

### Basic Course Information

|                   |  |                                  |   |
|-------------------|--|----------------------------------|---|
| Semester:         | Fall 2015  | Instructor Name:                 | Suzanne Gretz   |
| Course Title & #: | History 121: United States History:<br>Reconstruction to the Present | Email:                           | suzanne.gretz@imperial.edu  |
| CRN #:            | 10579  | Office #:                        | 807B  |
| Classroom:        | 204  | Drop in Times<br>(Office Hours): | Mon. & Wed. 3:30 – 4:30 p.m. and<br>Tue. & Thur. 1:00 – 2:00 p.m.   |
| Class Dates:      | August 17 – December 9, 2015   | Available Appointment<br>Times:  | Mon. – Thur. 9:00 – 11:00 a.m.,<br>Mon. & Wed. 1:00 – 2:00 p.m.,<br>Tue. & Thur. 5:00 – 6:00 p.m.   |
| Class Days:       | Mondays & Wednesdays   | Office Phone #:                  | 760-355-6492  |
| Class Times:      | 2:00 p.m. – 3:25 p.m.  | Emergency Contact:               | Normally, you should send an email<br>message if you want to get in contact<br>with me. If it is an extreme emergency,<br>please call our secretary: Elvia Camillo at<br>760-355-6144 |
| Units:            | 3.0  |                                  |   |

I am very interested in hearing from you if you have any problems, questions or concerns about the course. I am available to meet individually with each student to ensure adequate understanding of course requirements and to offer assistance and suggestions. There are a number of ways you can contact me. You can drop by my office during my Drop in Times (Office Hours) or any other time when my office door is open – you are always welcome then. You can make an appointment to meet with me at a mutually convenient time, though the best times for me are listed above. You can leave me a message on my voice mail; during the workweek I try to return calls within 24 hours. Best way is to send me an email message that I will also try to respond to within 24 hours during the workweek. My complete class and office hour schedule is posted outside the BSS Department office, room 807, where there is also a secretary who can help you.

### Course Description

This course is a survey of American history from Reconstruction to the present. This course will cover the major political, economic, social, gender, racial, cultural and intellectual transformations of the modern American eras. Of special note will be an examination of America's rise to global power. At the completion of this course students will have a broad understanding of the most important ideas, personalities, movements, and events in the modern period.(CSU,UC)

This course is the second semester in a two-semester survey of American History from Prehistoric to Present times. (You do not need to have taken the first half to take this course.) In this course we will be exploring American history not merely as a review of the presidents and wars. Though an understanding of “what happened when” is critical as a foundation, we will go beyond names and dates. Instead, we will look at the social bonds and conflicts created by culture, religion and trade. We will discuss the patterns of government that our ancestors developed in order to meet their desire for political and social stability.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Identify and recall key information from a historical text and/or a documentary film. (ILO1)
- Describe the causes and/or impact of a historical event. (ILO1, ILO2)
- 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:

Describe the major events and key political, economic, foreign policy, intellectual, cultural, social, scientific and technological trends in United States history from the Reconstruction era to the present. Identify and understand the significance of important personalities and ideas in modern American history. Comprehend and describe how the development of the modern United States occurred within a global context in which American society was influenced by and influenced events, ideas, people, and cultures throughout the world. Describe the differences between primary and secondary sources, understanding their use in the development of historical interpretation, and appropriately utilize primary and secondary historical sources to expand comprehension of American history. Understand how the acquisition of historical knowledge about the United States is critical to the development of an educated individual and a responsible American citizen. Specifically:

