



Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Prof. Banda, MA</b>
Course Title & #:	<b>U.S. History 121; Reconstruction to Present</b>	Email:	<b>jacob.banda@imperial.edu</b>
CRN #:	<b>20289</b>	Webpage (optional):	<b>N/a</b>
Classroom:	<b>N/a</b>	Office #:	<b>N/a</b>
Class Dates:	<b>2-11 – 5/6</b>	Office Hours:	<b>1130-1230 or by Appt</b>
Class Days:	<b>Tuesday &amp; Thursday</b>	Office Phone #:	
Class Times:	<b>11:20 am – 12:45 pm</b>	Emergency Contact:	
Units:	<b>3</b>	Class Format:	<b>Lecture</b>

### Course Description *HIST 121 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. An examination of America's rise to global power will be of special note. After 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)*

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

*n/a*

### 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.
2. Describe the causes and/or impact of a historical event.
3. Explain and analyze the key information contained in a primary source document.

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

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, understand 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

Boyer, Paul et. al.. 2015. *The Enduring Vision: A History of the American People, Vol. 2 since 1865*. 8th Cengage Advantage Series. ISBN: 9781305172159.

## Course Requirements and Instructional Methods

*The instructional methodology will vary between lectures, group activities, discussions, audio-visual presentations, and research assignments related to key events of this historical period. Reading assignments and research will be assigned throughout the semester as appropriate, as well as written essay assignments.*

*All History 120 and 121 courses at Imperial Valley College have a writing requirement. Students must write a minimum of ten pages over the semester. Students will be assigned the following assignments to meet this requirement:" You will pick a topic from the era we are studying.*

- *You will submit a topic*
- *A Proposal*
- *A Rough Draft*
- *And a Final Draft*

*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.*

### **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 importance 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 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.*

## Course Policies

*Attending every regularly scheduled class meeting is the beginning to being successful in this class. Students should come to every class session prepared to discuss and debate key concepts of focus for that week. Attendance is taken weekly in compliance with school policy and appropriate state and federal regulations and requirements.*

- *A student who fails to attend the **Second** meeting of a 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 hours the class is scheduled to meet per week may be dropped.*
- *Instructor reserves the right to assign up to a 20% total points reduction for any student with more than 2 unexcused absences over the term.*
- *At the instructor's discretion, pop quizzes may be administered in class. No advance notice will be given of these quizzes and there will be no opportunity for a student to take a quiz for students who are not present in class when a quiz is given.*

## Other Course Information

### Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1-	Syllabus & Introduction <b>Ch 16: Reconstruction and Resistance, 1865–1877</b> PowerPoint Presentation Movie	Page 468
Week 2	<b>Ch 17: The Transformation of the Trans-Mississippi West, 1860–1900</b>	Page 502



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3	<b>Ch 18: The Rise of Industrial America, 1865–1900</b>	Page 534
Week 4	<b>Ch 19: Immigration, Urbanization, and Everyday Life, 1860–1900</b>	Page 566
Week 5	<b>Ch 20: Politics and Expansion in an Industrializing Age, 1877–1900</b>	Page 598
Week 6	<b>Ch 21: The Progressive Era, 1900–1917</b>	Page 630
Week 7	<b>Ch 22: Global Involvements and World War I, 1902–1920</b>	Page 664
Week 8	<b>Ch 23: Coping with Change, 1920–1929</b>	Page 698
Week 9	<b>Ch 24: The Great Depression and the New Deal, 1929–1939</b>	Page 730
Week 10	<b>Ch 25: Americans and a World in Crisis, 1933–1945</b>	Page 766
Spring Break 4/20 – 4/26	Spring Break      Spring Break      Spring Break	Spring Break
Week 11	<b>Ch 26: The Cold War Abroad and at Home, 1945–1960</b>	Page 800
Week 12	<b>Ch 27: America at Midcentury, 1945–1961</b>	Page 828
Week 13	<b>Ch 28: Liberalism, Civil Rights, and War in Vietnam, 1960–1975</b>	Page 856
Week 14	<b>Ch 29: A Time of Upheaval, 1961–1980</b>	Page 888
Week 15	<b>Ch 30: A Conservative Revival and the End of the Cold War, 1980–2000</b>	Page 918
Week 16	<b>Final Exam</b>	

**\*\*\*Subject to change without prior notice\*\*\***