

<b>Basic Course Information</b>			
Semester	<b>FALL 2014</b>	Instructor's Name	<b>Monica Ketchum</b>
Course Title & #	<b>HIST 121</b>	Instructor's Email	<b>Monica.Ketchum@imperial.edu</b>
CRN #	<b>10769</b>		
Room	<b>800-810</b>	Office	<b>809</b>
Class Dates	<b>8/18-12/13/2014</b>	Office Hours	<b>By Appointment</b>
Class Days	<b>Monday</b>	Office Phone #	<b>(928) 344-7646 (Office) (760) 355-6144 (Dept Secretary)</b>
Class Times Units	<b>6:30pm-9:40pm 3.0 Units</b>	In case of emergency or other absence	Email or phone instructor or phone Dept Secretary (#s above)

### **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.**

### **Textbooks & Other Resources or Links**

**Required Textbook:** Keene, Jennifer D., et al. (2013). *Visions of America: A History of the United States, Vol. 2 since 1877* (2nd/e). Pearson Education. **ISBN: 978-0-205-09268-0**

#### **Useful Resources:**

HistoryNet: [www.historynet.com](http://www.historynet.com) Access to a collection of articles from U.S. history magazines

Our Documents: [www.ourdocuments.gov](http://www.ourdocuments.gov) A collection of the most important documents from U.S. history

### **Course Requirements and Instructional Methods**

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

1. 20% 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 activities. Refer to the class schedule for the discussion questions that will be covered each week.

2. 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 Monday and may be submitted through links in Blackboard or in class. See the class schedule for due dates.
  
3. 15% Reading Quizzes      Chapter quizzes will be given that serve as a review of the material from the readings. Each quiz will consist of 20 multiple-choice and true/false questions. Quizzes are open-book and are to be completed in Blackboard outside of class. Up to three attempts are allowed per quiz. See the class schedule for due dates.
  
4. 15% Exams                 Three 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, and short answer. See the class schedule for exam dates.
  
5. 20% Final Exam            The final exam will consist of a multiple-choice test based on historical terms covered in the class, short answer and essay questions.

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 100 points for the class. Grades are calculated as follows:**

- A = 90-100 points**
- B = 80-89 points**
- C = 70-79 points**
- D = 60-69 points**
- F = 0-59 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

- 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.

- *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.*

### 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.
- 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.

### Academic Honesty

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which 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 School 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) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at [http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### Anticipated Class Schedule / Calendar

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion ( <i>Prepare before class</i> )	Assignments & Activities
Week 1 August 18	<p><b>Syllabus &amp; Introduction</b></p> <p><i>Lecture: Why Study History? &amp; The United States in 1877</i></p> <p>Review Resources in Blackboard &gt; <b>Learning Tab &gt; Week 1 Folder</b></p> <p>Explore Resources in Blackboard &gt; <b>Course Info &amp; Help Tab</b></p> <p>Explore Tools in Blackboard &gt; <b>Grades/Tools/Email Tab</b></p> <p><i>Questions? I'll answer them at the beginning of class next week!</i></p>	<p>Class Discussion #1</p> <p>Complete <i>Acknowledgement Quiz in Blackboard Week 1 Folder by 9/10</i></p>
Week 2 August 25	<p><i>The Transformation of the West (1860-1900)</i></p> <p>Review Resources in Blackboard &gt; <b>Learning Tab &gt; Week 2 Folder</b></p> <p>Read Chapter 15 in <i>Visions of America before class</i></p> <p><b>Prepare for class discussion by taking notes on the following questions:</b></p> <ul style="list-style-type: none"> <li>• What major economic pursuits and industries developed in the West? How did these influence settlement?</li> <li>• How did the dependence of the Plains Indians on the buffalo make them vulnerable to white settlement? Why did the federal government pursue a policy of military confrontation and forced assimilation when dealing with Native Americans?</li> <li>• Compare and contrast the myths and realities of western life. How did images and myths about the American West develop and persist?</li> <li>•</li> </ul>	<p>Class Discussion #2 (see questions on left)</p> <p>Complete Assignment #1 (<i>submit in class or through Blackboard</i>) <b>due by 9am 9/8</b></p> <p>Complete Chapter 15 Quiz (<i>in Blackboard</i>) <b>due 9/8</b></p>
Week 3 September 1	<b><i>No Class Monday, September 1 in observance of Labor Day</i></b>	