- Describe the movement of migrants into the trans-Mississippi west after 1865, the development of western railroads and industries and its impact on Native peoples;
- Describe the causes and consequences of the second industrial revolution, the scientific and technological innovations that helped fuel it, and the rise of American corporations;
- Discuss the main trends in American politics during the post-Civil War period including issues of labor, immigration, and urbanization;
- Explain changing attitudes and policies with regard to race, gender, ethnicity, nationality, and class in the late-19th century;
- Describe the role of the United States in emerging globalism during the late 19th and early 20th centuries, including American ideas and policies regarding imperialism and the specific events of U.S. involvement in the Asia, the Pacific, the Caribbean and Latin America;
- Discuss the rise of the new political ideas of Populism and Progressivism and explain the changes they brought to American political, economic and social life;
- Explain the causes of World War I, the changing response of the United States to the war and the evolution of American involvement, and the global consequences of World War I and the Versailles Peace Treaty;
- Discuss the main political, social, intellectual, and cultural trends of the 1920s, including the growth of modernism and the concurrent conservatism in the United States;
- Explain the economic situation of the 1920s and the causes of the Great Depression in the United States; Discuss the major social and political events of the Great Depression, including the programs and policies of the New Deal, its successes and failures, and the global impact of the Great Depression;
- Describe the causes of World War II in both Europe and Asia, the evolution of American involvement in the war, the key events of the war, including the development of the atomic bomb, the response of the American public to World War II and its effects on the homefront;
- Discuss the global consequences of World War II, including the emergence of the United States as a permanent player on the global stage; 13. Discuss the causes of the Cold War, the events, attitudes, and policies that led to tension between the United States and the Soviet Union after 1945 and the impact of the emerging Cold War on the rest of the world;
- Discuss the culture, society, policies and events of the 1950s and early 1960s, including the effects of the Cold War both internationally and domestically, particularly regarding the increasing involvement of the U.S. in global affairs, and the increasing importance of science and technology to American society, both in military and civilian contexts during the 1950s;
- Describe the causes, key events, personalities, and success of the African American civil rights movement in the United States;

- Describe the spread of civil rights activism among other groups, such as Chicanos, women, gays, Native Americans and to other areas of American life, such as personal freedom, environmentalism, and political action.
- Discuss the causes, key events, and consequences of the Vietnam War, including the global context for American involvement in Vietnam, the effect of the war on domestic life in the United States, and the long-term impact of the war on American society and culture both domestically and abroad;
- Describe the major political, economic, social, and cultural developments in the United States during the 1970s, including domestic and foreign policy successes and failures, the changing U.S. relationship with the Soviet Union and China, and the rising importance of the Middle East in American and global affairs due to events such as the emergence of OPEC and the Iranian revolution;
- Discuss the rise of domestic conservatism and the "Reagan Revolution" of the 1980s and 1990s, including the computer revolution and the increasing importance of technological innovation to American life, and the challenges and opportunities of the post-Cold War world;
- Describe the major trends in the United States in the 21st century, including the global war on terror and the changing nature of American engagement with the rest of the world, and the economic, social, and political challenges facing Americans today.

### **Textbooks & Other Resources or Links**

The following textbook is required for the course for all students:

**Keene, Jennifer D., et al, Visions of America: A History of the United States, Vol. 2, 2nd Edition, Pearson, 2013.  
ISBN: 978-0-205-09268-0**

Copies of the textbooks are available at the Spencer Library in the Reserved section. Students can borrow the book for two hours and use it in the library to read and complete assignments for the course. Go to the main desk to request the book.

In addition to the textbook, students need to have the following supplies for this course:

- Notebook with paper – for notes and assignments
- pens or pencils to take notes in class each day
- 3 Scantron forms #882 – one for each exam

### **Attendance**

- The study of history requires an understanding of the contrasts and interconnections of times, peoples and places. Therefore, attendance, participation, and preparation are critical for success in this course. I will take roll every class period. If you are late please check in with me at the end of class or you will be marked absent. All persons who are attending the class must complete the enrollment process promptly in order to remain in the classroom.
- In this course, if you miss either of the first two class sessions you will be dropped and your place will be given away to another student.

#### ***What the Law Says:***

##### *IVC Attendance Policies:*

- *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. However, it is the student's responsibility to drop or officially withdraw from the class.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Course Requirements and Instructional Methods

### **What the Law Says:**

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.

### **Reading Assignments**

- Reading the textbook is critical for success in this course.
- The reading assignment for each week is listed in the course schedule section at the end of this syllabus. Basically, you will be reading two or three chapters in your textbook each week. You are expected to read the material before the day that is listed in the schedule and be prepared to discuss the assigned readings in class. *Students who complete the reading assignments before class are better able to ask questions or get clarifications during class and consequently often get better grades in the course.*
- Each chapter in the book is about 30 pages long and we are reading about one chapter each week. Each week you will spend about 3 hours in class and at least 6 hours outside of class reading, studying, working on assignments and preparing for exams. Please be ready to invest the amount of time required to read, reflect on, comprehend, and review the material in order to be successful in this course.

