HISTORY 118: UNITED STATES HISTORY 1865-PRESENT
Winter 2019
MoTuWedTh 8:00-10:25am
Instructor: Prof. Alex Kocol
Contact: akocol@glendale.edu
Office: VG 209
Office Hours: By Appointment
Minimum prerequisite: ENGL 101

ONLINE RESOURCES
Campus Guides: http://campusguides.glendale.edu/kocol
Help Desk: help@glendale.edu

Course Description
Our objective is to survey modern American history since the end of the Civil War. Students will examine challenges which faced the United States beginning with the period of Reconstruction, through the rise of big business, the emergence of Populism, and the influence of Progressivism. We will then turn towards analyzing the defining forces and events of the “American” twentieth century. Students will be introduced to the effects of Imperialism on U.S. foreign policy, the rise of Isolationism and WWI, the Great Depression, and the New Deal. They will evaluate the ascent of the U.S. towards great power status through examinations of WWII, the Cold War, the Civil Rights movement, the Vietnam era, and Watergate: We will further consider whether American entered a period of fatigue, or malaise, following the resignation of Richard Nixon. The impact of the Reagan Revolution, deregulation, and downfall of the Soviet Union will culminate our analysis of the twentieth century. Finally, we will attempt to assess the significance that 9/11, the Bush presidency, the Great Recession, and the presidency of Barak Obama, may have had on the American historical consciousness.

Student Learning Outcomes
Upon successful completion of the required coursework in History of the United States, the student will be able to:
1. identify key concepts that have helped shape the political, economic, cultural and social development of American society;
2. assess the contributions made to American society by different ethnic, racial, class and gender groups;
3. compare and contrast various historical periods and movements;
4. compare and contrast various presidential administrations;
5. evaluate how the role of the United States, as a global power, has changed over time in the late nineteenth, twentieth and early twenty first centuries.

Course Outline
Week 1 (1/7) Reconstruction (CH16) / Westward Expansion (CH17) / Rise of Big Business (CH18)
Week 2 (1/14) Urbanization (CH19) / The Gilded Age (CH20) / The Progressive Movement (CH21)
Week 3 (1/21) American Imperialism and the Great War (CH22&23) / Great Depression and the New Deal (CH25&26)
Week 4 (1/28) WWII (CH27) / Cold War (CH28) / Post-War Prosperity and the Turbulent 60s (CH29)
Week 5 (2/4) The Turn Right (CH29&30) / War on Terror and the Great Recession (CH31)
Academic Etiquette and Best Practices

Students are expected to demonstrate respect for the learning process in the college and university settings. By conforming to some universal standards associated with academic success, students can begin to acquire the characteristics and traits which are valued in academia...

- **Effort and Hard Work:**
  Are you persistent and diligent? Do you dedicate the necessary time, attention, and focus to produce high level work.

- **Attention to Detail:**
  Are you able to carefully follow complicated and nuanced concepts/directions? Does your performance/work maintain a high level of precision?

- **Preparation:**
  What do you bring to the class? Do you consistently come ready to perform at a high level?

- **Time Management:**
  Are you able to effectively balance your priorities in order to perform at a high level? Can you plan ahead?

- **Conscientiousness:**
  Do your actions consistently demonstrate a sense of rectitude and good judgment?

**Executive Functions (EF)**

“Executive Functions (EF) are a set of processes that have to do with self-management and exerting mental control and self-regulation. The skills of executive function are often needed to study well and succeed in school and include, for example: focusing, paying attention, organizing, starting and finishing schoolwork, flexible problem solving, and prioritizing.”

- University of Wisconsin Health Services

**E-Mail Etiquette**

- **Appropriate E-Mail Hours:** 7am-7pm.
- Understand the difference between sending an email and a text.
  - Email is formal: Protocol demands appropriate formatting, language, specific details, and titles.
  - Professional/academic email threads are short. If it requires a long thread, a face to face conversation is in order.
  - Text is informal, casual, and sporadic. Text threads are long, inconclusive.
  - Everything you write and disseminate has consequences: Use discretion, save your bullets.

**Assessing Class Presence**

It is expected that students are actively engaged in, and take ownership of, the learning process (not only the grading process). Students will need to be able to follow detailed instructions in order to perform at a high level. Attendance, participation, preparedness, timeliness, organization, engagement, and persistence are a few ways that your class presence is demonstrated. It is crucial that students develop and maintain a strong class presence throughout the course. Developing a sense of academic rectitude and etiquette are essential to your short term and long term success.

**Required Readings and Supplementary Materials**

The required text for this class is **Openstax U.S. History** Chapters 16-31. The text is available online at no cost. Required supplementary texts are also available online through CANVAS and CampusGuides. Additional texts and videos are also available through Campus Guides.

**Online Access**

Consistent internet access is required. This course will rely heavily on online learning management such as CANVAS and CampusGuides. Course updates and communications will be sent exclusively via the Glendale webmail server. FERPA guidelines prohibit me from replying to non-GCC email accounts. Please consult with the GCC Help Desk if you are experiencing problems with these resources: help@glendale.edu

**Late Papers/Make-Up Quizzes and Exams**

Your primary job as a college student is to demonstrate that you can follow detailed directions and meet deadlines. There are no make-up quizzes or exams, late paper submissions will not be accepted. If, and only if, a student has unavoidable and extenuating circumstances will exceptions be considered. I will review each circumstance on a case by case basis and reserve the right to either grant a make-up or issue a zero for the assignment.

**Attendance/Abseence/Tardiness Policy**

Attendance is absolutely critical to your success. There is a direct correlation between higher grade distributions, student success, and attendance.
Dropping or Withdrawing
Dropping or withdrawing from the course is solely the responsibility of the student, however an instructor reserves the right to drop students who miss two, or more, weeks of class.

Students with Special Needs or Disabilities
All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner with the Center for Students with Disabilities.

Academic Honesty
Your ability to project a reputation of integrity requires vigilance and an active attention to detail. It is your duty to familiarize yourself with all of the potential ways you character and academic reputation can be undermined. Please, carefully read and consider the significance of the following statement ...
“College study is the process of acquainting students with values and procedures central to scholarship. All students are expected to do their own work. All forms of cheating and plagiarism are absolutely forbidden. This is the official policy of Glendale Community College.”  -Policy on Academic Honesty, Glendale Community College District: Board Policy 6133 (adopted 1/27/97)

Course Assessments, Assignments, and Grading
The grading scale will be as follows: A= 91-100+ points, B= 80-90.99 points, C=70-79.9 points, D= 60-69.9 points, F= 59.9 or below.

5 Documentary Reviews (Due on CANVAS each Sunday of the week): 25%
10 CANVAS Quizzes (2 each week due Wednesday and Sunday evenings): 20%
Midterm (1/22): 25%
Final (2/7): 30%

ONLINE RESOURCES
CANVAS:  https://portal.glendale.edu/
For Canvas questions ONLY: 24/7 assistance at 1-844-600-4951
Campus Guides:  http://campusguides.glendale.edu/kocol
Help Desk:  help@glendale.edu
Help with Online Learning:  https://www.glendale.edu/online
Student Technical Support:  https://www.glendale.edu/class-schedule/distanceeducation/tech-support-for-students

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