



## Welcome!

I am glad you are taking this class and I promise to make it as engaging and relevant as possible. Over the coming weeks, we will exchange ideas and experiences, learn together (yes, I learn from you) and, ideally, see ourselves and our communities in new ways.

I acknowledge that the land I'm occupying is located on the ancestral and unceded territory of the Paipai, Kumeyaay, and Cocopah people.

I recognize the impact of historical trauma and dispossession and ongoing systemic inequities. I acknowledge the relationships of care that these Indigenous Nations continue to maintain with this land.

Through this Acknowledgement, I celebrate their resilience and strength then and now, and express my ongoing commitment to dismantle silenced histories based on colonization in our sessions and in our communities.

## Basic Course Information

<b>Semester:</b>	Spring, 2022	<b>Instructor Name:</b>	Lisa Solomon
<b>Course Title &amp; #:</b>	HIST 120	<b>Email:</b>	lisa.solomon@imperial.edu
<b>CRN #:</b>	20276		
<b>Classroom:</b>	402	<b>Office #:</b>	Room 409
<b>Class Dates:</b>	Feb. 14-June 8, 2022	<b>Student Hours:</b>	MW 1:00pm-2:00pm TR 8:15am-9:15am
<b>Class Days:</b>	MW	<b>Office Phone #:</b>	760-355-6453
<b>Class Times:</b>	9:40am – 11:05am	<b>Dept. Office:</b>	760-355-6144
<b>Units:</b>	3	<b>Class Format:</b>	Face to face (on campus)

I am available for meetings with students beyond the class hours. However, because of other obligations, students should contact me to set up an appointment. Contact can be made before or after class, by email, or by voice mail.

## Why History?

We all have a history-whether we think of just ourselves, our families, communities, or of a bigger context. History reminds us that we are human, as were those that came before us. We have great, and not so great, ideas. We will influence the world around us. We make history.

History helps is empathize with other generations. We gain a better understanding of what their lives were like, what tools they used, the jobs they worked to provide for their families.

History inspires and motivates us. Think about the changes in technology. History shows us where the changes/inspirations/motivations came from and why; the people who developed them; the successes and failures.

We learn about trends: more access to education, changes in social movements, cultural influences. There have been changes in times of peace (more and longer) and times of conflict (enemies and tactics).



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History has given us millions of ideas. Think about the cars we drive and the phones we use. Does History repeat itself? Yes, sometimes. Can we change it? Yes. Definitely!

## 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.

This course does require a significant amount of reading and writing.

While this is current description in the *Course Outline of Record*, I hope to present more information throughout this class on the Indigenous peoples present in what became the United States, including the American Southwest. What I cannot offer in class will be added to Canvas.

## 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; (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.

See my comments under "Course Description". This section is required by the College, and these noted themes will be key factors in the tests and assignments.

## Textbooks & Other Resources or Links

**Required:** *US History*. Go to <https://openstax.org/subjects/humanities> to access the text. There is no cost for the digital version. Printed copies are available for order through OpenStax, or may be purchased at the College Bookstore.

ISBN for the PDF: 978-1-947172-08-1. ISBN for the print version: 978-1-938168-36-9.

**Recommended:** Any college level dictionary.

Additional readings, articles or videos will be posted to Canvas, as deemed relevant.

## Course Requirements and Instructional Methods

Assignments and exams are prepared to help you share what you are learning as well as your views/opinions on the material. While I will seldom ask for exact dates, it will help to remember the



timeline of events, as well as people and places. Ideally, this work will also help you look at the material with a critical eye.

Assignments may be based on a specific section of the text, on a part of a video, or a class lecture. The content is the important element. Students will be able to submit the assignments in a variety of formats.

The in-class essays are topic-specific, and may not happen on the dates noted later in this syllabus. These are opportunities for you to express ideas and opinions on the topic/time period. The points for these are not yet determined, and will be added to the Canvas gradebook. They can help you learn about the content as well as possibly raise your grade.

Exams will pull questions from all sources of material presented to the class. That includes PowerPoints and material posted to the Canvas page. Because multiple-choice/true-false exams tend to work *against* the student, I do not use them. More detail on the exams will be presented in class.

Opportunities for submitting drafts and revisions, and exam re-dos (except for the Final) will be presented in class.

**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. *This means that since this is a 3-credit course, you're responsible for **about six (6) hours of work outside of class each week.** You should use that time to read the textbook, review your lecture notes, study for the exams, and work on the assignments!*

## Course Grading Based on Course Objectives

There will be no 0s in this class-no zeros! Radical!

Work that is not completed/submitted will simply show as a blank in the Canvas gradebook.

Comments, questions, and discussions are encouraged. Because not everyone is comfortable speaking in class, and because some students need more time to process information, there are NO discussion points. Grades will be earned only on the assignments and exams.

