



## Basic Course Information

Semester:	<b>Fall 2021</b>	Instructor Name:	<b>Suzanne Gretz</b>
Course Title & #:	<b>Hist 121: United States: Reconstruction to Present</b>	Email:	<b>suzanne.gretz@imperial.edu</b>
CRN #:	<b>10286</b>	Webpage (optional):	
Classroom:	<b>Zoom</b>	Office #:	<b>807B</b>
Class Dates:	<b>August 16 – December 11</b>	Office Hours by Zoom Appointments:	<b>Mon &amp; Wed 5:00 – 6:00 and Tue &amp; Thur 2:30 – 3:30</b>
Class Days:	<b>Tuesdays &amp; Thursdays</b>	Office Phone #:	<b>760-355-6492</b>
Class Times:	<b>1:00 pm – 2:25 pm</b>	Emergency Contact:	
Units:	<b>3.0</b>	Class Format:	

## 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)

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.

## 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

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

### U.S. History from OpenStax, Print ISBN 1938168364, Digital ISBN 1947172085

Your textbook for this class is available for free online! If you prefer, you can also get a print version at a very low cost. You can access the book at:

[OpenStax](#)

Your book is available in web view and PDF for free. You can also choose to purchase on iBooks or get a print version via the campus bookstore or from OpenStax on Amazon.com. You can use whichever formats you want. Web view is recommended -- the responsive design works seamlessly on any device. If you buy on Amazon, make sure you use the link on your book page on openstax.org so you get the official OpenStax print version. (Simple printouts sold by third parties on Amazon are not verifiable and not as high-quality.)

Again, the link for the free book is: [OpenStax](#)

The textbook covers the entire two course United States History. But we will only be using the second half of the book. I will discuss where to start your reading on the first day of class.

## Course Requirements and Instructional Methods

### Reading Assignments

- *Reading the textbook is critical for success in this course.*
- Each Module in the Canvas listing for the course is based on a chapter in the textbook. You should be reading the chapters in the book in order and along with the Modules. The reading assignments for each week are also listed in the course schedule section at the end of this syllabus. Basically, you will be reading about one chapter 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 zoom class. *Students who complete the reading assignments before class are better able to ask questions or get clarifications and consequently often get better grades in the course.*

### Zoom Class Meetings

- We will be meeting this semester as a synchronous Zoom class. This means that you are required to log onto Canvas and access the class through the ConferZoom tab on the menu to the left of your screen. Once you click on ConferZoom you will see the scheduled Zoom lectures. You can log onto the

class up to 15 minutes before the start time of the class. Each Zoom 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.

### **Assignments**

- During this course there will be a few different types of assignments for each chapter or module. The types of assignments you will see will be:
  - Chapter Reading Quizzes – Each chapter will have a required, open book chapter quiz which will consist of true/false or multiple-choice questions. These quizzes will usually have between 10 and 20 questions. The quizzes are timed but you should have sufficient time to complete the questions. Please let me know if you are having problems completing the quizzes in the time available.
  - Video Assignments – In some modules I will post a link to a documentary video or video clip (usually on YouTube) that you will need to watch and then write about. These are a required part of the course.
  - Essay Assignments – There may be longer essay assignments. These essays will be more comprehensive in nature, asking you to bring together information from a few different chapters and topics.
- Assignments will be due on the date indicated in Canvas. Most assignments will be posted about one week before they are due, though you will get more time to complete the longer, more complex assignments.
- Late Assignments are not accepted beyond a certain date except with my specific permission. When I post an assignment on Canvas, I will list the assignment due date. However, the assignment will be available usually for one week beyond that due date as a grace period. Anything turned in during the grace period will be acceptable. However, once the assignment is no longer open you cannot turn it in for credit unless you contact me in advance and ask for an extension.

