

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Bradford Wright
Course Title & #:	HIST 121: "U.S. History from Reconstruction to the Present"	Email:	bradford.wright@imperial.edu
CRN #:	20578	Webpage (optional):	
Classroom:	208	Office #:	301
Class Dates:	Feb. 11-June 6	Office Hours:	MW: 2:30-3:30; TR: 11:50-12:50
Class Days:	Tuesdays and Thursdays	Office Phone #:	760-355-6597
Class Times:	2:40-4:05	Emergency Contact:	760-355-6144
Units:	3:0		

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.(CSU,UC)

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

None

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 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 1920s, including the growth of modernism and the concurrent conservatism;
9. Explain the economic situation of the 1920s 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 homefront;
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 1950s, especially the Korean war, nuclear weapons, American interventionism, and Cuba;
14. Discuss the culture and society of America in the 1950s;
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 and 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

Michael Schaller, *American Horizons*, v. 2, 3rd ed.

Course Requirements and Instructional Methods

Attend class, take notes on lectures, slides, and video presentations. Participate in class discussions. Complete the assigned reading, assigned papers and in-class exams.

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

Final grades will be determined according to the following distribution:

Exam I:	20%
Exam II:	20%
Exam III:	20%
Exam IV:	20%
Short Paper:	10%
Professionalism:	10%

Total:	100 %

Exams will consist of short answer questions, identifications of terms, and multiple-choice. Most of each exam will be based on written responses. A study guide will be distributed prior to each exam, and these should greatly help students prepare for the exams.

The Short Paper will be a 800-1200 word take-home essay on an assigned question handed out in class.

Professionalism is a grade based on the seriousness and maturity of your behavior as a student in the class. It encompasses qualities of attendance, punctuality, attentiveness, participation, and politeness.

Class Policies and Procedures:

Attendance:

Regular class attendance is expected. If you should miss a class meeting for any reason, you are still responsible for any material and/or class announcements discussed in your absence. I do not post or make my lecture notes available outside of class.

You are also expected to arrive at class on time and remain for the duration of the class. Failure to do so will be considered the same as an absence in my evaluation of your behavior and attitude in the class. It is also simply rude. If you must leave early for a valid reason, I simply ask that you let me know ahead of time. Please be courteous.

Make-Up Exams: You should do everything possible to take the exam at the regularly scheduled time and place. If, however, you must miss an exam because of an illness or family emergency, you may be permitted to make up the exam. **All make-up exams will be given the day before the final exam.** The make-up exam will be based on the same study guide, but may or may not consist of the same questions. It will also have fewer choices than those available to students who take the exam in class at the regularly scheduled time. There are no re-takes for exams. It is your responsibility to take the exams when they are scheduled. **Only one missed exam may be made up.** A second missed exam goes into the books as a zero.

Classroom Courtesy:

I ask you to respect the rights of your colleagues to learn in a productive, respectful, and disciplined classroom environment and to respect the job that I do to ensure such an environment as I teach. Behavior such as arriving late, leaving early, answering phones, text-messaging, listening to mp3 players, and carrying on personal conversations disrupts the class, interferes with my job as a teacher, and deprives your colleagues of their right to learn.

I ask students to remove phones from their desks during class. Unless you receive special permission from me to do so, please do not use tablets or laptops in class—the temptation to “multi-task” with such technology is too great. Take notes using traditional paper notebooks. I do NOT give permission to record my class lectures.

Phone usage in class has become a major problem. It is extremely distracting for myself and for students. If I see a student using a phone in class, I will ask them to stop. If the behavior continues, I will ask them to leave. Please use common sense, take responsibility for your behavior, and respect the classroom environment needed for me to do my job and for students to learn. Be courteous and considerate! Don't be rude! That is all I ask.

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, only students enrolled in the class may attend; children are not allowed.

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.

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.

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

The following reading assignments should be completed by the given class date.

Feb. 12: Introduction

Feb. 14: The Industrial Age, 1877-1900

Schaller, Chapter 17

Feb. 19: Immigration and the American City, 1880-1920

Schaller, Chapter 18

Feb. 21: Gilded Age Politics and the Populist Movement, 1877-1896

Feb. 26: The American Empire, 1890-1914

Schaller, Chapter 19

Feb. 28: The Progressive Era, 1900-1920

Schaller, Chapter 20

March 5: The U.S. and World War I

Schaller, Chapter 21

March 7: The Twenties

Schaller, Chapter 22

March 12: Exam I

March 14: The Great Depression and New Deal, 1929-39

Schaller, Chapter 23

March 19: The Origins of World War II

Schaller, Chapter 24

March 21: The U.S. and World War II in Europe, 1942-45

March 26: The U.S. and World War II in the Pacific, 1941-45

March 28: The Origins of the Cold War, 1945-53

Schaller, Chapter 25

April 2: The Cold War at Home, 1947-54

April 4: Exam II

April 9: The Fifties: Selling the American Way

Schaller, Chapter 26

April 11: The Fifties: Sex, Comic Books, and Rock'n'Roll

April 16: The Civil Rights Movement, 1947-1965

April 18: The Cold War: Phase Two, 1953-1965

Schaller, Chapter 27

April 22-26: SPRING BREAK!

April 30: America's Vietnam War: Escalation and Tragedy, 1965-68

May 2: The Sixties: Youth Culture and Rebellion

Schaller, Chapter 28

May 7: Exam III

May 9: The Sixties: Counterculture and Revolution

May 14: The Sixties: Black Power and the Identity Revolution

May 16: America in Agony, 1968-74

Paper Due

May 21: The Seventies: Liberation, Disintegration, and the Culture of Narcissism

Schaller, Chapter 29

May 23: The Reagan Era, 1980-89

Schaller, Chapter 30

May 28: Oil and Terrorism: the U.S. and Conflict in the Persian Gulf, 1979-present

Schaller, Chapter 31

May 30: Recent America: Social Media, Identity Politics, and Democracy in Crisis

June 3-7: Final Exam Week

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