

Basic Course Information

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| Semester: | Fall 2017 | Instructor Name: | Suzanne Gretz |
| Course Title & #: | Hist 121: United States History: Reconstruction to Present | Email: | suzanne.gretz@imperial.edu |
| CRN #: | 10586 | Office #: | 807B |
| Classroom: | 202 | Drop in Times (Office Hours): | Mon & Wed 3:30 – 4:30 , and Tues & Thurs 12:50 – 1:50 |
| Class Dates: | August 14 – December 8, 2017 | Available Appointment Times: | Daily: 9:00 – 11:00, Mon & Wed 12:50 – 1:50, or Thurs after 3:30 |
| Class Days: | TR | Office Phone #: | 760-355-6492 |
| Class Times: | 11:20 a.m. – 12:45 pm | Emergency Contact: | Normally, you should send an email message if you want to get in contact with me. If it is an extreme emergency, please call our secretary: Elvia Camillo at 760-355-6144 |
| Units: | 3.0 | | |

I am very interested in hearing from you if you have any problems, questions or concerns about the course. I am available to meet individually with each student to ensure adequate understanding of course requirements and to offer assistance and suggestions. There are a number of ways you can contact me. You can drop by my office during my Drop in Times (Office Hours) or any other time when my office door is open – you are always welcome then. You can make an appointment to meet with me at a mutually convenient time, though the best times for me are listed above. You can leave me a message on my voice mail; during the workweek I try to return calls within 24 hours. Best way is to send me an email message that I will also try to respond to within 24 hours during the workweek. My complete class and office hour schedule is posted outside the BSS Department office, room 807, where there is also a secretary who can help you.

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)

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.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Identify and recall key information from a historical text and/or a documentary film. (ILO1)
- Describe the causes and/or impact of a historical event. (ILO1, ILO2)
- 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:

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:

- 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;
- 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;
- Discuss the main trends in American politics during the post-Civil War period including issues of labor, immigration, and urbanization;
- Explain changing attitudes and policies with regard to race, gender, ethnicity, nationality, and class in the late-19th century;
- 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;
- 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;
- 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;
- 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;
- Explain the economic situation of the 1920s and the causes of the Great Depression in the United States; 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;
- 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;
- Discuss the global consequences of World War II, including the emergence of the United States as a permanent player on the global stage; 13. 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;
- 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;
- Describe the causes, key events, personalities, and success of the African American civil rights movement in the United States;

- 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.
- 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;
- 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;
- 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;
- 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

The following textbook is required for the course for all students:

Keene, Jennifer D., Cornell, Saul and O'Donnell, Edward T. *Visions of America: A History of the United States, Vol. 2.* 3rd ed., 2017, Pearson. ISBN-13: ISBN: 978-0-205-99436-6

In addition to the textbook, students need to have the following supplies for this course:

- Notebook with paper – for notes and assignments
- pens or pencils to take notes in class each day
- 3 Scantron forms #882 – one for each exam

- The textbook is available at the bookstore at IVC. However, other options may be available on-line from the publisher – website: www.pearsonhighered.com, or from other vendors. If you buy from other websites, be sure to get the correct volume and edition of the textbook – Volume 1, 3rd edition.
- You may also choose to purchase an electronic book instead of a regular paperback textbook. These ebooks are usually significantly cheaper than the physical book but cannot usually be resold or loaned to others.
- Copies of the textbooks are available at the Spencer Library in the Reserved section. Students can borrow the book for two hours and use it in the library to read and complete assignments for the course. Go to the main desk to request the book.

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 take roll every class period. If you are late please check in with me at the end of class or you will be marked absent. 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 either of the first two class sessions you will 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.*

Course Requirements and Instructional Methods

What the Law Says:

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.

Reading Assignments

- *Reading the textbook is critical for success in this course.*
- The reading assignment for each week is listed in the course schedule section at the end of this syllabus. Basically, you will be reading one or two chapters 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 class. *Students who complete the reading assignments before class are better able to ask questions or get clarifications during class and consequently often get better grades in the course.*
- Each chapter in the book is about 25 - 30 pages long and we are reading about one chapter each week. Each week you will spend about 3 hours in class and at least 6 hours outside of class reading, studying, working on assignments and preparing for exams. Please be ready to invest the amount of time required to read, reflect on, comprehend, and review the material in order to be successful in this course.

