

Welcome!

I am glad you are taking this class, and I promise to make it as engaging and relevant as possible. Over the coming weeks, we will exchange ideas and experiences, learn together (yes, I learn from you) and, ideally, see ourselves and our communities in new ways.

Why History?

We all have a history-whether we think of just ourselves, our families, communities, or of a bigger context. History reminds us that we are human, as were those that came before us. We have great, and not so great, ideas. We will influence the world around us. We make history.

History helps us empathize with other generations. We gain a better understanding of what their lives were like; what tools they used; or the jobs they worked to provide for their families.

History inspires and motivates us. Think about the changes in technology. History shows us where the changes/inspirations/motivations came from and why; the people who developed them; the successes and failures.

We learn about trends: more access to education, changes in social movements, cultural influences. There have been changes in times of peace (more and longer) and times of conflict (enemies and tactics).

History has given us millions of ideas. Think about the cars we drive and the phones we use. Does History repeat itself? Yes, sometimes. Can we change it? Yes. Definitely!

Course Description

The major events of United States history from 1877 to the present will be studied. This examination will include the social, political, economic, racial, gender, cultural and intellectual changes that have occurred, and their relevance to current events. Of special note will be an examination of America's rise to global power.

This course does require a significant amount of reading and writing. Students are required to write *at least* ten (10) pages during the course.

While this is current description in the *Course Outline of Record*, I hope to present more information throughout this class on the Indigenous peoples present in the United States, including the American Southwest. What I cannot offer in class will be added to Canvas.

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; and (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: Identify the major events and key intellectual, cultural, social, political and economic trends in United States history from the post-Reconstruction period to the late 20th century, and identify and understand the significance of important personalities and ideas in United States history after 1877.

See my comments under “Course Description”. This section is required by the College, and these noted themes will be key factors in the tests and assignments.

Textbooks & Other Resources or Links

Required: *US History*. Go to <https://openstax.org/subjects/humanities> to access the text. There is no cost for the digital version. ISBN for the PDF: 978-1-947172-08-1. Printed copies are available for order through OpenStax, or may be purchased at the College Bookstore. ISBN for the print version: 978-1-938168-36-9.

Recommended: Any college level dictionary.

Additional readings, articles or videos will be posted to Canvas, as deemed relevant.

Course Requirements and Instructional Methods

Assignments and exams are prepared to help you share what you are learning as well as your views/opinions on the material. While I will seldom ask for exact dates, it will help to remember the timeline of events, as well as people and places. Ideally, this work will also help you look at the material with a critical eye.

Assignments may be based on a specific section of the text, on a part of a video, or a class lecture. The content is the important element. Students will be able to submit the assignments in a variety of formats.

The in-class essays are topic-specific, and may not happen on the dates noted later in this syllabus. These are opportunities for you to express ideas and opinions on the topic/time period. The points for these are not yet determined and will be added to the Canvas gradebook. They can help you learn about the content as well as possibly raise your grade. *Because these are based on specific content presented in class, they cannot be made up in the event of an absence.*

Exams will pull questions from all sources of material presented to the class. That includes PowerPoints and material posted to the Canvas page. Because multiple-choice/true-false exams tend to work *against* the student, I do not use them. More detail on the exams will be presented in class.

Opportunities for submitting drafts and revisions, and exam re-dos (except for the Final) will be available.



IMPERIAL VALLEY COLLEGE

Course Grading Based on Course Objectives

There will be no 0s in this class-no zeros! Radical!

Work that is not completed/submitted will simply show as a blank in the Canvas gradebook.

Comments, questions, and discussions are encouraged. Because not everyone is comfortable speaking in class, and because some students need more time to process information, there are NO discussion points. Points will be earned only on the assignments, exams, and in-class essays.

Grading: The course maximum is 750 points, based on the following:

Tests (two @ 75 points each)	150 points
Assignments (two @ 75 points each)	150 points
Midterm exam	150 points
Final exam	300 points

Grading will be based on total points, as follows:

A = 639-750	B = 526-638.5	C = 413-525.5
D = 301-412.5	F = 300	

Do NOT go by the percentages shown on Canvas!

Starting with a minimum grade makes it easier for you, my student, to earn points and pass the class. That doesn't mean that passing is automatic; work still needs to be done. It does mean that, starting at 40%, the point spread between letter grades is equal.

Letter grades will not be included on tests and assignments. They are only used for the final course grade.

Course Policies

Attendance: A student who fails to attend the first meeting of a class (without notifying me in advance) will be dropped by me 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.

Attendance is strongly encouraged, especially since History courses usually take a chronological approach. Therefore, absences can leave gaps that cannot easily be filled.

Academic Honesty: 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.

