

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Shawn Barcroft
Course Title & #:	United States History: Reconstruction to Present History 121 CRN: 10582	Email:	shawn.barcroft@imperial.edu
Classroom:	Room 411	Office #:	807A
Class Dates:	8/13/2018 to 12/08/2018	Office Hours:	Monday: 12:10 – 12:40 p.m. Tuesday: 11:10 – 12:40 p.m. Wednesday: 12:10 – 12:40 p.m. Thursday: 11:10 – 12:40 p.m. And by appointment
Class Days:	Monday and Wednesday	Office Phone #:	760-355-6170
Class Times:	1:00 – 2:25 p.m.	Emergency Contact:	Use email
Units:	Three (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. Students will also gain skills in analytical thinking, reading, and writing, and learn to analyze and interpret primary and secondary sources of history.

Student Learning Outcomes

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

1. Identify and recall key information from a historical text and/or a documentary film. (ILO1)
2. Describe the causes and/or impact of a historical event. (ILO1, ILO2)
3. Explain and analyze the key information contained in a primary source document. (ILO1, ILO2)

Course Objectives

Upon satisfactory completion of the course, students will be able to: Identify the major events and key intellectual, cultural, social, political and economic trends in United States history since 1877, and identify and understand the significance of important personalities and ideas in United States history since 1877.

Specifically, students will be able to:

1. Describe the movement of Americans into the trans-Mississippi west after 1877, the development of western industries and its impact on Native peoples;
2. Describe the causes and consequences of the second industrial revolution and the rise of American corporations;
3. Discuss the main trends in American politics during the Gilded Age including issues of labor, immigration and urbanization;
4. Explain the changing social, gender and class roles and experiences in the late-19th century;
5. Describe the rise of American imperialism and its effects in the Pacific, the Caribbean and Latin America;
6. Discuss the rise of the new political ideas of Populism and Progressivism and explain the changes they brought to American political, economic and social life;
7. Explain the causes, key events and consequences of World War I;
8. Discuss the main social and cultural trends of the 1920s, including the growth of modernism and the concurrent conservatism;
9. Explain the economic situation of the 1920s and the causes of the Great Depression;
10. Discuss the programs and policies of the New Deal, both successes and failures;
11. Describe the causes of World War II, the reasons for United States involvement, the key events of the war, and its effect on the home front;
12. Discuss the causes of the Cold War and the events that led to the tensions between the U.S. and the U.S.S.R. in the post-war world;
13. Explain the policies and events of the Cold War of the 1950s, especially the Korean war, nuclear weapons, American interventionism, and Cuba;
14. Discuss the culture and society of America in the 1950s;
15. Describe the causes, key events, and successes of the black Civil Rights movement;
16. Describe the spread of civil rights activities to other groups (Chicanos, women, gays, Indians) and other areas (personal freedom, environmentalism, political action);
17. Discuss the causes, key events and consequences of the Vietnam War;
18. Describe the post-Vietnam war domestic and foreign policies and events;
19. Discuss the rise and success of the Conservative movement in America beginning in the 1970s;
20. Describe the end of the Cold War and the problems and opportunities facing the United States in the 21st century.

Textbooks & Other Resources or Links

- Eric Foner, *Give Me Liberty! An American History, Vol. 2* (Fifth Ed.); ISBN: 9780393614190
- Jeanne Houston, *Farewell to Manzanar* (2012); ISBN: 9780553272581

- Two Large Bluebooks

- Five Scantrons (882-E)
- One Large Notebook (Bring to every class meeting.)

- There will also be required additional readings and resources posted in Canvas:
<https://imperial.instructure.com/login/canvas>

Course Requirements and Instructional Methods

Instructional Methods: This course will include 12 to 15 lectures. Lectures will often include information not covered in your readings. Periodically, lecture will also include class discussions requiring your active participation. Students will also be required to read, and watch material posted on Canvas. Both outside and in-class writing assignments are required. Reading is expected to be completed during the assigned week. Students must take notes during class lecture. All out-of-class written assignments must be submitted on Canvas. All assignments must be submitted in a Word.doc format.