Classroom Activities

- Each 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. During the class period we may also have some class activities that require participation by all students. These activities will usually require the use of your textbook or other materials so please bring your books to class every day so that you will be able to participate in any activities.
- During some classes we will have video presentations. These videos have been chosen to highlight a particular aspect of history, or present a viewpoint that adds to our understanding of past attitudes and concerns. Videos, therefore, are an integral part of the classroom experience; they are not entertainment or time wasters. You will see questions on the exams that refer directly to information from the video presentations. Please take notes accordingly.

Homework

- During this course there will be a number of homework assignments covering the material from the textbook, lectures, and videos. The assignments will consist of a mixture of different activities such as: practice test objective questions (multiple choice, matching, true/false, etc.), map exercises, mini projects, short answer essays, and/or research papers.
- Homework will be due on the date indicated on the assignment. You will be given most assignments about one week before they are due, with longer notice for longer, more complex assignments.

- Everyone is required to complete all of the homework assignments.

Late Assignments

- Late assignments are accepted but are strongly discouraged. Except under extraordinary circumstances and with my specific permission, assignments that are turned in late will have 10% deducted for each calendar day the assignment is late. Since 10% is deducted for each day an assignment is late, after 10 days there is no point in turning in anything late since it will be worth nothing.
- If you are absent from class on the day an assignment is due you are still required to turn it in on time. You can email your work, send it with a friend, turn it in early, or bring it to my office and leave it in my box or with the department secretary. As long as I receive it on or before the due date there will be no penalty.

Exams

- There will be three exams during the course covering the material in the textbook, as well as all the material presented in class. Each exam will be worth 150 points and consist of objective questions (multiple choice, true/false, matching, etc.), map identification, and short essay.
- I will provide you with study guides for each of the chapters in your textbook to help you learn the material and prepare for the exams. These study guides consists of key terms and concepts for each textbook chapter. In general, for each term the student should be able to define the term (what is it) and explain the importance, impact, or cause and effect of the event or idea. The exam questions will be taken directly from these study guides.
- You must bring a Scantron #882 and a regular pencil in order to take the test.
- “Cheat Sheet” - for each exam each student is allowed to bring one page of notes (a single 8 ½ x 11 sheet of paper, hand written only, on one side of the paper, no typed, no electronic, no photocopies) to refer to during the exam if desired.

Make Up Exams

- Exams can be made up only for serious reasons that are beyond the ability of the student to control (for example: serious illness, required military service, etc.). You must contact me no later than the day of the exam, preferably sooner, if you will miss a test. You must provide proof that you could not come to school (doctor’s note, court appearance notice, service orders, etc.) in order to be eligible for a makeup exam.
- Make up exams must be completed within 10 calendar days of the student’s return to school from absence. You must schedule an appointment to come to my office to make up the exam outside of class.
- If you miss an exam and do not take the makeup exam you will receive an F as your final grade regardless of the quality of the rest of your work. Or you may elect to drop the class instead. You cannot get a passing grade if you do not take all three exams.

Extra Credit

- Throughout the semester I may offer students the chance to earn extra credit points for participating in educational opportunities outside of class. If and when these are available I will announce them in class.
- However, regardless of the number and type of activities a student participates in, each student may earn no more than 30 points in extra credit for the course.

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 meet 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.

- There are a total of 625 points possible for this course; therefore, final course grades will be determined based on the following scale:

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| 625 – 562 | 100% - 90% | A |
| 561 – 500 | 89% - 80% | B |
| 499 – 437 | 79% - 70% | C |
| 436 – 375 | 69% - 60% | D |
| 374 – 0 | 59% or lower | F |

Point Value for Assignments and Exams

| Assignment | Approximate Due Date | Points Possible | Points Earned |
|--------------------------------|----------------------|-----------------|---------------|
| Exam 1: Chapters 14 – 18 | Sept. 19 | 150 | |
| Exam 2: Chapters 19 – 23 | Oct. 26 | 150 | |
| Exam 3: Chapters 24 - 28 | Dec. 7 | 150 | |
| Homework Assignments (Various) | Various Dates | 150 | |
| Participation | Daily | 25 | |
| Extra Credit (optional) | Various Dates | (30) | |
| TOTAL | | 625 | |

Classroom Etiquette

Children in the classroom

- Due to college rules and state laws, only enrolled students may attend the class, including children.