### **Classroom Activities**

- Each class period will consist primarily of lecture and discussion. Interesting and informative discussion requires that students be prepared for class by having read the material. During the class period we may also have some class activities that require participation by all students. These activities will usually require the use of your textbook or other materials so please bring your books to class every day so that you will be able to participate in any activities.
- During some classes we will have video presentations. These videos have been chosen to highlight a particular aspect of history, or present a viewpoint that adds to our understanding of past attitudes and concerns. Videos, therefore, are an integral part of the classroom experience; they are not entertainment or time wasters. You will see questions on the exams that refer directly to information from the video presentations. Please take notes accordingly.

### **Homework**

- During this course there will be a number of homework packages covering the material from the textbook, lectures, and videos. The assignments may consist of a mixture of different activities such as: practice test objective questions (multiple choice, matching, true/false, etc.), map exercises, mini projects and/or short answer essays.
- Homework will be due on the date indicated on the assignment in Blackboard, approximately on the date listed in the course schedule of this syllabus. I will post each of the homework assignments to Blackboard approximately 10 days before it is due. It is your responsibility to download the assignment early enough that you can complete it on time.
- Everyone is required to complete all of the homework assignments.

### **Late Assignments**

- Late assignments are accepted but are strongly discouraged. Except under extraordinary circumstances and with my specific permission, assignments that are turned in late will have 10% deducted for each calendar day the assignment is late. Since 10% is deducted for each day an assignment is late, after 10 days there is no point in turning in anything late since it will be worth nothing.
- If you are absent from class on the day an assignment is due you are still required to turn it in on time. You can email your work, send it with a friend, turn it in early, or bring it to my office and leave it in my box or with the department secretary. As long as I receive it on or before the due date there will be no penalty.

### **Exams**

- There will be three exams during the course covering the material in the textbook, as well as all the material presented in class. Each exam will be worth 150 points and consist of objective questions (multiple choice, true/false, matching, etc.) and a short answer essay section.
- In the Resources area of Blackboard I will post study guides for each of the chapters in your textbook to help you learn the material and prepare for the exams. These study guides consists of key terms and concepts for each textbook chapter. In general, for each term the student should be able to define the term (what is it) and explain the importance, impact, or cause and effect of the event or idea. The exam questions will be taken directly from these study guides.
- You must bring a Scantron #882 and a regular pencil in order to take the test.
- “Cheat Sheet” - for each exam each student is allowed to bring one page of notes (a single 8 ½ x 11 sheet of paper, hand written only, on one side of the paper, no typed, no electronic, no photocopies) to refer to during the exam if desired.

### **Make Up Exams**

- Make up exams are available but are discouraged.
- Generally speaking, exams can be made up only for serious reasons that are beyond the ability of the student to control (for example: serious illness, required military service, etc.). 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.) in order to be eligible for a makeup exam.
- Make up exams must be completed within 10 calendar days of the student’s return to school from absence.
- 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 two exams. 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 of the exams.

### **Extra Credit**

- Throughout the semester I may offer students the chance to earn extra credit points for participating in educational opportunities outside of class. If and when these are available I will announce them in class and on Blackboard.
- However, regardless of the number and type of activities a student participates in, each student may earn more no more than 30 points in extra credit for the course.

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

- Students earn grades based on the level of achievement of course material mastery and not on the level of effort expended. My grade of any assignment or exam is final without evidence of fraud, bad faith or error on my part. I will be happy to meet with you privately should you wish to discuss the criteria and reasoning I used

to assign a particular grade on your work. I have been known on rare occasions to make mathematical miscalculations of grades. If this should occur the error will be corrected immediately upon presentation by the student.

