



## Basic Course Information

Semester:	<b>Spring 2022</b>	Instructor Name:	<b>Monica Ketchum</b>
Course Title & #:	<b>HIST 120 US History: Prehistory to Reconstruction</b>	Email:	<b>Monica.Ketchum@imperial.edu</b>
CRN #:	<b>20283</b>	Webpage (optional):	<b>https://calendly.com/monica-ketchum</b>
Classroom:	<b>2727 &amp; Zoom</b>	Office #:	<b>Zoom</b>
Class Dates:	<b>Feb 14-Jun 10, 2022</b>	Office Hours:	<b>By Appointment (use Calendly)</b>
Class Days:	<b>Fridays</b>	Office Phone #:	<b>928-344-7646</b>
Class Times:	11:20am-2:30pm	Emergency Contact:	<b>Email or phone instructor or phone Dept Secretary (760) 355-6144</b>
Units:	3.0	Class Format:	HyFlex

## 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. (C-ID HIST 130) (CSU/UC)

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

**None**

## Textbooks & Other Resources or Links

This course uses open educational resources (OER). The textbook and other learning materials can be accessed in Canvas. Students may choose to obtain the printed version of the textbook (available in the IVC bookstore)

Corbett, et al. 2017. *OpenStax US History, 3e*. Houston, TX. Rice University ISBN: 9781938168369

[Online access to U.S. History | OpenStax](#)

## 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.
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:

1. 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:
2. Describe the peoples and cultures existing in North America before European contact;
3. Describe European exploration of North America and early colonization efforts;
4. Describe the British colonies of North America and explain the role of the colonies within the British empire.
5. Discuss and analyze labor relations, indentured servants and slavery in British North America;
6. Understand colonial-Native American and U.S.-Native American relations;
7. Understand the factors that led to the American Revolution and the key events, personalities and effects of the Revolutionary War;
8. Understand how the American political and legal system was created and how it functioned in the early national period;
9. Identify important political trends and figures and the rise of political parties in ante-bellum America;
10. Understand U.S. foreign policy before 1877;
11. Explain the evolution of the market economy of the nineteenth century;
12. Explain how technology shaped culture, social arrangements, leisure, family life, and work;
13. Understand how immigrants impacted society, politics and culture;
14. Explain the status of women before 1877;
15. Understand the role of sectionalism in early American history;
16. Describe how religion impacted society, intellectual currents, and political thought;
17. Analyze Westward expansion, Manifest Destiny and the Mexican-American War;
18. Discuss the major factors that led to the Civil War and the key events and personalities of that war;
19. Understand the significance of the Civil War on society, race relations, economics, and politics;
20. Describe the process of post-Civil War Reconstruction and the challenges and opportunities faced by the nation and people until 1877.

## Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester.

It is possible to earn a **total of up to 500 points** for the class. Grades are calculated as follows:

**A = 450-500 points; B = 400-449 points; C = 350-399 points; D = 300-349 points; F = 0-299 points**

Late assignments will not be accepted. Make up exams are only available to students who have a serious illness or valid excuse that makes it impossible to take the regularly scheduled exam.

## Course Requirements and Instructional Methods

The instructional methods for this course include lecture, discussion, group activities, and audio-visual presentations. In addition to in-class activities, students are expected to access Canvas to complete quizzes and submit assignments, and to complete reading and research assignments outside of class.

Grades will be earned by completing an assortment of learning activities, exams, assignments and participation.

Assessments	Point Value	Maximum Points	% Total Grade
Padlet Posts	7 assignments @ 10 points	70	14%
Assignments	6 assignments @ 15 points	90	18%
Reading Quizzes	10 quizzes @ 10 points 3 quizzes @20 points	160	32%
Exams	Midterm & Final @ 50 points	100	20%
Project	1 project @80 points	80	16%
<b>Total Points</b>		<b>500 points</b>	<b>100%</b>

1. 32% Assignments  
Weekly homework exercises based on the readings, primary and secondary sources will be assigned. Assignments are due on the Thursday before the next class meeting. Assignments are to be submitted in Canvas. Padlet posts are to be posted to the class Padlet.
2. 32% Reading Quizzes  
Chapter quizzes that serve as a review of the material from the readings will be assigned each week. Each quiz will consist of 10-20 multiple-choice and true/false questions. Quizzes are open-book and are to be completed in Canvas outside of class. Two attempts are allowed per quiz.
3. 20% Exams  
A mid-term and a final exam will be given based on the readings, lectures and multi-media resources. The exams will consist of short essay questions.
4. 16% Project  
Students will complete a research project that includes a class presentation. Details about the project and requirements are outlined in a separate handout.

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

**Attendance:** *History courses take a thematic and chronological approach; therefore absences can leave gaps that cannot easily be filled. Students are responsible for all materials, assignments and information given in class regardless of whether you were present for class. In-class assignments and activities **can not** be made up, therefore, poor attendance will severely impact your grade in the course.*



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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.

**Classroom Etiquette:** In order to create a positive classroom environment that is conducive to learning, students are expected to interact with the instructor and peers in a respectful manner. While open debate is encouraged and different perspectives are welcome, discussions must be conducted respectfully. Name calling, shouting, insults, personal attacks, and other disrespectful behavior will not be tolerated and can result in disciplinary action. 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](#).

Cell phones and electronic devices may only be used for class activities, such as responding to online polls and conducting in-class research during group projects. Otherwise, they must be placed facedown on your desk with notifications and ringers on vibrate or silent.

Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception.

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

**Online Nettiquete:** 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.

## 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. The following are the most common resources students may need to access during the semester.

**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 Mel Wendrick Access Center (DSPS Building), 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.

