**Palomar College**

**History 102:**

**Reconstruction Era to the Present Time**

**(30700)**

**Instructor:** Frank Turner

**Time:** Monday evenings, 6:00 PM to 9:10 PM

**Dates:** January 27 through May 23, 2019

**Room:** MD 305

**email:** [fturner@palomar.edu](mailto:fturner@palomar.edu)

**Office:** I am available before class, briefly, or after class, for a longer duration. You can also set an appointment with me, for Room MD 377, during daily school hours, if you prefer. Please let me know if you would like to meet with me.

**This Syllabus is subject to change. You will be notified if there are any changes.**

**CLASS DESCRIPTION**

This course will provide students with an interpretation of American history as a way to better understand its present and anticipate its future. American history developed as segments in time, or historical eras, that link together. Each new link is dependent on the link before it, and they connect the past with the present.

The purpose of this course is to learn the actual history of the country, and dispel the myths and romanticized versions, to gain a truer understanding of the United States. It will examine the post-Civil War era, beginning with the reconstruction era, and continue through the industrial revolution, the progressive movement, two World Wars, the 1950s, the radicalization of the 1960s, the move towards conservatism, and globalization. The course will focus on the changes in American society, politics, and culture.

Students will develop an understanding of American industrialization and its social effects.

The course will pay special attention to the interaction between the different races that were involved in the story, and the conflicts. The story is not one-sided, and special attention will be given to include the histories of African-Americans, Native-Americans, Mexican Americans, and women.

My background is in the study of racism and discrimination, as well as the history of civil rights and social justice. My lectures and presentations will be given from this point of view.

**STUDENT LEARNING OUTCOMES**

**Students will demonstrate an understanding of the major factors that led to the industrialization of the United States in the post-Civil War era and the impact of that industrialization by:**

* 1. Identifying the most significant causes and consequences of the settlement of the western U.S.
  2. Identifying key factors, individuals, and technologies that enabled the U.S. to become an industrial power in the post-Civil War era
  3. Identify the most significant consequences of industrialization on various groups in the U.S. such as laborers, women, immigrants, the middle class, etc.
  4. Identify the forces that led to the rapid urbanization of the U.S. and the impact of urbanization

History 102 is the history of the United States, from the end of the Civil War and Reconstruction, and traces the countries journey from rebuilding a divided country, to becoming a world superpower. It will examine how the other world powers played a role in the development of the country, and how politics changed America’s economy, culture, and society.

Students will learn to think like an historian, and practice **critical, analytical, and historical thinking**to solve problems, make rational claims based on evidence, discover truth, and create new solutions.

Students will demonstrate the capacity to deal with differences in interpretation and to separate individual beliefs from historical understanding.

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**TEXTBOOK**

***America’s History***

**Henretta**, Hinderaker, Edwards, and Self

**Eighth edition**

**Volume #2**

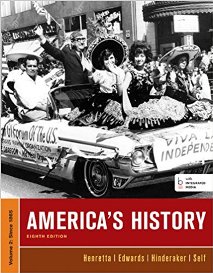
Bedford/St. Martins

ISBN #978-1-4576-2817-7

**The book is available in the campus bookstore; the class number is 30700**

**It can also be rented through various sources, such as Amazon, Chegg, etc., or purchased at ebay, Half.com, Craigslist, etc., at a much reduced cost.**

**This is the only textbook required for this course!**



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**ATTENDANCE**

It is **mandatory** that students attend class. Attendance, as well as your participation and contribution to the class are expected.

Students who miss any days during the first week of class will be automatically dropped, unless other arrangements have been made with me. There is a large volume of lecture material per class session, so consistent attendance will be essential to your success in the course.

Roll will be taken each class session, so if you are a few minutes late, make sure you verify your presence with me at the end of class. Early exits will count as one absence.

If an absence is unavoidable, please let me know **PRIOR** to the class. Communication with me, regarding absences, is very important! You will still be responsible for obtaining missed lecture notes, assignments, syllabus changes or any official class announcements.

