

### Basic Course Information

Semester:	<b>Spring 2018</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>History 120</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>20567</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>208</b>	Office #:	<b>1713</b>
Class Dates:	<b>Feb 12 to June 8</b>	Office Hours:	<b>Tuesday, 3:40 to 4:40 Wednesday, 12:55 to 1:55 Thursday, 3:40 to 4:40 Friday, 11:15 to 12:15</b>
Class Days:	<b>Monday &amp; Wednesday</b>	Office Phone #:	<b>760-355-6288</b>
Class Times:	<b>3:35 to 5:00 pm</b>	Emergency Contact:	<b>Send me an email, or if it is an emergency please: Elvia Camillo at 760- 355-6144.</b>
Units:	<b>3</b>		

### Important Days

- **February 24, Last Day to register for class**
- **May 12, Last Day to drop a class with a W.**

### 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)

### 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 the significance of a historical text by the end of the course. (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, et al. American Horizons: U.S. History in a Global Context, Volume 1, Third Edition, 2018. Oxford University Press. Softcover version. ISBN: 978-0-19-065948-6

### **Course Requirements and Instructional Methods**

#### **Lecture Questions Guide, (All 8 questions must be turn in by May 23)**

Each Lecture Question **must be one page** length. The first paragraph must answer the question, additionally; the second paragraph must be on your opinions about the topic.

The students will be given 10 lecture questions through the Spring 18 semesters. In addition, they will only **answer and turn in 8 Lecture questions for the Spring 2018 semester.** The lecture Questions would be due by the end of the semester. However, I recommend not wait until the last week of the semester to turn them in.

To get all complete points on the lecture questions I recommend sticking to the facts that we discuss in class. Your paper should be in **12-point Times New Roman** format **always.** Font size and style mismatches are

automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, make sure the language and prose of your statements does three things: make sense, is grammatically correct and is in proper syntax. Deliver competent phrases that do not detract but amplify your writing, the overall language level of the paper must be on a college level.

### **Postcard Project: Due May 16<sup>th</sup>M**

*Part 1:* You will choose a picture or painting, and will write a **two to three**-page pretend letter. Then you will explain the historical event that is happening as they (or a someone they know) are living it.

*Part 2:* Write a **three to four**-page research explaining the following: What is going on in the picture? Is there a historical event going on in the picture or drawing? When and where it was taken or drawn? Why is it important to write a letter of that picture or drawing? Do you know who are the people in the picture or drawing? In addition, do you identify with the people in the picture?

*Sources:* You must use at least four to five sources to get full points. Sources can be Internet articles (**no wikipedia**), Newspaper or magazine articles, and books. You can also use the class reading as a source. The Sources are going to help you understand and explain what happen in the United States during that time the picture or drawing were done. I recommend you use at least one of the assign readings from class.

Picture or painting must be from the foundation of the Thirteen Colonies to the U.S. Civil War.

I will expect a Bibliography (we will look how to make one bibliography in class).

*Format:* The format of the assignment **MUST** be written in MLA. The letter must have at least four citations. 12 point Times New Roman format always.

Also, when turning in the postcard-project I will like a printed copy of the picture or painting use in the assignment.

I will give you examples of how to do the assignment in class so, do not worry.

### **Mid-Term and Final.**

**First part** of the exam will be 16 multiple-choice questions. The questions will be based on the readings and lecture. Each question would be worth 3 points. In total, it would be worth 48 points.

**Second part:** this part will be a written essay. There is going to be two essay questions, you would only choose one out of the two. The essay questions would be based on the readings and lecture notes. In the essay, the student will identify important historical figures that shape the political, economic, and social life of the United States during the foundation of the Thirteen Colonies to the U.S. Civil War. This part would be worth 50 points.

You may use a pencil or lead pencil, and bring a BLUE BOOK.

### **Make Up Exams**

You must contact me no later than the day of the exam, preferably sooner, if you will miss a test. You must provide proof that you could not come to school (doctor's note, court appearance notice, service orders, etc.) to be eligible for a makeup exam.

Make up exams must be completed within 2 calendar days of the student's return to school from absence. You must schedule an appointment at the Study Skill Center (760) 760-355-6390 to take the test in there.

Please note that each exam represents 25% of your final course grade. Therefore, if you miss an exam and do not make it up, the best grade you can get in the course is 75%, a C, and that is only if you achieve 100% on the other exam. Throughout my many years teaching I have observed that students who miss an exam and do not make it up almost always get a F in the course, at best a D. Obviously, if you intend to pass the course, you must take all the exams.

### **Course Grading Based on Course Objectives**

**This course is graded on the following scale:**

**A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59% or lower**

**A = 400-360, B = 359-320, C = 319-280, D = 279-240, F = 239 or lower**

**Grades will be based on the following percentages:**

**Mid Term = 25%**

**Final = 25 %**

**Lecture Questions = 20%**

**Postcard Project = 25%**

**Participation = 5%**

**Mid Term = 100 Points**

**Final = 100 Points**

**Lecture Questions = 80 points**

**Postcard Project = 100 points**

**Participation = 20 Points**

**Total of points 400**

### **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.

### **Classroom Etiquette**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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](#).
- 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 Netiquette**

- 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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

*[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]*

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week 1</b> Feb 12/14	Syllabus & Introduction <b>Native Americans Culture and History</b>	
<b>Week 2</b> Feb 19/21	<b>No Class on Monday Feb 19<sup>th</sup></b> <b>European Empires in North America</b>	
<b>Week 3</b> Feb 26/28	<b>African Society 1400s to 1700s &amp; The Arrival of Slaves to North America.</b>  <b>Show examples of the Postcard Project.</b>	
<b>Week 4</b> March 5/7	<b>Colonies in North America</b>	

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 5</b> March 12/14	<b>1700s in the Colonial America &amp; The American Revolution</b>	
<b>Week 6</b> March 19/21	<b>The Struggles of a New Nation</b>	
<b>Week 7</b> March 26/28	<b>Louisiana Purchase and the Environmental Change It Had to the West.</b>	
	<b>Mid-Term on Thursday 28</b>	
April 2/4	<b><i>No Class Spring Break!</i></b>	
<b>Week 8</b> April 9/11	<b>War of 1812 (American Exceptionalism) Era of Good Feelings</b>	
<b>Week 9</b> April 16/18	<b>Era of Good Feelings</b>	
<b>Week 10</b> April 23/25	<b>Manifest Destiny &amp; the Trial Tears</b>	
<b>Week 11</b> April 30/May 2	<b>Mexican American War</b>	
<b>Week 12</b> May 7/9	<b>The Struggles of the Mexicans in the Southwest</b>	
<b>Week 13</b> May 14/16	<b>The Irish Experience in the U.S. The Chinese Experience in the U.S.</b>	Post-Card Project is Due May 16 <sup>th</sup>
<b>Week 14</b> May 21/23	<b>Slavery and Southern Society (Before U.S. Civil War)</b>	Lecture Questions are Due May 23 <sup>th</sup>
<b>Week 15</b> May 28/30	<b><i>No Class May 28<sup>th</sup></i> Slavery and Southern Society (Before U.S. Civil War)</b>	
<b>Week 16</b> June 4/6	June 4 Review for Final June 6 Final	

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