### **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 talk 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.
- Individual Assignments will be graded based on different criteria. Chapter quizzes are assigned a numerical score based on the number of questions answered correctly with each question worth 1 point. Writing assignments will be assigned a point value based on how effectively the assignment meets the criteria of the prompt. I am working to develop written rubrics in Canvas for the longer essay assignments. I will let you know if/when these are available.
- Please be aware that the number one reason why students do not get good grades in this class is because they fail to turn in assignments. Every single assignment is important to getting a passing grade. Please complete all the assignments to the best of your ability.
- Individual assignments can be understood using the following grading scale, and Final Course Grades will be assigned based on this following scale. When assigning final course grades, I always round



grades up, so, for example, if a student has received 89.4% of the available points I will assign the A grade.

100% - 90%	A
89% - 80%	B
79% - 70%	C
69% - 60%	D
59% or lower	F

## Course Policies

### 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 be keeping track of who is attending the Zoom class sessions. Students who have excessive absences may be dropped from the class. 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 any class sessions during the first two weeks of the semester you may 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.*
- *Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.*

### 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

- 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.

### **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.

### **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 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 and Cheating**

- 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 their own course of study and the classes and instructors they want 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.
- With this in mind, the old saying that when you cheat in school you only cheat yourself is even truer 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. 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.*

## Other Course Information

### Disabled Students Programs and Services

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.

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.



## Anticipated Class Schedule/Calendar- Subject to Change

		Topics	Readings	
<b>Week 1</b>				
Tue	8/17	Introduction: Geography & History		
Thur	8/19	Reconstruction Overview, 1865 – 1877	Chap. 16	
<b>Week 2</b>				
Tue	8/24	Westward Expansion, 1840 – 1900	Chap. 17	
Thur	8/26	Impacts on Marginal Peoples		
Sat	8/28	<i>Last Day to Add Classes</i>		
<b>Week 3</b>				
Tue	8/31	Industrialization, 1870 – 1900	Chap. 18	
Thur	9/2	Factories & Labor		
<b>Week 4</b>				
Tue	9/7	Urbanization, 1870 – 1900	Chap. 19	
Thur	9/9	Social Consequences of Urban Life		
<b>Week 5</b>				
Tue	9/14	The Gilded Age, 1870 – 1900	Chap. 20	
Thur	9/16	Political Resistance		
<b>Week 6</b>				
Tue	9/21	Progressivism, 1890 – 1920	Chap. 21	
Thur	9/23	Political Activism		
<b>Week 7</b>				
Tue	9/28	American Imperialism: Spanish-American War, 1890 – 1914	Chap. 22	
Thur	9/30	Different Views of American Foreign Policy		
<b>Week 8</b>				
Tue	10/5	America & the Great War, 1914 – 1919	Chap. 23	
Thur	10/7	Peace & Its Aftermath		
<b>Week 9</b>				
Tue	10/12	The Jazz Age: Social Life in the 1920s, 1919 – 1929	Chap. 24	
Thur	10/14	Political Life in the 1920s		
<b>Week 10</b>				
Tue	10/19	Great Depression, 1929 – 1932	Chap. 25	
Thur	10/21	The New Deal, 1932 – 1941	Chap. 26	





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<b>Week 11</b>				
Tue	10/26	America in World War II, 1941 – 1945	Chap. 27	
Thur	10/28	Fighting & Winning World War II		
<b>Week 12</b>				
Tue	11/2	Post-War Prosperity, 1945 – 1960	Chap. 28	
Thur	11/4	Early Cold War		
Sat	11/6	<i>Last Day to Withdraw with a W</i>		
<b>Week 13</b>				
Tue	11/9	American Politics in the 1960s	Chap. 29	
Thur	11/11	<i>Veterans Day Holiday – No Class</i>		
<b>Week 14</b>				
Tue	11/16	1960s American Society		
Thur	11/18	Vietnam War, 1963 - 1975	Chap. 30	
		<b><i>Thanksgiving Holiday – Nov. 22 – 27 – No Classes</i></b>		
<b>Week 15</b>				
Tue	11/30	American Politics, 1968 - 1980		
Thur	12/2	Cold War & Reagan, 1980 – 2000	Chap. 31	
<b>Week 16</b>		<b>Final Week</b>		
Tue	12/7	Culture Wars		
Thur	12/9	21 <sup>st</sup> Century Challenges	Chap. 32	