**After the first week, it is the student’s responsibility to drop the course.**

**However, any student who misses three straight classes, without notification to me, will automatically be dropped from the course.**

**There are two drop deadlines:**

**February 9, 2020**:

Drop by this date without this class being entered on your transcripts.

**March 29, 2020**:

Drop by this date and you will receive a “W” on your transcripts.

Students, who remain enrolled in the class beyond these withdrawal deadlines, **will receive a letter grade in this class**.

**It is the student’s responsibility to drop all**

**classes in which he/she is no longer attending.**

**COME TO CLASS PREPARED!**

To do well in the overall course, you need to:

* **ATTEND CLASS!**
* Complete all the readings **before** class.
* Complete any assignments.
* Come with any questions from lecture, reading, assignments, etc.
* Bring all needed materials to class.

**ASSIGNMENTS**

* As we finish discussing each chapter, it will be required of you to submit an assignment, through Canvas, based on the Key Concepts and Events section of your textbook, found at the end of each chapter. This is simply defining each concept and event, as found in the glossary of your book, and identifying the key incidents regarding the Key People, as found in your textbook.
* There will be four Film Reflections, throughout the semester, to gain your sense of interpretation of the media and their representations of American history. Instructions will be provided to you.
* There will be four Discussion Board assignments, based on your interpretation of Primary Documents. Instructions will be provided to you.
* There will be sixteen Supplemental Lectures, eight before the Midterm, and eight before the Final. These are lectures that are separate from the book. These will be given randomly; they are not on the schedule. Students will need to take copious notes during these lectures, as the essay portion of your Midterm and Final will be chosen (by the student) from these lectures. Your essays will be a **REVIEW** of the lecture.
* There will be two lectures that will require your attendance, the California State Requirement, and 1960s music. The first is required by the State of California, the second is to enhance your understanding of the 1960s, and the effect it had on American society.
* There will be ***two exams***, one at **Midterm**, and a **Final** at the end of the semester. Each exam will be 40 multiple choice, and 3 essay questions. The 40 questions will be from your textbook. The three essay questions will be from the Supplemental Lectures, as described above. The final **WILL NOT be comprehensive** of the entire course; it will cover the second half of the course only.

**GRADING**

**There are 695 possible points for the class.**

The breakdown for grading is as follows-

**WEEKLY DEFINITIONS**

170 Points (17 Definitions at 10 points EACH)

**FILM REFLECTIONS**

100 Points (4 Reflections at 25 points EACH)

**DISCUSSION BOARDS**

100 Points (4 Discussions at 25 points EACH)

**LECTURES** (required)

50 points (2 lectures at 25 points each)

**TWO EXAMS**

Midterm 120 points

Final 155 points

Your final grade will be the percentage of points you have earned over the duration of the class:

**90-100% = A**

**80-89% = B**

**70-79% = C**

**60-69% = D**

**59% or less = F**

**POINTS/GRADES**

All points are posted on Canvas in the “Grades” section. It is the student’s responsibility to regularly check their point record on Canvas. Any disputes must be brought to my attention immediately.

**EXTRA CREDIT/LATE WORK**

I do not offer extra credit. I do not accept any late assignments. The Definitions Assignments are available 10 days before they are due. The Film Reflections are available 11 days before they are due. There is no excuse to not finish an assignment in that given time. My suggestion is to start early and finish early, to avoid any last-minute issues on the due date.

**CONFLICT RESOLUTION**

If you feel there is a problem with your grades, or any other matter, please follow these steps:

1. Talk to your instructor **FIRST**, to attempt to remedy the issue.

2. Contact the Department Chair, contact information will be provided to you.

3. Contact the Dean of the Department, contact information will be provided to you.

**ACADEMIC HONESTY/PLAGIRISM**

Students are expected to be honest and ethical in the pursuit of academic goals.

In this course, cheating, ***plagiarism***, disruptions of instructional activity, fraud and/or lying will result in, at a minimum, a grade of “zero” for the assignment/test with no make-up permitted.