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

- It is not necessary for you to call me if you will be absent unless you will be gone from class for longer than two consecutive class periods. There are no excused absences except for official, documented college related activities. Please make all counseling, financial aid, or non-emergency doctor appointments for times when you are not scheduled to be in class.
- 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.

Cell Phones & Other Electronic Equipment

- Out of consideration for others, please turn your cell phones and any other electronic equipment off at the beginning of class. These items distract other students and me when they ring or beep during class.
- *Absolutely no cell phones are allowed on or within view during exams; ringing phones will be confiscated for the duration of the exam. Anyone who answers or uses a cell phone or any other type of electronic equipment during a test without my permission will receive a zero on that test.*

Course Interruptions

- It is expected that you will be present, in your seat, and participating in class for the entire course period. Please take care of any personal needs (phone calls, restroom breaks, beverage needs) before or after class. Every time you step out in the middle of class it is disrupting the learning of the entire class and this is not acceptable.
- *Anyone who leaves the room during a test without my permission will be assumed to have finished the test and will not be allowed to continue.*
- If you have a serious medical or other problem that makes it impossible for you to remain in your seat for the entire class period, please inform me as soon as possible and accommodations will be made.

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.
- At all times, each member of the class will attempt to comport him or herself in a professional manner. That means, in a manner consistent with a professional setting such as a business office or place of worship. Students are encouraged to ask questions and participate in discussions regarding the material under consideration. However, disruptions that tend to diminish or extinguish learning will not be tolerated. The following behaviors are inappropriate in a college classroom:
 - Personal conversations between students during class, regardless of the topic, including cell phone calls;
 - Classroom interruptions due to tardiness, coming and going from class, or leaving early;
 - Writing and passing notes to one another;
 - Completing assignments for other classes during lecture or discussions;
 - Sleeping, particularly if you snore or drool;
 - Reading magazines, playing with electronic games, playing cards, listening to music, or other disruptive, immature actions;
 - Disrespectful, argumentative or combative behavior;
 - Harassing or irritating another student.

Discipline Penalties

- If your behavior is disruptive to the class or to other students I will first give you a verbal warning in class. If the disruptive behavior continues I will then give you a second and final verbal warning to stop the immature behavior. Please take these verbal warnings seriously, because if the disruptive behavior continues, I will immediately dismiss you from the class, I will turn your name over to the Dean of Student Affairs and you will not be able to return to class until after you have met with the Dean. The Dean will outline for you the penalties if you continue to display disruptive and immature behavior in class. If you return to class and continue the disruptive behavior I will again refer you to the Dean. At that point, he may choose to drop you from the class, or if your behavior in other classes has also been disruptive, suspend you from the college for the remainder of the semester. In extreme cases of dangerous, threatening, or abusive behavior you may be immediately expelled from the college and law enforcement will be contacted.

Online Netiquette

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

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 his or her own course of study and the classes and instructors she wants 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.

So with this in mind, the old saying that when you cheat in school you only cheat yourself is even more true 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 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 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.

IVC Student Email

- IVC provides all students with an email account for you to use, free of charge. This address will be the primary email address used to contact students studying at IVC, including all financial contacts. You have the ability to link this campus email to a personal email account that you already use. It is important that you check this email on a regular basis for general school and specific class notices. For example, if I am ill you will be notified in advance (as soon as I know I will be unable to make it to class) through this email account so that you will not have to come to class that day.
- You can access your email from the main IVC Webpage www.imperial.edu under the For Students Tab. Look for the Header "Student Email Login."
- From that same link you can look up you email and get information about how to use and access your account.

Discount Software and Web-Based Services

- As an IVC student you have access to web-based versions of Microsoft office programs and storage space for class assignments.
- You can also purchase extremely discounted copies of some popular software programs for your personal computer.
- Please check the IVC website for more information about student email and other computer services available to students.

Canvas Learning Management System

- Canvas is Imperial Valley College's main Learning Management System. IVC has linked all class to the system. You can log onto Canvas from the main IVC Webpage. I will be using Canvas to post assignments, make announcements, and post study guides and any other supplemental resources for this course. Please make sure you understand how to logon to Canvas so that you can access critical course information.
- 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.