[The Student Health Center](#) is temporarily located in Room 401. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 or [shcfrontdesk@imperial.edu](mailto:shcfrontdesk@imperial.edu) 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,



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supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or [shcfrontdesk@imperial.edu](mailto:shcfrontdesk@imperial.edu) for appointments or more information.

**Student Equity & Achievement Program:** The [Student Equity & Achievement Program \(SEA\)](#) is Imperial Valley College's hub for matriculation and equity, ensuring a smooth and equitable transition to college and maintained support for all students throughout their journey at IVC. They validate that many historically underrepresented students face disproportionate barriers to academic success and are dedicated to removing those barriers. The SEA team will be some of the first friendly faces you meet, whether it's at your local high school, on zoom, or within your transition back to college. They serve all students and take pride in advocating for our students who identify as LGBTQIA+, Black or African American, Veteran, Disabled, Foster Youth, Homeless, Formerly Incarcerated, and Student-Athletes.

**Military and Veteran Success 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, the 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.

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 call 760-355-5707.

## Anticipated Class Schedule/Calendar

Date or Week	Lecture Topics and Reading Assignments	Assignments, Quizzes & Exam Due Dates
<b>Week 1</b> <b>Feb 18</b>	Introduction & Americas, Europe, & Africa Before 1492 Review Course Orientation module in Canvas Read Chapter 1, Review Resources in Canvas Week 1	<b>Padlet Introduction due 2/24</b> <b>Chapter 1 Quiz due 2/24</b>
<b>Week 2</b> <b>Feb 25</b>	Early Globalization: The Atlantic World, 1492-1650 Read Chapter 2, Review Resources in Canvas Week 2	<b>Assignment 1 due 3/3</b> <b>Chapter 2 Quiz due 3/3</b>
<b>Week 3</b> <b>Mar 4</b>	Colonial Societies, 1500-1750 Read Chapters 3 & 4 Review Resources in Canvas -Week 3	<b>Colonial Padlet due 3/10</b> <b>Chapters 3 &amp; 4 Quiz due 3/10</b>
<b>Week 4</b> <b>Mar 11</b>	Imperial Reforms and Colonial Protests, 1750-1774 Read Chapter 5, Review Resources in Canvas Week 4	<b>Assignment 2 due 3/17</b> <b>Chapter 5 Quiz due 3/17</b>
<b>Week 5</b> <b>Mar 18</b>	Independence and the Creating Institutions, 1774-1790 Read Chapters 6 & 7, Review Resources in Canvas Week 5	<b>Independence Padlet due 3/24</b> <b>Chapters 6 &amp; 7 Quiz due 3/24</b>
<b>Week 6</b> <b>Mar 25</b>	The New Republic, 1790-1820 Read Chapter 8, Review Resources in Canvas -Week 6	<b>Assignment 3 due 3/31</b> <b>Chapter 8 Quiz due 3/31</b>
<b>Week 7</b> <b>Apr 1</b>	Mid-Term Exam and Project Assigned -No Class Meeting Review Study Guide and Project Guidelines in Canvas Week 7 <b>**Project topic Selection will take place in class 4/8**</b>	<b>Exam available 3/38-4/1</b> <b>Due before 11:59pm 4/1</b> <b>Project Due 5/26</b>
<b>Week 8</b> <b>Apr 8</b>	Jacksonian Democracy, 1920-1840 Read Chapter 10, Review Resources in Canvas Week 8	<b>Voting Rights Padlet due 4/14</b> <b>Chapter 10- Quiz due 4/14</b> <b>Project Due 5/26</b>
<b>Week 9</b> <b>Apr 15</b>	Industry and Immigration in the North, 1800-1850 Read Chapter 9, Review Resources in Canvas Week 9	<b>Assignment 4 due 4/28</b> <b>Chapter 9 Quiz due 4/28</b>
<b>Spring Break</b> <b>Apr 22</b>	<b>Spring Break April 18-23-No Class Meeting</b>	
<b>Week 10</b> <b>Apr 29</b>	Slavery and the South, 1800-1860 Read Chapter 12, Review Resources in Canvas Week 10	<b>Free Labor Padlet due 5/5</b> <b>Chapter 12- Quiz due 5/5</b>
<b>Week 11</b> <b>May 6</b>	Manifest Destiny and the West, 1800-1860 Read Chapter 11, Review Resources in Canvas Week 11	<b>Assignment 5 due 5/12</b> <b>Chapter 11 Quiz due 5/12</b>
<b>Week 12</b> <b>May 13</b>	Religion, Reform, and Renaissance, 1820-1860 Read Chapter 13, Review Resources in Canvas Week 12	<b>Women &amp; Reform Padlet due 5/19</b> <b>Chapter 13- Quiz due 5/19</b>
<b>Week 13</b> <b>May 20</b>	Sectionalism & Civil War Read Chapters 14 & 15, Review Resources in Canvas Week 13	<b>Assignment 6 due 5/26</b> <b>Chapters 14 &amp; 15 Quiz due 5/26</b>
<b>Week 14</b> <b>May 27</b>	Project Presentations <b>**Presentation must be submitted in Canvas by 5/26**</b>	<b>Project due 5/26</b>
<b>Week 15</b> <b>June 3</b>	Reconstruction & Review for Final Exam Read Chapter 16, Review Resources in Canvas Week 15	<b>Monuments Padlet due 6/9</b> <b>Chapter 16 Quiz due 6/9</b>
<b>Week 16</b> <b>June 10</b>	Final Exam in Canvas-No Class Meeting Review Study Guide in Canvas	<b>Exam available 6/6-6/10</b> <b>Due before 11:59pm 6/10</b>