**Grading:** The course maximum is 700 points, based on the following:

Tests (two @ 50 points each)	100 points
Assignments (two @ 75 points each)	150 points
Midterm exam	150 points
Final exam	300 points

Grading will be based on total points, as follows:

A = 630-700	B = 558-629.5	C = 486-557.5
D = 412-485.5	F = 350-411.5	

Starting with a minimum grade makes it easier for you, my student, to earn points and pass the class. That doesn't mean that passing is automatic; work still needs to be done. It does mean that, starting at 50%, the point spread between letter grades is equal.

Letter grades will not be included on tests and assignments. They will only be used for the final course grade.

## Course Policies

**Attendance:** A student who fails to attend the first meeting of a class (without notifying me in advance) will be dropped by me 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 the *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. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Attendance is strongly encouraged, especially since History courses usually take a chronological approach. Therefore, absences can leave gaps that cannot easily be filled.

More information and details can be found on Canvas.

**Academic Honesty:** There are many different forms of academic dishonesty. The following are the most common: Plagiarism (written work) and cheating (primarily but not limited to exams). More information on each can be found on Canvas.

Anyone caught cheating or plagiarizing will be required to retake the exam or redo the assignment. A student who repeatedly cheats is violating campus policy and faces a meeting with the Campus Disciplinary Officer, who may place related documentation in a file or proceed with a suspension. Please refer to the *General Catalog* for more information on academic dishonesty or other misconduct.

Food is prohibited in the classroom. Beverages in secure containers are acceptable. Additional restrictions will apply in labs.

Students who practice inappropriate behavior will likely be asked to leave the classroom. Continued practice of inappropriate behavior means the student will need to meet with the Campus Disciplinary Officer before returning to continue with the coursework. Disciplinary procedures will be followed as outlined in the *General Catalog*.

Make sure you handle all personal needs (restrooms, food, phone calls, etc.) before class begins. If you need to leave during the class to take care of a personal need, try to do so with as little disruption as possible. You do not need to ask me for permission.

Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.



## Other Course Information

Comments, discussions and questions are encouraged during the class and by email. During class meetings, please treat each other with respect and patience. Respect your classmates' opinions, even if they differ from yours. Anyone who treats a classmate or me in a disrespectful manner will be removed from the class meeting, and I will schedule a meeting with that student before they are allowed to return.

## 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

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

Please try to do the reading before class. NOTE: Some of the video content is graphic and may be difficult for any student dealing with anxiety or PTSD. Please let me know if this applies to you, and take the necessary steps to take care of yourself.

The topics noted are the main ones and not meant to exclude any group.

*Page numbers are based on the PDF version of the textbook. If you have the print version, follow by content or chapter headings noted below.*

Date or Week	Activity, Assignment, and/or Topic	Pages
Feb. 14	Introduction to the class <b>In-class essay</b>	
Feb. 16	Native peoples, exploration, Spanish colonies	Pp. 7-24 (to 1.3), 33-42 (to 2.2), 52-53, 63-7 (to 3.2)
Feb. 21	NO CLASS – Presidents' Day	
Feb. 23	Europeans in North America, English colonies	Pp. 42-51, 55-59, 67-72 (to 3.3)
Feb. 28	Slavery and race, Great Britain and the colonies <b>Assignment #1 posted on Canvas (due March 3)</b>	Pp. 24-29, 54, 72-90, 95-114 (to 4.5)
Mar. 02	Wars for empire and control	Pp. 114-119
Mar. 07	Dissent and ideas of self-government	Chap. 5
Mar. 09	Revolutionary War	Chap. 6
Mar. 14	A new republic <b>In-class essay</b>	Chap. 7
Mar. 16	Slavery and growth <b>Test #1 on Canvas</b>	Pp. 221-32 (to 8.4), 301-08 (to 11.2)
Mar. 21	War of 1812	Pp. 232-37



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages</b>
Mar. 23	Industry and workers, expansion, policies	Pp. 243-63 (to 9.4), 308-10 (to 11.3)
Mar. 28	Social classes, Jacksonian era	Pp. 263-68, Chap. 10
Mar. 30	Reform and social movements <b>Midterm questions on Canvas</b>	Chap. 13
Apr. 04	Slavery and the Southern way of life	Chap. 12
Apr. 06	<b>Midterm exam – in class</b>	
Apr. 11 & 13	Texas and war with Mexico	Pp. 310-19
Apr. 18-22	NO CLASS – Spring Break	
Apr. 25 & 27	Gold, California, slavery, and compromise <b>Assignment #2 posted on Canvas April 27 (due Apr. 30)</b>	Pp. 320-26, 390-93
May 02	Early 1850s	Pp. 394-405 (to “The Presidential Election...”)
May 04	Late 1850s	Pp. 405-412
May 09	Lead-up to 1861 <b>In-class essay (part 1)</b>	Pp. 413-14
May 11 & 16	Civil War	Chap. 15
May 11	<b>Test #2 posted on Canvas</b>	
May 25	Ending the war, assassination, Andrew Johnson <b>In-class essay (part 2)</b> <b>Final Exam questions on Canvas</b>	
May 30	NO CLASS – Memorial Day	
June 01 & 6	Reconstruction, Final exam review	Chap. 16
June 08	<b>Final Exam – In class</b>	