- There are a total of 625 points possible for this course; therefore, final course grades will be determined based on the following scale:

|           |              |   |
|-----------|--------------|---|
| 625 – 562 | 100% - 90%   | A |
| 561 – 500 | 89% - 80%    | B |
| 499 – 437 | 79% - 70%    | C |
| 436 – 375 | 69% - 60%    | D |
| 374 – 0   | 59% or lower | F |

**Point Value for Assignments and Exams**

| <b>Assignment</b>       | <b>Approximate Due Date</b> | <b>Points Possible</b> | <b>Points Earned</b> |
|-------------------------|-----------------------------|------------------------|----------------------|
| Exam 1 Chapters 15 – 19 | Sept. 23                    | 150                    |                      |
| Exam 2 Chapters 20 – 24 | Nov. 2                      | 150                    |                      |
| Exam 3 Chapters 25 – 29 | Dec. 9                      | 150                    |                      |
| Homework Package #1     | Sept. 21                    | 50                     |                      |
| Homework Package #2     | Oct. 28                     | 50                     |                      |
| Homework Package #3     | Dec. 2                      | 50                     |                      |
| Participation           | Daily                       | 25                     |                      |
| Extra Credit (optional) | Various Dates               | (30)                   |                      |
| <b>TOTAL</b>            |                             | 625                    |                      |

**Classroom Etiquette**

**Children in the classroom**

- Due to college rules and state laws, only enrolled students may attend the class, including children.

**Dropping the Course**

- If for any reason you decide not to complete the course, remember that it is your responsibility to drop the class. If you simply stop coming to class and do not log on to WebSTAR and officially withdraw from the course, you will receive an “F” as a final grade.

**Notification of Absences**

- It is not necessary for you to call me if you will be absent unless you will be gone from class for longer than two consecutive class periods. There are no excused absences except for official, documented college related activities. Please make all counseling, financial aid, or non-emergency doctor appointments for times when you are not scheduled to be in class.
- If a serious illness or problem arises during the course that will cause you to be absent for an extended period of time, please let me know as soon as possible so that we can determine if you will be able to finish the course. I am more than willing to work with students to resolve problems if I am promptly informed about them.

### **Cell Phones & Other Electronic Equipment**

- Out of consideration for others, please turn your cell phones and any other electronic equipment off at the beginning of class. These items distract other students and me when they ring or beep during class.
- *Absolutely no cell phones are allowed on or within view during exams; ringing phones will be confiscated for the duration of the exam. Anyone who answers or uses a cell phone or any other type of electronic equipment during a test without my permission will receive a zero on that test.*

### **Course Interruptions**

- It is expected that you will be present, in your seat, and participating in class for the entire course period. Please take care of any personal needs (phone calls, restroom breaks, beverage needs) before or after class. Every time you step out in the middle of class it is disrupting the learning of the entire class and this is not acceptable.
- *Anyone who leaves the room during a test without my permission will be assumed to have finished the test and will not be allowed to continue.*
- If you have a serious medical or other problem that makes it impossible for you to remain in your seat for the entire class period, please inform me as soon as possible and accommodations will be made.

### **Behavioral Expectations**

- In college it is assumed that everyone is an adult and has chosen to be here in order to better his/her knowledge, experience, and job opportunities and for personal growth and development. This is a large class and therefore it is imperative that each student show respect for your fellow students and not engage in behaviors that will make it difficult or impossible for other students to learn effectively. I will not tolerate any behavior that interferes with another student's opportunity to learn.
- At all times, each member of the class will attempt to comport him or herself in a professional manner. That means, in a manner consistent with a professional setting such as a business office or place of worship. Students are encouraged to ask questions and participate in discussions regarding the material under consideration. However, disruptions that tend to diminish or extinguish learning will not be tolerated. The following behaviors are inappropriate in a college classroom:
  - Personal conversations between students during class, regardless of the topic, including cell phone calls;
  - Classroom interruptions due to tardiness, coming and going from class, or leaving early;
  - Writing and passing notes to one another;
  - Completing assignments for other classes during lecture or discussions;
  - Sleeping, particularly if you snore or drool;
  - Reading magazines, playing with electronic games, playing cards, listening to music, or other disruptive, immature actions;
  - Disrespectful, argumentative or combative behavior;
  - Harassing or irritating another student.

