

Basic Course Information

Semester:	15/SP	Instructor Name:	Thomas Jones
Course Title & #:	History 120 United States to 1877	Email:	Thomas.jones@imperial.edu
CRN #:	20746	Webpage (optional):	n/a
Classroom:	204	Office #:	n/a
Class Dates:	2/17/15-06/12/15	Office Hours:	½ hr before class
Class Days:	Tuesday & Thursday	Office Phone #:	760.777.2569
Class Times:	4:45P-6:10P	Emergency Contact:	760.777.2569
Units:	3.0		

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)

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

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

Boyer, Paul et. al (2015). The Enduring Vision: A History of the American People to 1877 (8th Ed). Wadsworth Publishing. ISBN: -9781285193397. See instructor if you have a previous version of this book.

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.

Out of Class Assignments: There will be an out of class assigned research paper to be completed by each student. Further details on this assignment will be provided during the first week of class. See “Weekly Schedule” for assigned reading. Additional homework assignments will be assigned as determined by instructor.

Course Grading Based on Course Objectives

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

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity may 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.
- Students with more than 4 unexcused absences in a single term may expect to be penalized up to 100 points from total points earned in this class.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. Use of cell phones for texting may result in student’s removal for the remainder of a class session. Laptops may be used for all class sessions except during exams and quizzes. DSP&S approved equipment exempt from this policy.

- **NO TEXTING IS PERMITTED DURING CLASS!!!!!!!!!!!!!!**
- **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.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

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/Grading Rubric

- This class meets twice a week. The below schedule is based on a weekly timeline.

Date or Week	Activity, Assignment	Topics
Week 1 2/17-2/20	Syllabus & Introduction. <u>Pre-class assessment (Blackboard)</u> Chapter(s): 1	Pre Assessment: In class. Native Americans before European Expansionism.
Week 2 2/23-2/27	Chapter: 2	European Expansionism into the Americas.
Week 3 3/2-3/6	Chapter: 3, 4	The British are coming...and so are other European countries. The occupation of N. America; Introduction of Slavery into N. America.
Week 4 3/9-3/13	Chapter: 5,6	British Colonies Rebel. Road to Revolution; Review for Exam 1.
Week 5 3/16-3/20	<u>Exam #1</u>	Review for Exam 1 will be conducted on Tuesday. Exam will be given on Thursday. This exam is on Blackboard.
Week 6 3/23-3/27	Chapter 6 (cont)	T-Special In-class assignment (SLO2). Th-Relations between the new country and Native Americans.
Week 7 3/30-4/3	Chapter: 7	Challenges of a young country; Business undone with the British, French, Spanish, and Indians. Trials of International Relations.
4/6-4/10	Spring Break	
Week 8 4/13-4/17	Chapter: 8-9	War of 1812; Expansionism, The "Era of Good Feelings." Immigration policy in America. The "Push/Pull Effect."
Week 9 4/20-4/24	The 1820's- 1830's. Chapter: 9	America: population patterns, economic trends, and the Family; labor and immigration trends; Political compromise.
Week 10 4/27-5/1	<u>Exam #2</u>	This is an in-class exam.
Week 11 5/4-5/8	Chapter: 10	Political changes in America; The "Second Great Awakening" and its impact on society/family.
Week 12 5/11-5/15	Chapter: 13	Manifest Destiny/ Westward Expansion. The Texas Rebellion; Mexican American War.
Week 13 5/18-5/22	Chapter: 14 & 15	Political compromise; Slavery issues; The California Gold Rush; Expansionism. Research Paper DUE ****

Imperial Valley College Course Syllabus – History 121, US History to 1877

Date or Week	Activity, Assignment	Topics
Week 14 5/25-5/29	Handout: Crittenden Compromise Chapter: 15	Technology, culture, and regular life in America; Road to Civil War. Handout is posted in Blackboard, "Resources."
Week 15 6/1-6/5	Review of Final Exam. Chapter: 16	Reconstruction: Success or Failure?
Week 16 6/8-6/12	<u>Exam 3</u> Post-class assessment	Post Assessment is on Blackboard.

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

A research paper will be assigned in this class. This paper as a value of 100.00 points. Details regarding this assignment will be given out during class. The below rubric will be used to score all writing assignments in this class.

Rubric for Grading Essays	
Objective Analysis	Percentage
Format	20
Punctuation and grammar	10
Focus on topic	20
Thoroughness of topic covered	15
Clearly states students opinions relative to topic	10
Fully Developed “Work Cited” page	25
Total Percentage Points Possible	100

Format:

Formatting in MLA Format
 Citations/ Reference Page follows class guidelines
 Properly cites ideas and information gained from other sources
 Paper is organized effectively –uses headers

Grammar/Punctuation/ Spelling

Rules of grammar, usage, & punctuation are followed
 Tense (past, present, future, etc.) is consistent and properly used
 Spelling is correct

Readability & Style

The topic is thoroughly covered
 Evidence of critical analysis of subject matter
 Student clearly states their opinion relative to topic
 Sentences are complete, clear and concise
 Sentences are well-constructed with consistently strong, varied structure
 Transitions between sentences/ paragraphs/sections help maintain the flow of thought
 Words used are precise and unambiguous

The tone is appropriate to the audience, content, and assignment