Disabled Student Programs and Services (DSPS)

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.

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.

- [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.

Emergencies on Campus

If you experience or witness a life-threatening emergency of any type, please immediately dial 9 – 1 – 1 and then contact Campus Security for additional assistance.

For safety or security issue or to report any unusual or suspicious activity, please contact:

- Campus Security (760) 483-7411
- Campus Safety & Parking Control Office (760) 355-6308
- Parking Control Office is room 902. Hours are : Monday – Thursday, 8:00 a.m. to 10:00 p.m. and Fridays, 8:00 a.m. to 7:00 p.m. All transactions must be completed 30 minutes before closing time.

Imperial Valley College Course Syllabus – History 121: US History: Reconstruction to Present

| Anticipated Class Schedule/Calendar | | | | |
|-------------------------------------|-------|--|----------|------------------|
| | | Topics | Readings | Homework & Exams |
| Week 1 | | | | |
| Tue | 8/15 | Introduction | | |
| Thur | 8/17 | Civil War, Reconstruction & the New South | Chap. 14 | |
| Week 2 | | | | |
| Tue | 8/22 | Native Americans & Migrants in the West | Chap. 15 | |
| Thur | 8/24 | Economic Transformation of the West | | |
| Sat | 8/26 | <i>Last Day to Add Classes</i> | | |
| Week 3 | | | | |
| Tue | 8/29 | Emergence of Big Business & the Mass Market | Chap. 16 | |
| Thur | 8/31 | Industrial Work & Capitalism | | |
| Week 4 | | | | |
| Tue | 9/5 | American Urban Life in the late 19 th Century | Chap. 17 | |
| Thur | 9/7 | America in the Gilded Age | | |
| Week 5 | | | | |
| Tue | 9/12 | Progressivism | Chap. 18 | |
| Thur | 9/14 | Age of Reform | | |
| Week 6 | | | | |
| Tue | 9/19 | Exam 1: Chapters 14 - 18 | | Exam 1 |
| Thur | 9/21 | Imperialism | Chap. 19 | |
| Week 7 | | | | |
| Tue | 9/26 | America Wins an Empire | | |
| Thur | 9/27 | Rise of World Conflict & World War I | Chap. 20 | |
| Week 8 | | | | |
| Tue | 10/3 | The Great War: At Home, on the Front, Peace | | |
| Thur | 10/5 | The 1920's: The Birth of the Modern | Chap. 21 | |
| Week 9 | | | | |
| Tue | 10/10 | Expansion & Repression of the 20s | | |
| Thur | 10/12 | Great Depression | Chap. 22 | |
| Week 10 | | | | |
| Tue | 10/17 | The New Deal | | |
| Thur | 10/19 | The Causes of World War II & America's Entry | Chap. 23 | |
| Week 11 | | | | |
| Tue | 10/24 | United States in World War II | | |
| Thur | 10/26 | Exam 2 : Chapters 19 - 23 | | Exam 2 |

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| Week 12 | | | | |
| Tue | 10/31 | Origins of the Cold War | Chap. 24 | |
| Thur | 11/2 | Fighting Communism at Home & Abroad | | |
| Sat | 11/4 | <i>Last Day to Drop with a "W"</i> | | |
| | | | | |
| Week 13 | | | | |
| Tue | 11/7 | 1950s: The Age of Consensus | Chap. 25 | |
| Thur | 11/9 | African American Civil Rights | | |
| | | | | |
| Week 14 | | | | |
| Tue | 11/14 | Vietnam War in Perspective | Chap. 26 | |
| Thur | 11/16 | Protest & Change | | |
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| | | THANKSGIVING BREAK – NO CLASSES NOV. 20 -25 | | |
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| Week 15 | | | | |
| Tue | 11/28 | The New Left: 1960s | Chap. 27 | |
| Thur | 11/30 | The Rise of the Right: 1970s | Chap. 28 | |
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| Week 16 | | Final Week | | |
| Tue | 12/5 | Conservatism & the End of the Cold War: 1980s | | |
| Thur | 12/7 | Exam 3: Chapters 24 - 28 | | Exam 3 |