<b>Week/ Class Dates</b>	<b>Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)</b>	<b>Assignments &amp; Activities</b>
<p>Week 4 September 8</p>	<p><i>The Rise of Industrial America (1865-1900)</i>                      Review resources in Blackboard Week 4                      Read Chapter 16 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• What factors led to the rise of big business?</li> <li>• Why did employers find unions so objectionable, even dangerous? What benefits did workers see in unions? How did organized labor deal with the rising number of women in the workforce?</li> <li>• Discuss the impact of urban poverty on 19th-century American social philosophy. How did the Gospel of Wealth and social Darwinism address urban poverty?</li> </ul>	<p>Class Discussion #3</p> <p>Assignment #2 &amp; Chapter 16 Quiz <b>due 9/15</b></p>
<p>Week 5 September 15</p>	<p><i>America in the Gilded Age (1877-1900)</i>                      Review resources in Blackboard Week 5                      Read Chapter 17 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• Why did political machines grow so powerful in the late nineteenth century? Who supported political machines and why? Why did reformers dislike political machines so much?</li> <li>• What challenges emerged with the rise of large cities? How did reformers seek to improve urban life?</li> <li>• What grievances led to the rise of farmers' alliances? How did the People's Party platform reflect the concerns of farmers and industrial workers? How did opponents try to discredit the Populists?</li> </ul>	<p>Class Discussion #4</p> <p>Assignment #3 &amp; Chapter 17 Quiz <b>due 9/22</b></p>
<p>Week 6 September 22</p>	<p><i>The Progressive Era (1895-1915)</i>                      Review resources in Blackboard Week 6                      Read Chapter 18 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the populist and Progressive movements. Look at the participants in each movement. How do they differ from each other? What were they trying to achieve? Did they succeed?</li> <li>• How did industrialists, workers, and Progressive reformers differ in their approaches to ending labor conflict? How did Progressive Era labor reforms change the lives of women and children?</li> <li>• What role did the government, including presidents, the Supreme Court, and state and local governments, play during the Progressive Era? Why did the Progressive notion of an activist, regulatory government create controversy on both the right and the left?</li> </ul>	<p>Class Discussion #5</p> <p>Assignment #4 &amp; Chapter 18 Quiz <b>due 9/29</b></p> <p><b>Review for Exam #1 9/29</b></p>

