

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Bradford Wright</b>
Course Title & #:	<b>HIST 120: "U.S. From Prehistory to Reconstruction"</b>	Email:	<b>bradford.wright@imperial.edu</b>
CRN #:	<b>20560</b>	Webpage (optional):	
Classroom:	<b>Asynchronous online</b>	Office #:	<b>301</b>
Class Dates:	<b>Feb. 16-June 11</b>	Office Hours:	<b>M, W, T, R: 11:00-12:00</b>
Class Days:	<b>M, T, W, R</b>	Office Phone #:	<b>760-355-6597</b>
Class Times:	Asynchronous	Emergency Contact:	<b>760-355-6144</b>
Units:	3.0	Class Format:	Asynchronous online

### 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)

### Course Prerequisite(s) and/or Corequisite(s)

None.

### 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

Michael Schaller, *American Horizons: US History in a Global Context, vol. 1, 3<sup>rd</sup> ed.* ISBN: 978-0190659486

### Course Requirements and Instructional Methods

Attend class by logging into Canvas daily, Mondays through Thursdays. Read assignments in textbook, read and view written and/or video lectures, and view required videos through links provided. Participate in weekly discussions, complete written assignments, quizzes, and exams by the dates due.

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

Final grades will be determined according to accumulated points for each discussion, assignment, quiz, and exam. These will all be available on Canvas.

Weekly Discussion Questions and Participation (20 points per each set of Discussion questions; usually two sets per week)

Chapter Quizzes (40 points each quiz; usually one quiz per week)

Exam 1 (300 points)

Exam 2: (300 points)

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Exam 3: (300 points)

Discussions: Each week, students will be given a selection of discussion questions to respond to. Students will also be required to respond to at least two posts from their classmates. Each set of Discussion questions/responses will be graded. Discussion grades will reflect the quality and depth of each student's weekly participation in discussions.

Quizzes: Weekly multiple-choice quizzes to be completed online, based on material in the required textbook.

Exams will consist of essay questions to be completed on the day of the scheduled exam.

*Each assignment, quiz, and exam must be completed by the end of the day (11:59 pm) of the due date. No extensions, make-ups, or re-takes will be allowed.*

## Course Policies

### ATTENDANCE:

- Students are required to log into Canvas and review course materials, announcements, and complete any required assignments each day of the class week, Monday through Thursday.
- 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.

### ACADEMIC HONESTY:

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.

### How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## Other Course Information

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

**Week 1 (Feb.16-18):** Introduction / The Europeans Arrive

Read Schaller, Chapters 1-2

**Week 2 (Feb. 22-25):** The New England Way / English Transplantations...sort of

Read Schaller, Chapters 3-4

**Week 3 (March 1-4):** The Colonies Mature / The Great Conspiracy

Read Schaller, Chapters 5-6

**Week 4 (March 8-11):** The War for Independence / The American Revolution

Read Schaller, Chapter 7

**Week 5 (March 15-18):** The Framing of the Constitution

**March 18: Exam 1**

**Week 6 (March 22-25):** The New Republic and the Federalist Era

Read Schaller, Chapter 8

**Week 7 (March 29-April 1):** The Age of Jefferson

Read Schaller, Chapter 9

**April 5-11: SPRING BREAK—NO CLASS**

**Week 8 (April 12-15):** The Market Revolution and American Individualism

Read Schaller, Chapter 10

**Week 9 (April 19-22):** The Age of Jackson

**April 22: Exam 2**

**Week 10 (April 26-29):** Religion and Reform

Read Schaller, Chapter 11

**Week 11 (May 3-6):** Slavery and the Old South / Popular Culture and Literature

Read Schaller, Chapter 12



**Week 12 (May 10-13): Manifest Destiny and the Impending Crisis**

Read Schaller, Chapter 13

**Week 13 (May 17-20): The Road to Secession**

**Week 14 (May 24-23): The Civil War**

Read Schaller, Chapter 14

**Week 15 (May 31-June 3): Reconstruction**

Read Schaller, Chapter 15

**Week 16 (June 7-10): Finals Week**  
**June 10: Exam 3 (Final Exam)**

**\*\*\*Subject to change without prior notice\*\*\***