

### Basic Course Information

Semester:	<b>FALL 2015</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>History 121: Reconstruction to the Present</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>10587</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>204</b>	Office #:	<b>809</b>
Class Dates:	<b>August 19, to December 11.</b>	Office Hours:	<b>By Appointment</b>
Class Days:	<b>Wednesdays</b>	Office Phone #:	<b>760-355-6144</b>
Class Times:	<b>6:30 to 9:40 p.m.</b>	Emergency Contact:	<b>Send me an email, or if it is a extreme emergency please call our secretary: Elvia Camillo at 760- 355-6144.</b>
Units:	<b>3.0</b>		

### Course Description

This course is a survey of American history from the end of 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.

### 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 since 1877, and identify and understand the significance of important personalities and ideas in United States history since 1877. Specifically:

1. Describe the movement of Americans into the trans-Mississippi west after 1877, the development of western industries and its impact on Native peoples.

2. Describe the causes and consequences of the second industrial revolution and the rise of American corporations.
3. Discuss the main trends in American politics during the Gilded Age including issues of labor, immigration and urbanization.
4. Explain the changing social, gender and class roles and experiences in the late-19th century.
5. Describe the rise of American imperialism and its effects in the Pacific, the Caribbean and Latin America.
6. 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.
7. Explain the causes, key events and consequences of World War I.
8. Discuss the main social and cultural trends of the 1920's, including the growth of modernism and the concurrent conservatism.
9. Explain the economic situation of the 1920's and the causes of the Great Depression.
10. Discuss the programs and policies of the New Deal, both successes and failures.
11. Describe the causes of World War II, the reasons for United States involvement, the key events of the war, and its effect on the home front.
12. Discuss the causes of the Cold War and the events that led to the tensions between the U.S. and the U.S.S.R. in the post-war world.
13. Explain the policies and events of the Cold War of the 1950's, especially the Korean War, nuclear weapons, American interventionism, and Cuba.
14. Discuss the culture and society of America in the 1950's.
15. Describe the causes, key events, and successes of the black Civil Rights movement.
16. Describe the spread of civil rights activities to other groups (Chicanos, women, gays, Indians) and other areas (personal freedom, environmentalism, political action).
17. Discuss the causes, key events, and consequences of the Vietnam War.
18. Describe the post-Vietnam war domestic, foreign policies, and events.
19. Discuss the rise and success of the Conservative movement in America beginning in the 1970s.
20. Describe the end of the Cold War and the problems and opportunities facing the United States in the 21st century.

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

**Keene, Jennifer D. Cornell, Saul. O'Donnell, Edward T., Visions of America: A History of the United States, Volume 2<sup>nd</sup> Edition, Pearson, 2013. ISBN: 978-0-205-09268-0**

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

Weekly Writing Assignment Guide, (All Nine Weekly Writing Must be Turn in by December 2)

The weekly writing assignments are built to train you on the particulars of academic writing. Throughout your academic career, whether you are studying for an A.S. degree or a B.A., you are expected to write as a competent college student.

Each Weekly Assignment is a one page of length. The first paragraph must be a summary on the reading. In addition, the second paragraph must be on your opinion reading.

The student will only write nine weekly assignments for this Fall 2015 semester. It is up to you to choose the weeks that you would write your weekly assignments.

To get a good grade on the weekly writings I recommend to stick to the facts. The point of the paper is to remain objective and detailed yet predictably short. Your paper should be in 12-point Times New Roman format at all times. 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, making sure the language and prose of your statements does three things: make sense, grammatically correct, and in syntax; deliver competent phrases that do not detract but, amplify your writing; overall language of the paper on a college level.

### Postcard Project: Due November 18.

Part 1: You will choose a picture or painting, and will write a two to three 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 three sources in order 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.

Picture or painting must be from the *Reconstruction* (after the U.S. Civil War) to the late 1990s.

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

Format: The format of the assignment can be written in MLA or Chicago Style. The letter must have at least four citations. 12 point Times New Roman format at all times.

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 15 multiple-choice questions. The questions will be based on the readings and lecture.