I learned from experience that cheating or copying work can make it harder to pass the class. While pressures of life outside of school, and the desire to pass, may push a student to copy or cheat, you will do much better taking some extra time and doing the work yourself.

Anyone caught cheating or plagiarizing will be required to retake the exam or redo the assignment. A student who repeatedly cheats is violating campus policy and faces a meeting with the Campus Disciplinary Officer, who may place related documentation in a file or proceed with a suspension.

More information on this can be found on Canvas.

Food and drink: Because of the distractions caused when students eat in class, please consume food before or after class. Beverages in secure containers are acceptable (I will have my coffee and/or water with me 😊). Please clean up any spills.

Being adults: During class meetings, please treat each other with respect and patience. Respect your classmates' opinions, even if they differ from yours. Comments that are aimed at another student and are deliberately meant to be demeaning (racist, sexist, religious bias, etc.) will not be accepted. Anyone who threatens another student or myself will be escorted from the class, and I will schedule a meeting with that student before they are allowed to return.

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

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

Please try to do the reading before class. NOTE: Some of the video content is graphic and may be difficult for any student dealing with anxiety or PTSD.

Please let me know if this applies to you, and take the necessary steps to take care of yourself.

The topics noted are the main ones and not meant to exclude any group.

Date	Topic/Assignment/Exam	Reading
Aug. 15	Intro to the class In-class essay	
Aug. 17	Frontier, Industry, Labor, and Society	Chaps. 17 & 18
Aug. 22	Politics, Hawaii, Spanish-American War	Chaps. 19 & 20, pp. 579-86 (to 22.2), Section 22.3
Aug. 24	Spanish-American War, discussion Assignment #1 posted on Canvas (due Aug. 27)	Sect. 22.2 to pg. 591
Aug. 29	Early 1900s, to 1914	Pp. 594-600, 605-08 (to "War Erupts...")



Date	Topic/Assignment/Exam	Reading
Aug. 31 & Sep. 05	World War I	Pp. 608-18 (to "Women..."), 622-7 (to 23.5)
Sep. 07	Impacts of the War, to 1920	Pp. 618-22 (to 23.4), 627-31
Sep. 12	1920s Test #1 study guide on Canvas	Chap. 24
Sep. 14	Market Crash, Great Depression Test #1 opens on Canvas (closes on Sep. 17)	Chap. 25
Sep. 19	FDR and the New Deals	Chap. 26
Sep. 21	1920s and 1930s abroad, lead-up to war	Pp. 723-30 (to 27.2)
Sep. 26	World War II at home	Pp. 730-41 (to 27.3)
Sep. 28	World War II abroad Midterm questions on Canvas	Pp. 741-47 (to "Dropping the Atomic Bomb")
Oct. 03	Truman's decision In-class essay To 1950	Pp. 747-9 Pp. 753-62 (to "To The Trenches Again")
Oct. 05	Midterm exam (taken in class)	
Oct. 10	"Nifty '50s", Korea, fears at home	Pp. 762-73 (to 28.5),
Oct. 12	1950s civil rights	Pp. 773-8
Oct. 17 & 19	Kennedy and Johnson, early 1960s	Pp. 783-8 (to "Vietnam"), pp. 790- 3 (to "Johnson's...")
Oct. 24	Vietnam War Assignment #2 on Canvas (due on Sun., Oct. 29)	Pp. 788-9 (to "Tentative steps...")
Oct. 26	1960s civil rights	Pp. 789-90 (to "Tragedy..."), 793-4 (to "Increased...")
Oct. 31	Vietnam continues	Pp. 794-6 (to "The End of...")
Nov. 02	Late 1960s, changes in social movements	Pp. 796-809, 815-17 (to "American...")
Nov. 07 & 09	Richard Nixon, 1970s overview	Pp. 822-26 (to "the Domestic Nixon")
Nov. 14	Ending the war, Watergate Test #2 study guide on Canvas	Pp. 826-37 (to "Ford...")
Nov. 16	1970s civil rights	Pp. 817-22 (to 30.2)



IMPERIAL VALLEY COLLEGE

Date	Topic/Assignment/Exam	Reading
	Test #2 opens on Canvas (closes on Nov. 19)	
Nov. 20-24	NO CLASS – Thanksgiving Break	
Nov. 20	Final exam questions (part 1) on Canvas Due on Canvas Sunday, Dec. 10	
Nov. 28	Ford and Carter	Pp. 837-41
Nov. 30	Reagan era Final exam questions (Part 2) on Canvas	Pp. 847-67 (to “No New Taxes”)
Dec. 05	Memorial In-class essay	
Dec. 07	Final exam (part 2 done in class)	