

### Basic Course Information

Semester:	Spring 2022	Instructor Name:	Thomas Jones
Course Title & #:	History 120- American History- to 1877	Email:	Thomas.jones@imperial.edu
CRN #:	20274	Webpage (optional):	www.imperial.edu
Classroom:	Zoom class	Office #:	Zoom, Email, and Phone
Class Dates:	2/14/2022-6/10/2022	Office Hours:	Wed: 1-2 PM
Class Days:	M	Office Phone #:	760.777.2569
Class Times:	11:20AM-2:30PM	Emergency Contact:	N/A
Units:	3.0		

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### 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

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

Boyer, Paul et. al. (2018). *The Enduring Vision: A History of the American People. Vol.1* (9th/e). Cengage Advantage Series. ISBN: 978-1-305-86166-4.

To preview this book through Google Books:

[https://www.google.com/books/edition/The\\_Enduring\\_Vision\\_A\\_History\\_of\\_the\\_Ame/EOm5DQAAQBAJ?hl=en&gbpv=1&printsec=frontcover](https://www.google.com/books/edition/The_Enduring_Vision_A_History_of_the_Ame/EOm5DQAAQBAJ?hl=en&gbpv=1&printsec=frontcover)

### Course Requirements and Instructional Methods

Instructional methodology will vary between lectures, group activities and discussions, audio visual presentations and research assignment relative to key events of this historical period. Reading assignments and research will be assigned throughout semester as appropriate. Written essay assignments, Book reviews, online student discussions, research paper prepare for student debates and presentations will be assigned as “out of class” activities.

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Reading and Writing:

1. Carefully read the text and supplemental readings, and practice the analysis of primary source materials.
2. Write, and prepare to write, critical, analytical essays based on material covered in the readings and in classroom activities.
3. When required, utilize the library and outside sources to research material relevant to the course.
4. Study the material to prepare for exams.

Out-of-class assignments:

When assigned, written essay assignments, Book reviews, Online student discussions, Research paper Prepare for student debates and presentations.

Students are assigned 10 homework quizzes for this term. These homework assignments are to be completed via Canvas. Homework is assigned weekly and can only be accessed through CANVAS. All due dates are binding and no quiz will be reopened one the due dates pass.

Make up exams will only be given for students who make prior arrangements or upon the discretion of the instructor.

Note: 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

Method of evaluation to determine if stated SLOs and Course Objectives have been met include class activity and student participation in class discussions, essays, mid-term/final exams, oral assignments, quizzes, and written

assignments. Unless previous arrangements are made with instructor, **NO MAKE UP EXAMS WILL BE GIVEN FOR THIS COURSE without prior consent from instructor.** Any homework submitted late will receive a 5 point deduction after 1<sup>st</sup> late day.

Point accumulation will be based on percentage of points earned from total points possible. See Canvas class for specific details on total class points possible.

### Attendance

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Attending every regularly scheduled class meeting is the beginning to being successful in this class. Students should come to every class session prepared to discuss and debate key concepts of focus for that week. Attendance is taken weekly in compliance with school policy and appropriate state and federal regulations and requirements.

- A student who fails to attend the first meeting of a 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.
- Instructor reserves the right to assign up to a 20% total points reduction for any student with more than 2 unexcused absences over the term.
- Absences attributed to the representation of the college at officially approved events (conferences, contests (college organized sporting events), and field trips) will be counted as ‘excused’ absences.
- At the discretion of the instructor, pop-quizzes may be administered in class. No advance notice will be given of these quizzes and there will be no opportunity for a student to take a quiz for students who are not present in class at the time a quiz is given.
- If absent on exam-day, prior arrangements must be made at least 24 hours in advance for a make-up exam.

### Online Netiquette

As this class utilizes web-enhanced study aides and resources, this section applies to all students enrolled in this class.

- 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.

- [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

\*Instructor reserves the right to amend schedule without notice. Below schedule is a weekly guide only.

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Date or Week	Activity, Assignment, and/or Topic	Pages/Comments/Notes.
Week 1 2/14/22	Syllabus & Introduction; Pre-Assessment Quiz; Cultures before the arrival of European explorers in the Americas. (2500 B.C.E.- <1492 A.C.E.)	[Preface; Ch. 1]
Week 2 2/22/22*	Exploration of the Americas before the European colonization period; The Age of Colonization-review of key events within the colonies; The Salem Witch trials; Slavery. [1492-1700]	[pgs. 22-75]
Week 3 2/28/22	Continue: English Colonial Period; the “New” Slavery; social trends in the colonies. [1625-1750]	[pgs. 53-100]
Week 4 3/7/22	<b>Exam 1 [period: prehistory- about 1750]</b>	
Week 5 3/14/22	Conflict between England and her colonies; Pathway to the American Revolutionary War; early days for a new nation. [1750-1788]...	[pgs. 125-175 ]
Week 6 3/21/22	Continue- a new Nation. From the “Articles to Constitution”; Our Founding Fathers; The Great Experiment. [1776-1800]	[pgs. 176-234]
Week 7 3/28/22	<b>Exam 2 [period: 1750-1800]</b>	
Week 8 4/4/22	America at war and peace; Expansionism and immigration. (1812-1824)	[pgs. 237-277]
Week 9 4/11/22	The Age of Jackson; review of key political, economic, & social changes. (1824-1850)	[pgs. 295-329]
Week 10 4/25/22	Transformation of American society; Political Compromise; the issue of slavery in social and political terms. (1815-1850)	[pgs. 309-354]
Week 11 5/2/22	<b>Exam 3 [period: 1800-1850]</b>	
Week 12 5/9/22	Political, social, & economic separation of North and South; key events leading to Civil War. (1850-1861)	[pgs. 354-449]
Week 13 5/16/22	The American Civil War. (1861-1865); Reconstructing the South	[pgs. 456-493]
Week 14 5/23/22	Reconstructing the South; Successes & failures; Lasting effects. (1865-1877)	[pgs. 497-524]
Week 15 5/31/22*	Reconstructing the South; Successes & failures; Lasting effects. (1865-1877)	
Week 16 6/6/22	<b>Final Exam [period: 1850-1877]</b>	

\*= This week’s Monday is a holiday.

Recognized holidays: 2/21/2022, 5/30/2022

Spring Break: 4/17/2022-4/23/2022

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