### **Discipline Penalties**

- If your behavior is disruptive to the class or to other students I will first give you a verbal warning in class. If the disruptive behavior continues I will then give you a second and final verbal warning to stop the immature behavior. Please take these verbal warnings seriously, because if the disruptive behavior continues, I will immediately dismiss you from the class, I will turn your name over to the Dean of Student Affairs and you will not be able to return to class until after you have met with the Dean. The Dean will outline for you the penalties if you continue to display disruptive and immature behavior in class. If you return to class and continue the disruptive behavior I will again refer you to the Dean. At that point, he may choose to drop you from the class, or if your behavior in other classes has also been disruptive, suspend you from the college for the remainder of the semester. In extreme cases of dangerous, threatening, or abusive behavior you may be immediately expelled from the college and law enforcement will be contacted.



## Digital Netiquette

### Digital Communication Behavioral Expectations

- Remember, your digital communications, whether email or text messages, with other students or with the instructor of this course are a professional, rather than a personal interaction. You should communicate digitally in the same manner as you would talk in person in a similar professional situation. You would not talk to your grandmother, your boss, or the leader of your religious group using the same language as you would use with your best friends. So too, your digital communications with professional colleagues should be different and more formal than what you would use with your best friends.

### **What the Law Says:**

#### IVC Digital Communication Rules:

- 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 and communicating appropriately online.*
- Here are some rules for professional, digital communication: (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 only appropriate emoticons (emotional icons) to help convey meaning, (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)], and (12) avoid obscene, offensive, or abusive language at all times.*

## Academic Honesty

One of the greatest benefits of modern American society is that every single person has the right to pursue whatever education, knowledge or skills that they want, for as long as they want, and to whatever level that they want. Granted, there are financial barriers that must be overcome. But unlike societies in the past which limited access to knowledge only to certain racial, ethnic or gender groups, today, no one is turned away from school just because they are female, or dark skinned, or their parents aren't powerful.

But college is a choice. No one is required by law to attend college, unlike kindergarten through high school. In college, each student can choose his or her own course of study and the classes and instructors she wants to work with. Sure, there are requirements that you may not be particularly enthusiastic about, or limited options available, but in essence it is still the student's choice.

So with this in mind, the old saying that when you cheat in school you only cheat yourself is even more true than ever. What you truly learn is yours for the rest of your life, more so than any material items that you may purchase but will wear out and be discarded in a few days, weeks or at best years. But what you learn, whether it is factual knowledge or new skills and techniques, will be yours for the rest of your life. Finishing a college degree or academic certificate means that you have achieved something through your own hard work, effort, blood, sweat, and tears and I can assure you that the feeling of self satisfaction and accomplishment is truly wonderful. Don't taint that amazing feeling of accomplishment by knowing that you only got there because you cheated.

### **What the law says:**

#### IVC Academic Honesty Policy:

*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

### IVC Student Email

- IVC provides all students with an email account for you to use, free of charge. This address will be the primary email address used to contact students studying at IVC, including all financial contacts. You have the ability to link this campus email to a personal email account that you already use. It is important that you check this email on a regular basis for general school and specific class notices. For example, if I am ill you will be notified in advance (as soon as I know I will be unable to make it to class) through this email account so that you will not have to come to class that day.
- The login URL is <http://outlook.com/students.imperial.edu>. The password will be the same login used for the Student Portal. Your campus password will be kept in sync with your WebSTAR password.
- Students who do not yet know your email address:
  - You can use the Student Email Lookup Form here:
    - <https://www.imperial.edu/students/student-email-lookup/>
  - Also, you can login to the Student Portal with their G#/WebSTAR PIN, then you can find out what your student email address is by going to the Student Email Information Page on the Student Portal: <https://my.imperial.edu/student-email>.
- If you have any type of problem with your IVC student email accounts, please submit a ticket to the IVC Service Desk at: <https://servicedesk.imperial.edu>. Students can login to the Service Desk using their new IVC email address and Student Portal password. Once logged in please select the Technology Request | E-mail Support | Students request type and provide details or call (760) 355-6300 to receive help.

### Student Portal and Web-Based Services

- The college provides access to all students to web-based versions of Microsoft office programs and storage space for class assignments. Please check the IVC website and the Student Portal for more information about the student email and other web services available to students.