<b>Week/ Class Dates</b>	<b>Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)</b>	<b>Assignments &amp; Activities</b>
<p>Week 7 September 29</p>	<p><i>Imperial America (1890-1914)</i> Review resources in Blackboard Week 7 Read Chapter 19 in <u>Visions of America</u> <i>before class</i> <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• Discuss the American relationship with Europe at the turn of the century. To what extent did Europe figure either directly or indirectly in the development of American foreign policy? How did the Open Door Policy, the Roosevelt Corollary, and Dollar Diplomacy reflect American concerns regarding Europe?</li> <li>• Why did the US fight the Spanish-American War?</li> <li>• How did imperialists and anti-imperialists reconcile their ideas with traditional American values? How did American views about race and racial identity shape the nation’s development as a world power?</li> </ul>	<p><b>Exam #1 9/29 (6:45pm-7:15pm)</b></p> <p>Class Discussion #6</p> <p>Assignment #5 &amp; Chapter 19 Quiz <b>due 10/6</b></p>
<p>Week 8 October 6</p>	<p><i>World War I &amp; The Twenties (1914-1929)</i> Review resources in Blackboard Week 8 Read Chapters 20 and 21 in <u>Visions of America</u> <i>before class</i> <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• Why was neutrality difficult for the United States to define and maintain? Was the United States ever completely neutral?</li> <li>• What challenges did soldiers face in the trenches? How was fighting this was different from previous American wars, such as the Spanish-American War and the Civil War?</li> <li>• What motivated Americans to enact prohibition, immigration restrictions, and laws prohibiting the teaching of Darwin’s theory of evolution? How did these various reforms affect American society?</li> </ul>	<p>Class Discussion #7</p> <p>Assignment #6 &amp; Chapter 20 and 21 Quizzes <b>due 10/13</b></p>
<p>Week 9 October 13</p>	<p><i>The Great Depression (1929-1940)</i> Review resources in Blackboard Week 9 Read Chapter 22 in <u>Visions of America</u> <i>before class</i> <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• What caused the Great Depression? How was it different from earlier depressions?</li> <li>• What recovery measures did the New Deal undertake? How did radicals, liberals and conservatives characterize the New Deal programs?</li> <li>• Why did many African Americans switch from the Republican to the Democratic Party in the 1930s?</li> <li>• What happened to Mexican immigrants during the Depression?</li> </ul>	<p>Class Discussion #8</p> <p>Assignment #7 &amp; Chapter 22 Quiz <b>due 10/20</b></p> <p><b>Review for Exam #2 10/20</b></p>

Week/ Class Dates	Lecture Topic, Reading Assignment and Questions for Discussion ( <i>Prepare before class</i> )	Assignments & Activities
Week 10 October 20	<p><i>World War II (1939-1945)</i> Review resources in Blackboard Week 10 Read Chapter 23 in <i>Visions of America</i> <b>before class</b> <b>Prepare for class discussion by taking notes on the following questions:</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the American commitment to neutrality before WWI and before WWII.</li> <li>• How did African Americans challenge racial discrimination during the war? How did the wartime experiences of African Americans compare to those of Latinos?</li> <li>• What new tactics raised the death toll in the Pacific war? How did the war against Japan finally end? Why does so much controversy surround the dropping the atomic bomb and not conventional weapons?</li> <li>• How did the war affect racial, labor, and gender relations on the home front? What conflicting visions emerged?</li> </ul>	<p><b>Exam #2 10/20 (6:45pm-7:15pm)</b></p> <p>Class Discussion #9</p> <p>Assignment #8 &amp; Chapter 23 Quiz <b>due 10/27</b></p>
Week 11 October 27	<p><i>The Cold War (1945-1963)</i> Review resources in Blackboard Week 11 Read Chapter 24 in <i>Visions of America</i> <b>before class</b> <b>Prepare for class discussion by taking notes on the following questions:</b></p> <ul style="list-style-type: none"> <li>• What new role did the United States play in Western Europe after World War II? Why was NATO an important development in the Cold War?</li> <li>• How did the USSR acquiring nuclear weapons and the rise of communist China change the contours of the Cold War?</li> <li>• What is <b>containment</b>? What key contributions did Truman, Eisenhower, and Kennedy make to the strategy of containment?</li> </ul>	<p>Class Discussion #10</p> <p>Assignment #9 &amp; Chapter 24 Quiz <b>due 11/3</b></p>
Week 12 November 3	<p><i>Post-War America (1945-1960)</i> Review resources in Blackboard Week 12 Read Chapter 25 in <i>Visions of America</i> <b>before class</b> <b>Prepare for class discussion by taking notes on the following questions:</b></p> <ul style="list-style-type: none"> <li>• What positive and negative changes do writers attribute to suburban life? What different futures do they envision for a suburban-based American culture?</li> <li>• Compare and contrast the strides made in civil rights during Reconstruction and during the Civil Rights Movement. Why was the Civil Rights Movement needed when the Fourteenth and Fifteenth Amendments were in the Constitution? Were the civil rights laws passed during the 1960s as vulnerable to violation as the Reconstruction laws?</li> </ul>	<p>Class Discussion #11</p> <p>Assignment #10 &amp; Chapter 25 Quiz <b>due 11/10</b></p> <p><b>Review for Exam #3 11/10</b></p>

