



Basic Course Information

Semester:	Spring 2021	Instructor Name:	Shawn Barcroft
Course Title & #:	History 120 — United States History: Prehistory to Reconstruction	Email:	shawn.barcroft@imperial.edu
CRN #:	21041	Office Hours:	Monday – Thursday, 1:00 to 2:00
Classroom:	Online	Office Phone #:	760-355-6170
Class Dates:	2/16/2021 to 6/11/2021	Emergency Contact:	Please email
Units:	Three	Class Format:	Traditional 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 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.

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: 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.

Required 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
- 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 quantity of assignments and the listed point values are subject to change. Changes will appear on Canvas. Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis. Please do not email me at the end of the semester asking to have your grade rounded up or to do any individual extra credit. Here is a look at the course assignments and grading scale:

Course Assignments	Grading Scale		
Analytical Essay	1 x 100	100 points	A: 100 – 90.0%
Discussion Boards and Short Papers	10 x 25**	200 points	B: 89.9 – 80.0%
Exams	3 x 200^^	600 points	C: 79.9 – 70.0%
Student Bio	1 x 16	16 points	D: 69.9 – 60.0%
Quizzes	8 x 12##	84 points	F: 59.9 – 0%

** Your two lowest scores will be dropped at the end of the semester.

You will be able to take each quiz twice. Also, your lowest score will be dropped at the end of the semester.

^^ Will each be worth between 100 and 200 points.

Course Requirements and Instructional Methods

Instructional Methods: Lectures may be in written or video form, and will often include information not covered in your readings. Students may also be required to read, and watch material posted on Canvas. Students will be given access to new modules on Mondays with tasks to complete. It is important to regularly check the course “Home Page” on Canvas for assignments and course updates. Reading is expected to be completed during that of the assigned week. All writing assignments must be submitted on Canvas. Do not email your assignments unless I have given you prior approval. All assignments must be submitted in a PDF or Word.doc format. Do **NOT** submit assignments in other formats. Failure to properly submit an assignment may result in a zero. **Note:** If you use Google Docs to type your work simply save your work as a PDF or Word file before uploading to Canvas.

Analytical Essay: You will write one analytical five-paragraph essay on the history of American slavery primarily using your textbook, lecture, and the *Narrative of the Life of Frederick Douglass, an American Slave*. This assignment will be worth up to 100 points. You can find an assignment prompt on Canvas outlining what I am expecting you to analyze and discuss. Submissions will be penalized up to five points for each calendar day the assignment is late. Plagiarism or a similarity score more than 40% may result in an automatic zero.

Discussion Boards (DBs): Modules will typically consist of a discussion board assignment. Each of these assignments will be worth 25 points. I will provide the class with question(s) to answer based on the presented material and assigned reading. Below is a basic scoring breakdown of the DB assignments. (For a more specific scoring breakdown I recommend students review the DB grading rubric attached to the assignment on Canvas.)

- **How do I score 25 points each week?**

DB post 21 points: You must answer the presented question(s). Answers to the DB should be thorough and well thought out. Submissions should include specific details and examples which demonstrate your understanding of the course material. For each DB you must quote the presented material. Quotes and details must be cited using Chicago Style footnotes at the bottom of your post. (You can find more information on citing on Canvas.) DBs must be posted by 11:59 pm on Thursday of each week unless noted differently on Canvas. **Note:** Be sure to

meet the minimum word count.

- **DB peer responses (2 pts each)**

The aim of peer responses is to facilitate a good discussion and to help your classmates better understand the presented material. You must respond to at least two of your fellow students' posts to receive full credit. Your peer responses must be posted by 11:59 pm on Sunday of the assigned week unless noted differently on Canvas. Peer responses must be thorough and well thought out. "Nice," and "I completely agree," are not proper responses and will result in a deduction. Feel free to respond to as many of your peers as you would like as this will help to facilitate a good discussion. **Note:** The Netiquette guidelines (listed below) are in effect, so be courteous and professional because I will not tolerate disrespectful behavior in this course.

