HISTORY 102 : UNITED STATES HISTORY FROM 1877 TO THE PRESENT

INSTRUCTOR: Saul Panski

SECTION NUMBER: 9116

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STUDENT HANDBOOK FOR ONLINE COURSES:

Before the session begins you should read the Student Handbook for Online Courses for FALL 2017. It can be found on the Distance Education link at the Compton College website:


If this is your first time taking an online course, you might want to watch the following video from the Online Education Initiative of the Chancellor's Office. It will explain to you what an online course is and isn't and will answer some questions which you might have.

https://apps.3cmediasolutions.org/oei/modules/intro/story/

DISTANCE EDUCATION OFFICE ASSISTANCE:

If you encounter a problem logging on to the course or have other concerns, contact the Distance Education Office at 310 9001600 x2137 The Distance Education Office is located in Vocational Technology 140. You can also contact the Distance Education Office by email by accessing the Help icon on the Canvas dashboard or at

distanceEd-cec@elcamino.edu

COURSEWORK
All assignments and time lines for electronic submission will be found on this site and online quizzes will be administered on this site on specified dates and at specified times, as listed in this syllabus below. Students will also be expected to participate in online discussions and will find essential information needed to prepare for exams here as well.

Often, the instructor will also post announcements or send private messages to the entire class. Be sure and set up the most efficient Notification process for receipt of these announcements. View the "Notifications for Canvas Users" video found in the first module for detailed information on notifications. Notifications will be set by you by accessing the Account icon on your Dashboard.

The Course is structured into Modules. Here you will find 1) Overview and Themes for each chapter 2) Key Terms for each chapter (the Midterm and Final Exams will be based on your knowledge of these terms) 3) Informational Pages related to each chapter 4) Discussion Assignments 5) Videos and Video Assignments You will need to access each component of the Module. Historical Documents and Essay Assignments are also found in the Modules, as are the Midterm and Final Examinations (labeled as Quizzes).

QUESTIONS FOR INSTRUCTOR:

If you have a question to ask me about anything related to the course, use the Help icon to find a link for messages. Responses will be accessed by accessing the Inbox icon on the Dashboard.

TUTORIAL SUPPORT:

If you find you need help with the course material, check out the Tutoring Program administered by the Library/Student Success Center. Tutors help students prepare for tests, learn new concepts, improve study techniques, and answer questions about assignments. Free tutoring for ECC students is available each semester. All LRC tutors are highly trained and certified. Visit the Tutoring website for more information:

www.compton.edu/library/ssc/tutoring.aspx

I. MISSION STATEMENT:

Compton College is a welcoming environment where the diversity of our students is supported to pursue and attain academic and professional excellence. Compton College promotes solutions to challenges, utilizes the latest techniques for preparing the workforce and provides clear pathways for transfer, completion and lifelong learning.

II. COURSE DESCRIPTION:
This course is a chronological survey of American history from 1877 to the present, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics include culture, ethnic and racial diversity and the role of the United States within the context of world history.

III. COURSE PREREQUISITE: Recommended: Eligibility for English 1A

IV. COURSE OBJECTIVES

1. Describe and assess the process by which the United States was economically transformed and modernized in the late 19th and early 20th centuries.

2. Evaluate major American political, religious, and cultural values for the 1877 to 1914 period.

3. Compare and contrast the changing demography of America from 1877 to 1914 and from 1945 to the present.

4. Determine the processes of assimilation and acculturation expected of immigrants to the United States from 1900 to the present.

5. Discuss and evaluate the interaction of majority and minority groups during the 20th century.

6. Identify and analyze the causation, sequence of events, concepts, development, and impact of various American political reform movements, such as Populism, Progressivism, the New Deal, the Fair Deal, Civil Rights, and the Great Society.

7. Conceptualize and discuss the meaning of conservatism, liberalism, and radicalism in American history from the post World War II era to the present.

8. Discuss the evolution of gender roles and evaluate the efforts and impact of feminists in the United States from 1877 through the contemporary period.

9. Summarize and analyze the development of American foreign policy since 1890, including imperial expansion and the rise of the United States as a world power and leader among a large community of nations.

10. Trace and evaluate United States diplomacy and armed conflict through isolationism, imperialism, and collective security policies of the 20th century.
11. Compare and contrast the core political and philosophical ideas and modes of expression in American culture in the 20th century.

V. STUDENT LEARNING OUTCOME:

Upon completion of United States History 1877 to the present, students will be able to develop and persuasively argue a historical thesis in a written assignment that identifies and explains major social, economic, political and/or cultural historical themes or patterns in United States history from 1877 to the present and apply appropriate historical methods to analyze and use primary and/or secondary sources as evidence to support the thesis.