<b>Week/ Class Dates</b>	<b>Lecture Topic, Reading Assignment and Questions for Discussion (<i>Prepare before class</i>)</b>	<b>Assignments &amp; Activities</b>
Week 13 November 10	<p><i>The Vietnam War and The Sixties (1945-1975)</i>                      Review resources in Blackboard Week 13                      Read Chapters 26 &amp; 27 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• How did the United States become involved in Vietnam? What key factors shaped combat in Vietnam? Why did the war become controversial at home? How did the Vietnam War finally end?</li> <li>• What social problems did Great Society laws and programs address? How did the Great Society transform American society?</li> </ul>	<p><b>Exam #3 11/10 (6:45pm-7:15pm)</b></p> <p>Class Discussion #12</p> <p>Assignment #11 &amp; Chapter 26 &amp; 27 Quizzes <b>due 11/17</b></p>
Week 14 November 17	<p><i>America in the 1970s and 1980s</i>                      Review resources in Blackboard Week 14                      Read Chapter 28 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• How did concerns over human rights, communism, and the domestic economy influence foreign relations during the 1970s and 1980s?</li> <li>• How did Ronald Reagan’s political vision differ from those embraced by his predecessors in the White House? Why did the New Right become so influential?</li> </ul>	<p>Class Discussion #13</p> <p>Assignment #12 &amp; Chapter 28 Quiz <b>due 12/1</b></p>
Thanksgiving November 28	<b><i>Thanksgiving Holiday—No Classes Nov 24-29</i></b>	
Week 15 December 1	<p><i>The United States since 1989 and Wrap Up</i>                      Review resources in Blackboard Week 15                      Read Chapter 29 in <u>Visions of America</u> <i>before class</i>  <b><i>Prepare for class discussion by taking notes on the following questions:</i></b></p> <ul style="list-style-type: none"> <li>• Why did the Cold War end? How did the end of the Cold War impact US foreign policy?</li> <li>• How did technological and demographic changes transform American society?</li> <li>• Are contemporary concerns about immigration similar or different from objections made in the twentieth century?</li> <li>• What has been the most significant change in the United States since 1877?</li> </ul>	<p>Class Discussion #14</p> <p>Assignment #13 &amp; Chapter 29 Quiz <b>due 12/8</b></p> <p><b>Review for Final Exam 12/8</b></p>
Week 16 December 8	<p><i>Final Exam</i>                      Review Study Guide in Blackboard Final Exam Folder</p>	<p><b>In-class Exam begins at 6:45pm 12/8</b>  <b>Essays may be submitted in class or through Blackboard (must be received by 5pm on 12/9)</b></p>

### Important Dates

- **August 30**
  - Deadline to register for full-term courses; add authorization code from instructor required to register for that class, filled or open.
  - Deadline to drop full-term classes without owing fees and/or be eligible for refund.
- **September 1** Deadline to drop without course appearing on transcript (without receiving W).
- **September 1** Holiday – Labor Day. No Classes. (Campus Closed)
- **September 2** Ticketing for parking violations in student spaces on main campus begins.
- **November 1** Deadline to submit Petition for Graduation for degree to be awarded Fall 2014.
  - Completed petition must be received in Admissions & Records Office by this date. Students must meet with a Counselor and have an evaluation completed and petition signed before this date.
- **November 11** Holiday – In Honor of Veterans’ Day. No Classes. (Campus Closed)
- **November 8** Deadline to drop full-term classes
- **November 24 – 26** No Classes (Campus Open)
- **November 27 – 29** Holiday – Thanksgiving. No Classes. (Campus Closed)
- **December 8 - 13** Last week of classes including final examinations.
- **December 15 – 19** No Classes. (Campus Open)
- **December 22 – January 2** Winter Recess. (Campus Closed)