Also...here are some other things to know.

- I will not open a DB early for a single student.
- **I will not allow a DB to be submitted after it has closed on Canvas.**
- You may not submit all of your posts on the same day for full credit.
- **Using material not presented in this course may result in a zero grade.**
- Students must submit their answers before viewing or responding to their classmates.
- **Do not double post or edit your submissions because doing so will result in a zero.**

Exams: There will be three exams. Exams will cover the assigned readings, my lectures, posted material on Canvas, and everything we discuss or watch up to that point in class. The final exam will not be cumulative. Expect these exams to be spread out about every five weeks of the semester. I will not allow a make-up examination except in instances in which a student has a documented medical emergency. Exams may consist of an essay, short identification, multiple choice, and/or matching questions. There will be a study guide posted on Canvas before each exam.

Student Introduction: You are required to write or film a short biography. Your submission must be posted to the "Student Bio" discussion board by the third day of the semester or you may be dropped from the course. You are required to respond to at least one of your peers to receive full credit.

Short Papers: Over the course of the semester, you will be assigned short response papers. These papers will analyze historical films and/or primary source documents. Material and assignment prompts will be posted in your weekly module. Each submission will be worth 25 points. You will not be allowed to submit your response once the assignment has closed on Canvas. Each submission must have your name, the date, the name of the course, and the word count single-spaced in the top right-hand corner. The title of your paper should be 12-point Times-New Roman centered type and include the title of the documents or film being analyzed. Body text must be 12-point Times New Roman, body text must be double-spaced, and the document must have one-inch margins. You must use two cited short direct quotes in your response. You must also cite all other ideas or evidence. Please see the Chicago Citation Guide on Canvas for more details. Failure to cite your information may lead to a zero grade. If your submission has a similarity/plagiarism score of 40% or higher you may receive zero credit—so, use your own thoughts and words. You're not writing an essay with these assignments. Do not include the given questions because they will not count toward your minimum word count and answer each question separately. For example: 1.

Textbook Quizzes: These quizzes are primarily based on chapters from your textbook, *Give Me Liberty!*. Each quiz will be worth 12 points. There are no make-ups for these assignments. Quiz dates are located on Canvas.

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 Policies

- **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](#).
- **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 dishonesty:** 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.
- **On 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.

What does it mean to "attend" an online class?



Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- Logging onto Canvas alone is **NOT** adequate to demonstrate academic attendance by the student.

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

The following course schedule is subject to change without prior notice. Changes will appear on Canvas.

Week	Course Topics	Textbook Reading	Course Notes
1	<ul style="list-style-type: none"> • Course Introduction • Before 1492 		Student Bio Alert: Failure to submit this assignment by the third day may result in student being dropped.
2	<ul style="list-style-type: none"> • After 1492 	Chapter 1	
3	<ul style="list-style-type: none"> • Beginning of English North America 	Chapter 2	
4	<ul style="list-style-type: none"> • North America in crisis 	Chapter 3	
5	<ul style="list-style-type: none"> • And some new colonies 		
6	<ul style="list-style-type: none"> • Early American Slavery 	Chapter 4	
7	Exam 1		
8	<ul style="list-style-type: none"> • No Class this week 		
9	<ul style="list-style-type: none"> • Revolutionary Era 	Chapters 5, 6	



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10	<ul style="list-style-type: none">• Age of Passion—Adams	Chapters 7 and 8 to page 302.	
11	<ul style="list-style-type: none">• Age of Passion—Jefferson• War of 1812	Chapter 8	
12	Exam 2		
13	<ul style="list-style-type: none">• Market Revolution• Consequences of westward expansion and modernization	Chapter 9	
14	<ul style="list-style-type: none">• Peculiar Institution	Chapters 10 and 11	
15	<ul style="list-style-type: none">• Abolitionism and Feminism	Chapter 12	
16	<ul style="list-style-type: none">• American Civil War	Chapter 14	Due: Analytical Essay—See prompt on Canvas.
17	Exam 3		