Second part of the exam will be a written essay. There are 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 last decades of the 19<sup>th</sup> century and the 20<sup>th</sup> century.

You may use a pencil or lead pencil, and *bring your own paper*.

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 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%**

**Mid Term = 100 Points**

**Final = 25 %**

**Final = 100 Points**

**9 Weekly Assignments = 20%**

**Weekly Assignments = 90 points**

**Postcard Project = 20%**

**Postcard Project = 90 points**

**Participation = 10%**

**Participation = 20 Points**

**Total of points 400**

### Attendance

- If you miss either, of the first two class sessions, you will be dropped and your place will be given away to another student.
- 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.

- [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**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 1</b> August 19	Syllabus and Introduction	Read Ch 15 for Week 2
<b>Week 2</b> August 26	Scars cause by the U.S Civil War/ The New South (Jim Crow Laws)/ Expansion to the West/ Native Americans and the sacred land/ Mexican-Americans in the West / Conflicts Between Cultures.	Read Ch 16 for Week 3
<b>Week 3</b> September 2	Examples on how to do the POST-CARD Project  New Technologies and the Birth of New Big Business/ The Birth of Consumer Culture/ New World, New Problems	Read Ch 17 or 18 for Week 3
<b>Week 4</b> September 9	City Life and Urbanization/ Social and Progressive Era/ The Birth of the Middle Class/ Teddy Roosevelt vs. Big Business/ New Social Reforms Gender Roles.	Read Ch 19 for Week 5
<b>Week 5</b> September 16	American Imperialism/Monroe Doctrine/ Spanish American War/ U.S. Interventions in Latin American and Asia/ The Rise of Nationalism	Read Ch 20 for Week 6
<b>Week 6</b> September 23	The Great War (World War I)/ Female Suffrage/ Minorities in Poverty	Read Ch 21 for Week 7
<b>Week 7</b> September 30	The Roaring Twenties/ Women Roles/ Jazz and Culture/ The Return of the Ku Klux Klan/ African-American and Mexicans-Americans living in poverty	<u>Study for The Mid-Term</u>  Read Ch 22 for Week 8

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<b><u>Week 8</u></b> October 7	MID-TERM  The Great Depression/ Immigrant Deportation/ Franklin D. Roosevelt and his New Deal	Read Ch 23 for Week 9
<b><u>Week 9</u></b>  October 14	Review on the POST-CARD Project  Fascism, and Communism/ World War II/ The Holocaust/Minorities in World War II/ Japanese Internal Camps.	Read Ch 24 for Week 10
<b><u>Week 10</u></b> October 21	Cold War (USSR vs. USA)/ Korean War / Red Scare during the 50s / The CIA in the Middle East and Latin America	Read Ch 25 for Week 11
<b><u>Week 11</u></b> October 28	Suburbs and the Middle Class/ Chicanos, African Americans, and Women's Social Struggles During the 50s/ The Beat Generation/ Birth of Rock and Roll	Read Ch 26 for Week 12
<b><u>Week 12</u></b> November 4	John F. Kennedy Camelot/ The Civil Rights Movement/ Vietnam War and the Anti-War Protest/ Music in the 60s/ Interracial Marriage in the U.S.	Read Ch 27 for Week 13
<b><u>Week 13</u></b> November 11	Chicano Movement/ Cesar Chavez and United Farm Workers/Chacina and Chicano Power/ Women and Equal Rights/ Native American Civil Rights	Read Ch 28 for Week 14
<b><u>Week 14</u></b> November 18	<u>Post Card Project Due</u>  Nixon and Watergate/ Cultural Integration/ Post-Vietnam War Trauma/ Jimmy Carter America /Iran Hostage Crises (U.S. Investment in the Middle East)	Read Ch 29 for Week 15
November 25	<b>No Class, Thanksgiving Day</b>	
<b><u>Week 15</u></b> December 2	Morning in America (Ronald Reagan's Presidency) / Yuppies Culture/ Poverty and Discrimination in America/AIDS End of the Cold War/ A Globalize World/	Study for Final
<b><u>Week 16</u></b> December 9	FINAL	

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