### Blackboard

- IVC has linked all classes to the Blackboard course management system. I will be using Blackboard to post assignments, make announcements, and post study guides and any other supplemental resources for this course. Please make sure you understand how to logon to Blackboard so that you can access critical course information.
- Student can login by visiting: <http://imperial.blackboard.com>

- For your username, you will use the first part of your student email address (e.g. jdoe2)
- For your password, you will use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)
- You can access the Blackboard support center:  
<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>

### Academic Counseling Services

- IVC provides all students with pertinent information they will need in the formulation of their academic and personal goals and objectives and to assist them in being aware of making the most of their desires, interests, and opportunities. Counseling services are provided by professional counselors who are skilled and trained in the areas of academic, vocational, and personal counseling. The Transfer Center provides a number of services of use to students.
- The Counseling Center is open between the hours of 8:00 a.m. to 7:00 p.m., Monday through Thursday, and 8:00 a.m. to 5:00 p.m. on Friday. A transfer and career center, located within the Counseling Center, has extensive reference library of catalogs from many universities and resource materials on vocational and career information.
- Although counselors assist in long-range educational planning and in checking specific requirements, the responsibility for meeting graduation requirements or requirements for transfer to other colleges or universities must be assumed by each student.

### Disabled Student Programs and Services (DSPS)

I am happy to work with all students so that each can achieve his or her educational objectives. 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 760-355-6128 in Room 1536 for more information. Some of the services we provide include:
  - Basic First Aid
  - Immunizations
  - Mental Health Counseling
  - Wellness Screenings and Health Fairs
  - Access to reproductive health care for men and women
  - Over-the-counter medication
- [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.

### Learning Labs

- There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). You can use these labs to work on homework assignments or study for your classes while you are on campus. For this course you may find the following resource helpful:
  - Reading, Writing, & Language Lab (2600 building):
    - The Reading/Writing/Language Lab primarily serves students taking reading, writing, language, and ESL classes. However, the 2600 Building also serves as an open lab for students to work individually on school assignments that require a computer. Students are welcome to use the computers, but the reading, writing, and ESL tutors are not there to show students how to use computers or to assist them with class content. You can get assistance on the grammar, spelling, formatting, etc. of your papers.
    - Hours are 8:30 a.m. to 7:45 p.m. Monday through Thursday, and 8:30 a.m. to 3:00 p.m. Friday.
    - Students will be asked for an IVC ID card to check into the lab.

### Library Services

- There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources. Tutoring is available to all IVC students on a walk-in basis and by appointment in the Spencer Library Media Center. Also, study skills workshops are available upon request for individual students or for entire classes.
- Reserve Desk
  - There is a copy of our course textbook available for you to use for two hours at a time at the main circulation desk in the library.
- Computers
  - Computers in the library may be available for students to use to complete homework assignment or any other classroom requirements. Check in with a librarian to determine which computers are available for your use.

## Emergencies on Campus

If you experience or witness a life-threatening emergency of any type, please immediately dial 9 – 1 – 1 and then contact Campus Security for additional assistance.

For safety or security issue or to report any unusual or suspicious activity, please contact:

- Campus Security (760) 483-7411
- Campus Safety & Parking Control Office (760) 355-6308
- Parking Control Office is room 902. Hours are : Monday – Thursday, 8:00 a.m. to 10:00 p.m. and Fridays, 8:00 a.m. to 7:00 p.m. All transactions must be completed 30 minutes before closing time.

