

### Basic Course Information

Semester:	<b>15/SP</b>	Instructor Name:	<b>Thomas Jones</b>
Course Title & #:	<b>United States from 1877</b>	Email:	<b>thomas.jones@imperial.edu</b>
CRN #:	<b>20761</b>	Webpage (optional):	<b>na</b>
Classroom:	<b>204</b>	Office #:	<b>na</b>
Class Dates:	<b>2/17/15-06/12/15</b>	Office Hours:	<b>½ hr before class</b>
Class Days:	<b>Thursday</b>	Office Phone #:	<b>760.777.2569</b>
Class Times:	<b>6:30P-9:40P</b>	Emergency Contact:	<b>760.777.2569</b>
Units:	<b>3.0</b>		

### 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)

### 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 home front; 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

Boyer, Paul et. al. (2015). The Enduring Vision: A History of the American People, Vol. 2 Since 1865 (8th/ed). Wadsworth Publishing. ISBN: -9781285193403.

### Course Requirements and Instructional Methods

Instructional methodology will vary between lectures, group activities and discussions, audio visual presentations and research assignment relative to key events of this historical period. Reading assignments and research will be assigned throughout semester as appropriate. Written essay assignments, Book reviews, online student discussions, Research paper Prepare for student debates and presentations will be assigned as “out of class” activities.

Out of Class Assignments: There will be an out of class assigned research paper to be completed by each student. Further details on this assignment will be provided during the first week of class. See “Weekly Schedule” for assigned reading. Additional homework assignments will be assigned as determined by instructor.

### Course Grading Based on Course Objectives

Method of evaluation to determine if stated SLOs and Course Objectives have been met include class activity, essays, mid-term/final exams, oral assignments, quizzes, and written assignments.

### 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 may 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. Use of cell phones for texting may result in student’s removal for the remainder of a class session. Laptops may be used for all class sessions except during exams and quizzes. DSP&S approved equipment exempt from this policy.

- 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.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### 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**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 2/17-2/20	Syllabus & Introduction. Lecture: The social, political and economic realities of Reconstruction. (1865-1877) Reading: Reconstruction and Resistance Chapter 16 Pre-class assessment (Blackboard)	Pages 497-526
Week 2 2/23-2/27	Lecture: Westward Movement; Relations with Native American; The First Trans-American Railroad (1860-1900) Reading: The Transformation of the West Chapter 17	Pages 529-551
Week 3 3/2-3/6	Lecture: The Industrialization and Big Business; Immigration. (1900-1910) Reading: The Rise of Industrial America Chapter 18 Assign research paper	Pages 558-587 Research Paper assigned
Week 4 3/9-3/13	Lecture: Continue the Industrialization of America; Labor in America. Reading: Immigration and Everyday Life (1860-1900) Chapter 19	Page 592-615
Week 5 3/16-3/20	Lecture: Overview to next unit of study	Exam I
Week 6 3/23-3/27	Lecture: WWI; The Progressive Era; Big Business vs the Government; Women's Suffrage. Reading: The Progressive Era; Coping with Change (1915-1929) Chapter 21 & 23	Pages 657-738
Week 7 3/30-4/3	Lecture: The Age of Jazz; The Great Depression; The Dust Bowl. Reading: Coping with Change; Chapter 23-24	Pages 742-788
4/6-4/10	Spring Break	
Week 8 4/13-4/17	Lecture: The Great Depression (continue); The New Deal; America and WWII Reading: The Great Depression and the New Deal; World in Crisis. Chapter 24-25	Pages 759-826
Week 9 4/20-4/24	Lecture: Continue America at War; Women: a call to serve. Reading: World in Crisis. Chapter	Continue 759-826
Week 10 4/27-5/1	Lecture: Overview to next unit of study	Exam II
Week 11 5/4-5/8	Lecture: Post WWII; The Cold War; The Marshal Plan. Reading: The Cold War Abroad and at Home. (1945-1960) Chapter 26	Pages 832-856
Week 12 5/11-5/15	Lecture: The Civil Rights Movement; Camelot; Vietnam. Reading: America at Midcentury. (1960-1975)	Pages 859-895

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
	Chapter 27-28	
Week 13 5/18-5/22	Lecture: Continue- Vietnam Conflict; The Loss of Innocence. Reading: America at Midcentury. (1960-1975) Chapter 27-28	Pages 859-895 Research Paper DUE
Week 14 5/25-5/29	Lecture: Social Upheaval- American Style; Sexual Liberation. Reading: A Time of Upheaval. (1975-1980) Chapter 29	Pages 922-949
Week 15 6/1-6/5	Lecture: Iran/Contra Affair; 9/11; Isolationism vs. A World's Policeman. Reading: A Conservative Revival; A Changing Nation Confronts Crisis. (1980-2010) Chapter 30-31	Pages 956-1018
Week 16 6/8-6/12	<u>Complete on Blackboard</u>	Exam III and Post-class assessment.

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

A research paper will be assigned in this class. This paper as a value of 100.00 points. Details regarding this assignment will be given out during class. The below rubric will be used to score all writing assignments in this class.

<b>Rubric for Grading Essays</b>	
<b>Objective Analysis</b>	<b>Percentage</b>
Format	20
Punctuation and grammar	10
Focus on topic	20
Thoroughness of topic covered	15
Clearly states students opinions relative to topic	10
Fully Developed "Work Cited" page	25
<b>Total Percentage Points Possible</b>	<b>100</b>

Format:

Formatting in MLA Format

Citations/ Reference Page follows class guidelines

Properly cites ideas and information gained from other sources

Paper is organized effectively –uses headers

Grammar/Punctuation/ Spelling

Rules of grammar, usage, & punctuation are followed

Tense (past, present, future, etc.) is consistent and properly used

Spelling is correct

Readability & Style

The topic is thoroughly covered

Evidence of critical analysis of subject matter

Student clearly states their opinion relative to topic

Sentences are complete, clear and concise

Sentences are well-constructed with consistently strong, varied structure

Transitions between sentences/ paragraphs/sections help maintain the flow of thought

Words used are precise and unambiguous

The tone is appropriate to the audience, content, and assignment