Any of these infractions may also result in an “F” for the course as well and formal disciplinary action by the Dean of Student Affairs. It is your responsibility to maintain academic integrity in all your coursework*.*

***It is my responsibility to report all incidents of Student***

***dishonesty to the Office of the Dean of Students.***

If you have any questions about the meaning of ***plagiarism,***please contact me before submitting any assignment. For further clarification, refer to the college catalog and the College policy on Academic Honesty.

**ACADEMIC ACCOMODATIONS**

Students who require academic accommodations must be approved for services by the Disability Resource Center (DRC).

The Disability Resource Center (DRC) is a department within the division of Student Services which offers specialized instruction and services to students with various documented disabilities as mandated by the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and their respective revisions.

These disabilities include physical, visual, auditory, communication, learning and psychological disabilities which might impose an educational limitation within the college environment. Faculty and Staff are committed to ensuring access to all facets of the college and to providing accommodations and services to promote student success within college programs.

**Contact the DRC**:

Phone: 760-744-1150 x2375  
email: [drc@palomar.edu](mailto:drc@palomar.edu)

DSPS Building, San Marcos Main Campus

Students authorized by DRC to receive accommodations should discuss their authorized accommodations with me early in the semester so that accommodations may be implemented as soon as possible.

Please contact me via email to ensure your confidentiality. Students that need evacuation assistance during campus emergencies should also contact me as soon as possible to assure the health and safety of all students.

**CELL PHONES**

Please turn them off completely and put them away, they are a distraction to me, and everybody who is near you.

**LAPTOPS**

Laptops, or other similar devices, are ok to use during class. If they become a distraction to the class, or me, I will ask you to turn them off.

**FOOD AND DRINKS**

I realize it has become acceptable in classrooms to allow food and drinks. I prefer not to have them in my classroom. The time in-between a break is minimal. Please use your break time to eat or drink.

**DISRUPTIVE, UNRULY STUDENTS**

Will not be tolerated! This is a college level course, designed to be a learning environment for

students who are serious about their college careers and future. Disruptive and/or unruly students waste everyone’s valuable time.

I assume that students at this level have achieved a maturity that is commensurate with proper behavior in a college class. I will have very little patience with this. Initially, you will be asked to leave the class for that session. If it continues, you may be dropped from the course.

**AGAIN…**

**It is your responsibility to drop this class before the drop deadlines if you are unable to finish the course. A grade will be assigned to every student who remains on the class roster after the drop deadline.**

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**COMMENTARY**

The question is inevitably asked:

**“*How much of your lecture or presentation is actually on an exam*?”**

There are sixteen weeks in our course. If we take out the days used for the Midterm and Final, that is reduced to approximately fourteen weeks of instruction.

If we multiply that by three hours of instruction per week, that is forty-two hours of instruction. The Midterm and Final will amount to three hours of our time. How do I fit forty-two hours into three hours?

**I CAN’T!!!**

So, it becomes obvious that getting everything I say to you into an exam is impossible. Students sometimes ask me “**will what you are about to talk about be on an exam**? That is a difficult question to answer. It is obvious that much of what I say will NOT be on an exam? So, from my perspective, the best approach, for students, is to take it ALL in, and learn ALL you can. If you approach it that way, you will not have to worry about the exams, you will know all there is to know!

This course is designed, by me, to teach you the story of the United States of America. The best approach for YOU to take is to learn it well, as it will help you discover that many of the issues and conflicts we have today, had their beginnings in the past. History is an extremely relevant subject regarding the present.

The best approach to your education is not to figure out an easy way, and look for shortcuts, but to embrace it, and let it do its magic. The combination of all your classes together is designed to enlighten you, and to remove any blinders you *may* be wearing, regarding life. If you allow this to happen AND work as hard as you can, I can assure you that the benefits gained will be invaluable, and priceless, for the rest of your life.

Essentially, High School is adult training. It teaches you the very basics, so one can maneuver through society without any obstacles. College will allow you to pursue careers that require higher knowledge. This will result in living a life that is full, challenging, and rewarding. But most importantly, it will result in a life that is ***SATISFYING***, the key ingredient to happiness.

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**If you think educationis expensive, *try ignorance*!!**

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