feminism         | <b>Ch. 12.</b> |   |
| <b>5/30</b> | Manifest Destiny                  | <b>Ch. 13.</b> |   |
| <b>6/4</b>  | Abraham Lincoln and the Civil War | <b>Ch. 14.</b> |   |
| <b>6/6</b>  | <b>Final</b>                      |                | <b>Note:</b> Bring a large blue or green book. Do not bring a small.  |

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