- **Analytical Essay:** You will write one analytical essay on *Farewell to Manzanar* and the history of internment. You will receive a prompt for this assignment in advance. You must submit your response on Canvas by 11:59 p.m. on Nov. 13, and also bring a hardcopy to class the next day to receive full credit. Please attach the assigned rubric to the front of your submission. Failure to submit a hardcopy will result in a 5-point penalty. Failure to attach the rubric will result in a 2-point penalty. Submissions will be penalized five points each day the assignment is late. This assignment will be worth up to 100 points.
- **Exams:** There will be a midterm exam and a final exam. The exams will cover the assigned readings, my lectures, material posted on Canvas, and everything we discuss or watch in class. The final exam will not be cumulative. I will post a study guide at least two weeks before each exam. I will not allow a make-up examination except in instances in which a student has a documented medical emergency. Students will need to provide a large bluebook for both exams. Each exam will be worth at least 150 points. Exams will include three components: an essay, short identification, and matching.
 - Section 1—Essay:** You will be given two essay questions from your study guide, and you will choose to write on one. The essay will be worth up to 50 points. You are expected to write an in-depth essay using information from lecture, the assigned reading, information posted on Canvas, and in-class video clips.
 - Section 2—Matching:** On each exam you will be given a list of terms from your study guide. You will match each term to their definition or historical significance. Each correct answer will be worth 2 points.
 - Section 3—Identification:** You will be given a short list of terms from your study guide. For each term you will identify the who, what, where, when, and the historical significance in paragraph form. Each response will be worth up to 10 points. Your answer should be between one meaty

paragraph to a page in length.

- **Participation:** Simply put, are you present when you're present? To receive full credit, students must refrain from texting, rudely interrupting class, be awake during lecture, answer questions presented to the class by either myself or one of your classmates. Students may earn up to 15 extra credit points.
- **Primary Responses:** Over the course of the semester you will be assigned to read various primary source documents. The list of primary source documents and the weeks they are due are located in the Course Schedule. Each student must select two responses to submit over the course of the semester. Do not submit more than two responses. These assignments must be submitted through Canvas by 11:59 p.m. on Friday of the assigned week.

To complete your primary responses, read the document and respond in complete sentence form to the provided questions. Each submission will be worth 25 points. Each submission should have a total word count between 350-600 words. Submissions that do not meet the minimum word count will be penalized up to ten points. Submissions less than one week late will be penalized five points. Submissions more than one week will not be accepted. Once a primary response due date has passed and the assignment has closed on Canvas you will not be allowed to submit the response, so please plan ahead.

Each submission must have the student's name, the date, the name of the course, and the word count single-spaced in the top left-hand corner. The title of the document should include the name of the documents or author's last name as listed on the course schedule. The title must be centered above your response. Text must be 12-point Times New Roman, lines must be double-spaced, and the document should have one-inch margins. You must cite all information using the *Chicago Manual of Style*. You must use one direct quote (note: keep quotes short and direct) from each assigned source. Answer each question separately.

- **Textbook Quizzes:** There will be five in-class reading quizzes based on chapters from *Give Me Liberty!*. Each "Foner Quiz" will be worth 20 points. Your lowest quiz score will be dropped at the end of the semester. Be sure to bring a scantron to class for each quiz. There are no make-ups for these assignments. Quiz dates are located on the Course Schedule.
- **Video Response:** You will watch an in-class video and answer a series of given questions. Further instructions will be provided in class. This assignment is worth up to 20 points. Your response must be submitted on Canvas by Wednesday, August 22 at 11:59 p.m. I will not accept this assignment after it has closed on Canvas.

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.

Extra credit may or may not be offered. Extra credit assignments will not be given on an individual basis. Extra credit activities are not eligible to be made-up.