**Anticipated Class Schedule/Calendar**

|                |       | <b>Topics</b>  | <b>Readings</b> | <b>Homework &amp; Exams</b> |
|----------------|-------|--|-----------------|-----------------------------|
| <b>Week 1</b>  |       |  |                 |                             |
| Mon            | 8/17  | Introduction   |                 |                             |
| Wed            | 8/19  | Native Americans & Migrants in the West                  | Chap. 15        |                             |
| <b>Week 2</b>  |       |  |                 |                             |
| Mon            | 8/24  | Economic Transformation of the West                      |                 |                             |
| Wed            | 8/26  | Emergence of Big Business                                | Chap. 16        |                             |
| Sat            | 8/29  | <i>Last Day to Add Classes</i>                           |                 |                             |
| <b>Week 3</b>  |       |  |                 |                             |
| Mon            | 8/31  | Consumerism and Capitalism                               | Chap. 17        |                             |
| Wed            | 9/2   | American Urban Life in the late 19 <sup>th</sup> Century |                 |                             |
| <b>Week 4</b>  |       |  |                 |                             |
| Mon            | 9/7   | <i>Labor Day Holiday – No Classes</i>                    |                 |                             |
| Wed            | 9/9   | America in the Gilded Age                                | Chap. 18        |                             |
| <b>Week 5</b>  |       |  |                 |                             |
| Mon            | 9/14  | Progressivism  |                 |                             |
| Wed            | 9/16  | Imperialism  | Chap. 19        |                             |
| <b>Week 6</b>  |       |  |                 |                             |
| Mon            | 9/21  | America Wins an Empire                                   |                 | <b>Homework #1 Due</b>      |
| Wed            | 9/23  | <b>Exam 1 – Chapters 15 – 19</b>                         |                 | <b>Exam 1</b>               |
| <b>Week 7</b>  |       |  |                 |                             |
| Mon            | 9/28  | Rise of World Conflict & World War I                     | Chap. 20        |                             |
| Wed            | 9/30  | The Great War: At Home, on the Front, Peace              |                 |                             |
| <b>Week 8</b>  |       |  |                 |                             |
| Mon            | 10/5  | The 1920's: The Birth of the Modern                      | Chap. 21        |                             |
| Wed            | 10/7  | Expansion & Repression of the 20s                        |                 |                             |
| <b>Week 9</b>  |       |  |                 |                             |
| Mon            | 10/12 | Great Depression   | Chap. 22        |                             |
| Wed            | 10/14 | The New Deal   |                 |                             |
| <b>Week 10</b> |       |  |                 |                             |
| Mon            | 10/19 | The Coming of World War II                               | Chap. 23        |                             |
| Wed            | 10/21 | America in WWII: Germany & Japan                         |                 |                             |

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|                |       |  |          |                        |
|----------------|-------|--|----------|------------------------|
| <b>Week 11</b> |       |  |          |                        |
| Mon            | 10/26 | Origins of the Cold War  | Chap. 24 |                        |
| Wed            | 10/28 | Fighting Communism at Home & Abroad                              |          | <b>Homework #2 Due</b> |
|                |       |  |          |                        |
| <b>Week 12</b> |       |  |          |                        |
| Mon            | 11/2  | <b>Exam 2 – Chapters 20 – 24</b>                                 |          | <b>Exam 2</b>          |
| Wed            | 11/4  | 1950s: The Age of Consensus                                      | Chap. 25 |                        |
| Sat            | 11/7  | <i>Last Day to Drop with a “W”</i>                               |          |                        |
|                |       |  |          |                        |
| <b>Week 13</b> |       |  |          |                        |
| Mon            | 11/9  | African American Civil Rights                                    | Chap. 26 |                        |
| Wed            | 11/11 | <i>Veterans’ Day Holiday – No Class</i>                          |          |                        |
|                |       |  |          |                        |
| <b>Week 14</b> |       |  |          |                        |
| Mon            | 11/16 | Vietnam War in Perspective                                       |          |                        |
| Wed            | 11/18 | Protest & Change   | Chap. 27 |                        |
|                |       |  |          |                        |
|                |       | <b><i>Thanksgiving Break – No Classes – November 23 - 28</i></b> |          |                        |
|                |       |  |          |                        |
| <b>Week 15</b> |       |  |          |                        |
| Mon            | 11/30 | The New Left & The Rise of the Right                             | Chap. 28 |                        |
| Wed            | 12/2  | Conservatism & the End of the Cold War                           |          | <b>Homework #3 Due</b> |
|                |       |  |          |                        |
| <b>Week 16</b> |       |  |          |                        |
| Mon            | 12/7  | United States since 1989: Promises & Challenges                  | Chap. 29 |                        |
| Wed            | 12/9  | <b>Exam 3 – Chapters 25 – 29</b>                                 |          | <b>Exam 3</b>          |