VI. COURSE MATERIALS:

Textbook (Mandatory) Print or E-Book

Print:


This book is available for purchase in hard copy or rental online from the El Camino Bookstore. It is also available in hard copy at the Compton College Bookstore.

http://bookstore.elcamino.edu/home.aspx

When looking up Compton College information directly through the El Camino College’s main site, make sure to select Textbooks and then Compton College.

Also select Fall 2017 Book List.

E-Book

An e-book version of the text can also be purchased for an access period of up to six months from the publisher, McGraw-Hill, and from Vital Source. You can access McGraw Hill and Vital Source at the following links:

McGraw Hill:

http://shop.mheducation.com


Vital Source:

https://bookshelf.vitalsource.com/#/user/signin

VII. ASSESSMENT ACTIVITIES:

Assignments and exams (quizzes) will be turned in and graded online. Students will also be expected to participate in online discussions. Assignments and discussion contributions must be submitted by the specified deadlines. Exams (quizzes) must be taken online at the prescribed dates and times. Students will be evaluated and assessed to demonstrate understanding of subject matter through the following activities:

1. Written summaries of video lessons, requiring critical thinking skills and knowledge of subject content.
2. Essays using primary and secondary historical sources
3. Multiple choice, true-false, and fill-in-the blank online examinations.
4. Participation in online class discussions related to each chapter of the textbook

VIII. EVALUATION CRITERIA

**Video Summaries**

28% of grade 135 points

There are twenty-eight video lessons that you will be asked to view and summarize for credit points in this course. Most videos are approximately twenty-six minutes in length. You will submit your written summaries within the text box provided.

The first twenty-six videos will be worth up to five points. The last two will be worth up to 2.5 points each.

**Analysis of Historical Documents**

12% of grade 60 points

You will be asked to read historical documents and then asked to write three essays during the course. These are labeled as Assignments in Canvas. You will utilize video lessons and the textbook to support your work.

The first essay will be an analysis of a historical document.

The second will be a comparison/contrast of historical documents.

The third will involve the exposition of an historical thesis.

**The first two essays will be worth 15 points each and the third essay will be worth 30 points.**

Some things to consider about essays:

There are three main parts of every essay:

1. Introduction 2. Body 3. Conclusion
The introduction tells your reader what your essay is going to be about. It introduces the topic. If you are writing a short argumentative or persuasive essay, your thesis should be in your introduction.

A thesis is the proposition you are trying to prove or the position you are arguing for in your essay.

The body of your essay is where you give the examples, descriptions, arguments, etc. that support or illustrate your topic or thesis.

The conclusion is where you tie together your essay for your readers in a compelling and compressed form. Make it good; it’s the last thing they read.

Remember: Proofread, revise, edit!

Class discussion: 19% of grade 95 points

You will be asked to post an introductory comment telling the class a little bit about yourself. Students who fail to do so will be dropped from the class as “no shows” on Wednesday, August 31, 2017. The introduction will be worth 10 points.

Subsequently you are to post at least ONE comment for each chapter of the text, in response to the provided questions or to another student's post. Discussion questions will be found for each chapter of the textbook. You will be expected to read the appropriate chapter or chapters of the textbook on a weekly basis.

You can directly answer a question as long as someone else has not posted a response to it. You can also respond to another student's post, provided that you are either adding relevant information or clarifying information that your fellow student has posted.

I will respond to your posts at times. If your first entry does not earn you the full points you can submit a second post expanding on your first post or responding to another student's post with additional information or a clarification, as long as your second post is made before the discussion topic closes. I often will also make comments, or ask questions to enhance your understanding of the material.

You can earn up to five points for discussion posts for each chapter.

Quizzes/ Exams:

Midterm exam 10/20-10/21/17 20.5% of grade 100 points

Chapters 16-22 of the textbook and Video Lessons 27-37

Final Examination 12/14-12/15/17 20.5% of grade 100 points

Chapters 23-32 of the textbook and Video Lessons 38-52

The Midterm and Final Examinations will be timed. Students will have two and a half hours to complete the exams online. They will focus on the KEY TERMS found in the Modules and will consist of multiple choice, true-false, and fill-in-the-blank questions.
Most will be linked directly to your textbook readings. However, there will also be some questions linked to the video lessons.

You will have a window of forty-eight hours to take the exams.

**Note:** Video summaries, discussion posts, and essays will all be due as assigned on a weekly basis by midnight Wednesday except for work due on weeks fifteen and sixteen.

Course exams (Quizzes) --the Midterm and the Final Exam-- will be accessible on Thursday and Friday of the applicable weeks.

