

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Gilberto Reyes</b>
Course Title & #:	<b>History 121</b>	Email:	<b>gilberto.reyes@imperial.edu</b>
CRN #:	<b>20570</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Zoom Meeting ID: 873 3503 7316</b>	Office #:	<b>N/A</b>
Class Dates:	<b>2/16 to 6/19</b>	Office Hours:	<b>By Appointments only</b>
Class Days:	<b>Monday &amp; Wednesday</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>8:00 am to 9:25 am</b>	<b>Send me an email, or if it is an emergency please: Elvia Camillo at 760- 355-6144.</b>	
Units:	<b>3</b>		

### Important Days

- February 27, Last day to register for class and to drop a class without a W.
- May 15, Last day to drop a class with a W.

### 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. (C-ID HIST 140) (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 since 1877, and identify and understand the significance of important

personalities and ideas in United States history since 1877. Specifically:

1. 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:

2. 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;

3. 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;

4. Discuss the main trends in American politics during the post-Civil War period including issues of labor, immigration, and urbanization;

5. Explain changing attitudes and policies with regard to race, gender, ethnicity, nationality, and class in the late-19th century;

6. 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;

7. 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;

8. 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;

9. 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;

10. Explain the economic situation of the 1920s and the causes of the Great Depression in the United States;

11. 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;

12. 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;

13. Discuss the global consequences of World War II, including the emergence of the United States as a permanent player on the global stage;

14. 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;

15. 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;

16. Describe the causes, key events, personalities, and success of the African American civil rights movement in the United States;

17. 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.

18. 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;
19. 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;
20. 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;
21. 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

Michael Schaller, et al. American Horizons: U.S. History in a Global Context, Volume 2, Third Edition, 2018. Oxford University Press. Softcover version. ISBN:978-0-19-065949-3

### Course Requirements and Instructional Methods

#### **Lecture Questions (All 8 questions must be turn in by June 2)**

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

The students will be given 10 lecture questions through the Spring 2021 semesters. In addition, they will only **answer and turn in 8 Lecture questions for the Spring 2021 semester**. The lecture Questions would be due by the end of the semester. However, **I recommend not wait until the last week of the semester to turn them in**. Lecture Question are to be turn in printed in black ink, do not sent them via email.

To get all complete points on the lecture questions I recommend sticking to the facts that we discuss in class. Your paper should be in **12-point Times New Roman** format **always**. Font size and style mismatches are automatic red marks on your paper and will result in a lower grade. You are expected to proofread your assignments before and after you print it, make sure the language and prose of your statements does three things: make sense, is grammatically correct and is in proper syntax. Deliver competent phrases that do not detract but amplify your writing, the overall language level of the paper must be on a college level.

**Do not send the Lecture Questions via email, nor will I accept the review on the last week of class (no excuses, you have the whole semester to work on the 8 reviews) You will submit them via Canvas.**

#### **Research Project: Due May 26.**

Write a **five to six** research paper. You will pick any topic on an event, person or social event that we discussed in class. The topic must be from the *Reconstruction* (after the U.S. Civil War 1860s) to the late 1980s. In addition, you must mention the importance of why do we need to know about such event, person, or cultural movement. And how it is linked to U.S. History. Also, the research must have a **thesis argument** to get a full grade.

**Sources:** You must use at least three to four sources to get full points. Sources can be Internet articles (**NO**

**Wikipedia**), Newspaper or magazine articles, and books. You can also use the class reading as a source. The Sources are going to help you understand and explain what happen in the United States during that time. 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 research must have at least four citations. 12 point Times New Roman format always.

Research Project must be turned in via Canvas, do not send it via email. I will not accept late assignments (no excuses you have the whole semester to work on it)

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

There will be a written essay. There are going to be two to four 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 terms and 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.

### **Email Policy**

When send an email to your instructor please write your full name and in what class you are in. and try to be respectful to the instructor. Do not be disrespectful when writing an email examples “hey when’s the assignment due?” “did we have homework today?” or “hey I am going to be absent” email whose answers are given in the syllabus will be ignored.

In addition, I will not answer Emails unless there is an emergency. Also, do not send an email with questions whose answers are on the class syllabus.

## **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**

**Lecture Questions = 20%**

**Lecture Questions = 80 points**

**Research Project = 25%**

**Research Project = 100 points**

**Participation = 5%**

**Participation = 20 Points**

**Total of points 400**

## Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

### Anticipated Class Schedule/Calendar

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

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 1</b> Feb 15-17	<u>No Class on Monday Feb 15</u> Syllabus & Introduction	
<b>Week 2</b> Feb 22-24	Expansion to the West (How the West was Lost).	
<b>Week 3</b> March 1-3	Native Americans in the West (1860s-1900).	
<b>Week 4</b> March 8-10	America During the 1880s-1900s (Big Business, Middle Class, Race, and Immigration)	
<b>Week 5</b> March 15-17	The Seeds of the American Imperial, (Envelopment into Asia & the Caribbean)	
<b>Week 6</b> March 22-24	Progressive Era & Expansion into Latin America and México	
<b>Week 7</b> March 29-31	Jim Crow in the South & Race Issues (1870s to 1930s) <b>Mid-Term is due March 31</b>	
<b>Spring Break</b> <b>April 5-7</b>	NO Class	
<b>Week 8</b> April 12-14	The U.S. World War I, (From Isolationist to Main Participant).	
<b>Week 9</b> April 19-21	U.S. Economy and Society in 1920s.	
<b>Week 10</b> April 26-28	The Great Depression, and the Effects it had on migrant Labor	
<b>Week 11</b> May 3-5	World War II in the U.S. (& racial conflicts in the U.S).	
<b>Week 12</b> May 10-12	The Civil Rights Movement (1950s-1960s)	
<b>Week 13</b> May 17-19	Chicanx Movement of 1960s	
<b>Week 14</b> May 24-26	Chicanx Movement of 1960s Have a Nice Day (The Melting Pot of the 1970s)	Research project is due on May 26
<b>Week 15</b> May 31-June 2	<b><u>No Class on Monday (Memorial Day)</u></b> Have a Nice Day (The Melting Pot of the 1970s)	Lecture Questions are Due June 2
<b>Week 16</b> June 7-9	<b><u>Final is due on Wednesday June 9</u></b>	

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