Course Assignments			Grading Scale
Analytical Essay	1 x 100	100 points	A: 100 – 90%
Exams (Midterm and Final)	2 x 150	300 points	B: 89.9 – 80%
Participation (extra credit)	1 x 15	15 points	C: 79.9 – 70%
Primary Responses	2 x 25	50 points	D: 69.9 – 60%
Textbook Quizzes	4 x 20	80 points	F: 59.9 – 0%
Video Response	1 x 20	20 points	

Attendance

- You are expected to attend every class session. Missing class will cause you to miss valuable information, and thus, could cause your grade to suffer in this 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. If you are in class anytime during the semester but stop coming to class and do not officially withdraw, you will receive an F.
- Regular attendance in all classes is expected of all students. Attendance will be taken every class period. If you are late or leave early, you may be marked absent. It is your responsibility to make sure I know you were in class. Students who stay for less than two-thirds of the class are considered absent. Students are responsible for all materials, assignments, or information given in class, regardless of whether you were in class. 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, however, do not take this class if you will have to miss more than two classes as a result of these activities, because it will seriously impact your ability to successfully complete 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. DO NOT TEXT IN MY CLASS.
- **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, only students enrolled in the class may attend; children are not allowed.
- **Recording:** No photographing or recording is allowed without my permission.
- **Respect:** You do not have to agree with everything that is said or presented in this class. However, I will not tolerate disrespectful behavior. Everyone is entitled to share his or her opinions without fear of reprimand, so be courteous and civil.

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

Note: You only need to submit two Primary Responses.

Dates	Lecture Topic	Reading	Primary Responses and Notes
8/13	Course Introduction		
8/15	Civil War		
8/20 8/22	Reconstruction	Ch. 15.	Video Response: Due Friday, August 24 by 11:59 p.m. on Canvas. Primary 1: To Andrew Johnson (1865), A Sharecropping Contract (1866). Pages 576 – 577.
8/27 8/29	American West	Ch. 16.	Foner Quiz 1: Chapter 15 — Wednesday. (Bring Scantron to class.)
9/3 9/5	No Class Gilded Age	Ch. 16.	Primary 2: Speech from Chief Joseph (1879) and Letter by Saum Bo (1885). Pages 621-622.
9/10 9/12	Populism Segregated South	Ch. 17.	Primary 3: Booker T. Washington (1895), W.E.B. Du Bois (1903). Pages 674 – 675.
9/17 9/19	Progressivism Great War: At Home	Ch. 18.	Foner Quiz 2: Chapter 17 — Wednesday. (Bring Scantron to class.)
9/24 9/26	Great War	Ch. 19.	Foner Quiz 3: Chapter 18 — Wednesday. (Bring scantron to class.)
10/1 10/3	Great Depression	Ch. 20.	
10/8 10/10	Midterm The (First) New Deal	Ch. 21.	Bring a large Blue Book on Monday.

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10/15 10/17	Second New Deal	Ch. 21.	Primary 4: Roosevelt, “Fireside Chats” (1934) and Steinbeck, The Harvest Gypsies (1938). Pages 842-843.
10/22 10/24	World War 2	Ch. 22.	Foner Quiz 4: Chapter 21 — Wednesday. (Bring scantron to class.)
10/29 10/31	World War 2: At Home		
11/5 11/7	Age of Containment	Ch. 23.	Foner Quiz 5: Chapter 22 — Wednesday. (Bring scantron to class.)
11/12 11/14	No Class Civil Rights Movements	Ch. 24.	Analytical Essay: Due Tuesday, Nov. 13 by 11:59 p.m. on Canvas. Bring a hardcopy to class on Wednesday, Nov. 14.
11/19 11/21	No Class No Class		
11/26 11/28	The Sixties	Ch. 25.	
12/3 12/5	Triumph of Conservatism Final	Ch. 26.	Bring a large Blue Book on Wednesday.

- Last Day to Add: August 25, 2018. Last to Day to Drop Class with a “W”: November 3, 2018.

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