**Note:** There is no provision for extra credit work in this course.

**IX. EXAMINATIONS & GRADING:**

Total possible points= 490 points

395-490  A
360-394  B
320-359  C
280-319  D

**X. COURSE CONTENT AND DUE DATES FOR ASSIGNMENTS:**

Chapter 16 The Conquest of the Far West
Discussion Chapter 16
Video lesson 27 The Meeting Ground
Video lesson 28 The Legendary Frontier

Chapter 17 Industrial Supremacy
Discussion Chapter 17
Video lesson 29 A New Corporate Order

Chapter 18 The Age of the City
Discussion Chapter 18
Video lesson 30 The Age of the City
Essay #1 Anti-Immigrant Sentiment

Chapter 19 From Crisis to Empire
Discussion Chapter 19
Video lesson 31 Political Stalemate
Video lesson 32 Imperial Ambition

Chapter 20 The Progressives
Discussion Chapter 20
Video lesson 33 The Progressive Era
Video lesson 34 Warrior to Priest—Presidents of the Early 1900’s

Chapter 21 America and the Great War
Discussion Chapter 21
Video lesson 35 The Road to War
Video lesson 36 To End All Wars?

Chapter 22 The New Era
Discussion Chapter 22
Video lesson 37 The 1920’s—Beyond the Glitter

MIDTERM EXAMINATION 10/19-10/20

Chapter 23 The Great Depression
Discussion Chapter 23
Video lesson 38 Hard Times

Chapter 24 The New Deal
Discussion Chapter 24
Video lesson 39 A Chaos of Experimentation

Chapter 25 The Global Crisis 1921-1941
Discussion Chapter 25
Video lesson 40 Between the Wars

Chapter 26 America in a World at War
Discussion Chapter 26
Video lesson 41 A Nation at War
Video lesson 42 Taking the Offensive
Essay #2 Civil Liberties in War Time: Korematsu vs United States

Chapter 27 The Cold War
Discussion Chapter 27
Video lesson 43 The Collapse of Peace
Video lesson 44 Fallout

Chapter 28 The Affluent Society
Discussion Chapter 28
Video lesson 45 The Way We Were?
Video lesson 46 The Other America

Chapter 29 The Ordeal of Liberalism
Discussion Chapter 29
Video lesson 47 Restless Society
Video lesson 48 A Nation Torn
Video lesson 49 Determined to be Heard
Chapter 30 The Crisis of Authority
Discussion Chapter 30
Video lesson 50 Crisis of Authority

Chapter 31 From the Age of Limits to the Age of Reagan
Discussion Chapter 31
Video lesson 51 Right Turn
Essay #3 Electoral College Reform

Chapter 32 The Age of Globalization
Discussion Chapter 32
Video lesson 52 World of Uncertainty
Videos: Crash Course US History Terrorism, War, and Bush 43/ Obamanation

FINAL EXAMINATION 12/14-12/15

XI. ACADEMIC HONESTY

Compton College is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct.

To uphold the academic integrity of the institution, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness.

The following misconduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student.

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.
2. Representing the words, ideas, or work of another as one’s own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
3. Copying from another student or former student or allowing another student to copy from one’s work.
4. Allowing another individual to assume one’s identity or assuming the identity of another individual.
5. Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.
6. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.
7. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
8. Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.
9. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
10. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.
11. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
12. Any other action which is not an honest reflection of a student’s own academic work.
13. Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.
14. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio or video recording, except as permitted by any District policy or administrative procedure.

XII. ADA STATEMENT

Any student who has a disability and has special needs is to alert the instructor by the second week of the semester so that special accommodations can be provided. Students can receive information on special accommodations at the Special Resource Center in Vocational Technology Room 109 or the High Tech Center in Vocational Technology 226 B. The SRC web page can be accessed at:

www.compton.edu/studentservices/supportservices/specialresourcecenter/

XIII. TITLE IX STATEMENT

Compton College is committed to protecting the safety of our students. If you have been a victim of misconduct/assault (including experiences of sexual harassment, sexual assault, stalking and intimate partner violence), help is available. You can:

1) Speak with an instructor. By law, faculty must report any information about sexual or gender-based misconduct shared by students in person, via electronic communication and/or in classroom papers or homework exercises. Once an incident has been reported you can decide whether to cooperate with the investigation.
2) Compton College has identified the Vice President of Human Resources as the District’s Title IX Coordinator. Students may directly contact the Office as follows:

Rachelle Sasser, Vice President of Human Resources, Compton Community College District 1111 E. Artesia Blvd. Compton, CA (310) 900-1600 x 2140.

XIV. DISCLAIMER STATEMENT:

Students will be notified ahead of time if and when any changes are made to the course requirements, schedule, or policies.