

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Monica Ketchum
Course Title & #:	HIST 121	Email:	Monica.Ketchum@imperial.edu
CRN #:	10583	Webpage (optional):	N/A
Classroom:	208	Office #:	809
Class Dates:	8/14-12/8/2017	Office Hours:	By Appointment
Class Days:	Tues/Thurs	Office Phone #:	928-344-7646
Class Times:	4:45pm-6:10pm	Emergency Contact:	Email or phone instructor or phone Dept Secretary (355-6144)
Units:	3		

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.(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. (IL01)
2. Describe the causes and/or impact of a historical event. (IL01, IL02)
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:

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

Required Textbook: Keene, Jennifer D., et al. (2015). *Visions of America: A History of the United States, Vol. 2 since 1865* (3rd/e). Pearson Education. ISBN: 978-0-205-99436-6

Useful Resources:

HistoryNet: www.historynet.com Access to a collection of articles from U.S. history magazines

Our Documents: www.ourdocuments.gov A collection of the most important documents from U.S. history

Course Requirements and Instructional Methods

The instructional methods for this course include lecture, discussion, group activities, and audio-visual presentations. In addition to in-class activities, students are expected to access Canvas to complete quizzes and submit assignments, and to complete reading and research assignments outside of class.

Grades will be earned by completing an assortment of learning activities, exams, assignments and participation.

1. 30% Assignments Weekly homework exercises based on the readings, primary and secondary sources will be assigned. Assignments are due at the beginning of class each week and may be submitted through links in Blackboard or in class.
2. 30% Reading Quizzes Chapter quizzes that serve as a review of the material from the readings will be assigned each week. Each quiz will consist of 20 multiple-choice and true/false questions. Quizzes are open-book and are to be completed in Canvas outside of class. Up to three attempts are allowed per quiz.

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| 3. 20% Exams | Two closed-book exams will be given based on the readings, lectures and multi-media resources. The exams will consist of a variety of questions, including multiple-choice, fill-in-the-blanks, short answer and essay questions. |
| 4. 10% Project | Students will complete a research project that includes a class presentation. Details about the project and requirements are outlined in a separate handout. |
| 5. 10% Attendance & Class Participation | Students are expected to come to class prepared and actively participate in class discussions and group activities. Points will be deducted for absences and awarded for participation in graded class discussions and group work. |

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

The course grade is based on total points accumulated during the semester. It is possible to earn a total of up to 1000 points for the class. Grades are calculated as follows:

A = 900-1000 points; B = 800-899 points; C = 700-799 points; D = 600-699 points; F = 0-599 points

Late assignments will not be accepted. Make up exams are only available to students who have a serious illness or valid excuse that makes it impossible to take the regularly scheduled exam.

Attendance

- *History courses take a thematic and chronological approach, therefore absences can leave gaps that cannot easily be filled. Students are responsible for all materials, assignments and information given in class regardless of whether you were in class. In-class assignments and activities **can not** be made up, therefore, poor attendance will severely impact your grade in the course.*
- 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.

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.

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

Week/ Class Dates	Lecture Topic and Reading Assignment	Assignments & Activities
Week 1 August 15/17	<i>Syllabus & Introduction</i> <i>Lecture: Why Study History? & The United States in 1877</i> Introduction to Canvas	Introduction Assignment Due (in Canvas) 8/22
Week 2 August 22/24	<i>The Transformation of the West (1860-1900)</i> Review Resources in Canvas Week 2 Read Chapter 15 in <u><i>Visions of America</i></u> before class	Assignment #1 & Chapter 15 Quiz (Canvas) due 8/29
Week 3 August 29/31	<i>The Rise of Industrial America (1865-1900)</i> Review resources in Canvas Week 3 Read Chapter 16 in <u><i>Visions of America</i></u> before class	Assignment #2 & Chapter 16 Quiz due 9/5
Week 4 September 5/6	<i>America in the Gilded Age (1877-1900)</i> Review resources in Canvas Week 4 Read Chapter 17 in <u><i>Visions of America</i></u> before class	Assignment #3 & Chapter 17 Quiz due 9/12
Week 5 September 12/14	<i>The Progressive Era (1895-1915)</i> Review resources in Canvas Week 5 Read Chapter 18 in <u><i>Visions of America</i></u> before class	Assignment #4 & Chapter 18 Quiz due 9/19
Week 6 September 19/21	<i>Imperial America (1890-1914)</i> Review resources in Canvas Week 6 Read Chapter 19 in <u><i>Visions of America</i></u> before class	Assignment #5 & Chapter 19 Quiz due 9/26

Week/ Class Dates	Lecture Topic and Reading Assignment	Assignments & Activities
Week 7 September 26/28	<i>World War I (1914-1918) and The Twenties</i> Review resources in Canvas Week 7 Read Chapter 20 & 21 in <u>Visions of America</u> <i>before class</i> Civil Rights Project Assigned (Due 11/2)	Assignment #6 & #7 and Chapters 20 & 21 Quizzes due 10/3
Week 8 October 3/5	<i>The Great Depression (1929-1940)</i> Review resources in Canvas Week 8 Read Chapter 22 in <u>Visions of America</u> <i>before class</i>	Assignment #8 & Chapter 21 Quiz due 10/10 Review for Mid-Term Exam
Week 9 October 10/12	<i>World War II (1939-1945)</i> Review resources in Canvas Week 9 Read Chapter 23 in <u>Visions of America</u> <i>before class</i>	Mid-Term Exam 10/10 Assignment #9 & Chapter 23 Quiz due 10/17
Week 10 October 17/19	<i>The Cold War (1945-1963)</i> Review resources in Canvas Week 10 Read Chapter 24 in <u>Visions of America</u> <i>before class</i>	Assignment #10 & Chapter 24 Quiz due 10/24
Week 11 October 24/26	<i>Post-War America (1945-1960)</i> Review resources in Canvas Week 11 Read Chapter 25 in <u>Visions of America</u> <i>before class</i>	Assignment #11 & Chapter 25 Quiz due 11/3
Week 12 October 31/ November 2	<i>Civil Rights Activists</i> Review resources in Canvas Week 12 Project Due 11/2	Project Due 11/2 Project Presentations
Week 13 November 7/9	<i>The Vietnam War and The Sixties (1945-1975)</i> Review resources in Canvas Week 13 Read Chapters 26 & 27 in <u>Visions of America</u> <i>before class</i>	Assignment #12 & #13 Chapters 26 & 27 Quizzes due 11/14
Week 14 November 14/16	<i>America in the 1970s and 1980s</i> Review resources in Canvas Week 14 Read Chapter 28 in <u>Visions of America</u> <i>before class</i>	Assignment #14 & Chapter 28 Quiz due 11/28
Nov 21/23	<i>Thanksgiving Break November 20-24~No Classes</i>	
Week 15 November 28/30	<i>The United States since 1989 and Wrap Up</i> Review resources in Canvas Week 15 Read Chapter 29 in <u>Visions of America</u> <i>before class</i>	Assignment #15 & Chapter 29 Quiz due 12/5 Review for Final Exam
Week 16 December 5/7	<i>Final Exam</i> Review Study Guide in Canvas Final Exam Folder	In-class Exam begins at 5pm 12/7

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