

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Rossandra Barcroft
Course Title & #:	History 121 US History: Reconstruction-Present	Email:	Rossandra.barcroft@imperial.edu
CRN #:	10283	Office #:	409
Classroom:	Online and Room 413	Office Hours:	Thursday 9:30-11:30
Class Dates:	10/6/25-12/6/25	Emergency Contact:	Please email.
Class Days:	Tuesdays	Class Format/Modality:	Hybrid Online
Class Times:	9:40-11:05 a.m.	Units	Three

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)

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.
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, 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 home front;
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

Eric Foner. *Give Me Liberty! An American History* Vol 2
ISBN: 978-0-393-61565-4

Two Blue Books.

Course Requirements and Instructional Methods

Instructional Methods: This is a hybrid course. This means students must review course materials provided in Canvas and attend live class. In order to succeed in this course, students should review each module and attachments for more information on assignments. Students should regularly check Canvas for announcements and reach out to professor through Canvas inbox or office hours should they need assistance.

Here are more details about the course:

- All writing assignments must be uploaded as a Word.doc or PDF on Canvas. Do **NOT** email me your work.
- All writing assignments will use Chicago Style. Students may use MLA or APA format, but will receive partial credit.
- If you are a DSPS student, please make sure to contact DSPS for any accommodations. Do not ask me on exam day to accommodate you if you have not filled out the paperwork on your end. Please see <https://www.imperial.edu/students/dsps/index.html> for more information and to speak with a counselor.

Exams: There will be two exams. Each exam will be worth approximately 100 points. Each exam will cover lecture material provided on Canvas and in class and may also include questions based off the course assigned readings. To be successful in the course students should take notes during class and when watching lectures and additional resources on Canvas. Be aware the final exam will not be cumulative. Exam dates are currently indicated on the Course Schedule below but they are subject to change. Students will be given a study guide before each exam. We will also go over what to expect for each exam during our live class meeting. Students are required to purchase two Blue Books from the bookstore prior to the exam.

In-Class Writing: There will be four in-class writing assignments. Students will be given two or three terms and select one to write about. These assignments are designed to help students prepare for their exams and will be submitted in class.

Quizzes: There will be six quizzes this semester. Each quiz will be worth 10 points. These assignments will be completed on Canvas. Your lowest quiz score will be dropped from your final grade. These assignments may include true-false and multiple choice.

Student Bio: Students are required to write a short biography and the submission will be posted in the "Student Bio" discussion board by Friday 10/10 at 11:59 p.m. or you may be dropped from the course. Students are also required to submit one peer response to receive full credit. This will be worth 10 points.

Papers: There will be four papers in this class. You will be required to read a primary source or watch a film and respond to the writing prompt provided on Canvas. Each paper will be worth 50 points and students should expect to write two to three pages in total. These papers must be submitted on Canvas. Students will be given a prompt and a grading rubric in advance. Please do not email me your submissions.



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Course Grading Based on Course Objectives

Here is a breakdown of the course assignments and their point values. This is subject to change.

Course Assignments

Grading Scale

Exams	2 x 100	200 points	A: 100 - 90.0%
Quizzes	6 x 10#	50 points	B: 89.9 – 80%
Papers	4 x 50	200 points	C: 79.9 – 70%
In-Class Writing	4 x 10	40 points	D: 69.9 - 60%
Student Bio	1 x 10	10 points	F: 59.9 – 0%

#Lowest score will be dropped.

Academic Honesty (Artificial Intelligence - AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Students should be aware that all written assignments in this class may be scanned for plagiarism or the use of AI in Canvas. The use of AI in this course is strictly prohibited. Students found using any AI tool to potentially enhance their writing without my permission may be given a zero grade on the assignment in question. The use of tools like Microsoft Word or Google Docs to write papers and run spell-check are encouraged and will not result in an automatic zero grade.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

Unassigned Materials: The use of unassigned materials is not allowed and will result in a zero grade. Do not use Wikipedia, Chat GPT, AI, Grammarly, or any outside materials.

Disruptive Students: Students who disrupt or interfere with 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.

- No phones are allowed once class has started. Place ringers on mute. Silence cell phones.
- Students should use the restroom before class begins to avoid disrupting the class.

Updated 11/2024

- Students should address the class and instructor should they have questions. Do not have side conversations with each other during lecture unless it is strictly a group activity and the instructor requests speaking with a partner or group.

On Attendance: This is a hybrid course, meaning it is required that students log into Canvas and submit the required assignments by the deadline. Also, students must attend class during the scheduled in-person meetings. A student who fails to attend the first meeting of the class will be dropped by the instructor. Students that miss a week may be dropped from the course. Students that do not submit the Student Bio or Syllabus Quiz by the deadline in the first week will be dropped.

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.

Academic Dishonesty: Academic honesty requires all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. 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. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Acts of cheating include, but are not limited to, (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 other to do an assignment or portion of an assignment; (e) using a commercial term paper service. Anyone caught cheating or plagiarizing will receive a zero on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

Module	Modules Topic	Textbook Readings	Important Details
0	Course Orientation — Opens Oct. 6		Syllabus Quiz: Due Oct. 10 Student Bio: Due Oct. 10
1	Getting Started — Opens Oct. 6		Quiz 1: Due Oct. 10



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2	Background and Reconstruction — Opens Oct. 8	Chapter 15	Quiz 2: Due Nov. 2
3	Gilded Age and the West — Opens Oct. 13	Chapter 16	Quiz 3: Due Nov. 2 Paper 1: Due Oct. 29
4	Populism, Segregation, and Spanish War — Opens Oct. 17	Chapters 17 and 18	Quiz 4: Due Nov. 2 Paper 2: Due Nov. 3
5	Progressive Era and World War I — Opens Oct. 24	Chapter 19	Exam 1: Bring a large Bluebook to class on Nov. 4.
6	Great Depression and New Deals — Opens Nov. 5	Chapters 20 and 21	Quiz 5: Due Nov. 30 Paper 3: Dec. 1
7	World War 2 Era — Opens Nov. 10	Chapters 22 and 23	Quiz 6: Due Nov. 30 Paper 4: Due Dec. 3
8	The Sixties to Reagan Era — Opens Nov. 24	Chapters 24, 25, 26	Exam 2: Bring a large Bluebook to class on Dec. 2.

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