**Course Description**

HIST 109 surveys the political, social, and cultural development of the modern United States, with emphasis upon the economic, social, and technological changes, and the rise of the United States as a world power.

Satisfies General Education for:
- Grossmont College D3; CSU D6; IGETC 4F
- Transfers to: CSU, UC (credit limited: see page 29)
- CAN HIST 10: (HIST 108 + 109: CAN HIST SEQ B
This course meets Track 1 Part B or Track 2 Part B of the American Institutions requirement for CSU
A grade of "C" or "CR" or higher in ESL 119 / ENG 110 or equivalent is highly recommended.

**Student Learning Outcomes / Course Objectives**

The Grossmont College History Department is committed to 1) helping enable students critically analyze and synthesize both primary and secondary American historical sources and explain how they support a thesis statement. 2) Students will be able to understand and explain the relationships between causes of American historical events and their effects. 3) Lastly, Grossmont College history students will be able to identify a relevant individual involved in an historical event and explain his/her significance in this event.

At the completion of this course, HIST 109 students should be able to:

- Differentiate between myth and reality in modern American history.
- Compile books and non-print resources on relevant historical research topics.
- Use maps and atlases to locate regions, sites, and landforms to better understand the physical content of modern American history.
- Critique articles about the modern history of America.
- Evaluate economic and social change, intellectual movements, and the importance of science and technology in America's development.
- Comprehend significant theories of historical development.
- Understand how groups, such as ethnic minorities and women, and various geographical areas influenced modern American history.
- Analyze the evolution of Constitutional thought in modern issues.
- Examine modern political institutions and processes under the U.S. Constitution, such as legislative debates, power of the presidency, growth of the federal government and citizens' demands for rights.
- Evaluate the relationships of state and local governments with the federal government in the context of major events.
- Analyze the relationships between regions of the U.S. in the context of major events.
- Become historically aware of the forces that shaped our modern history and those people and events that shaped those forces.
- Understand the rights, obligations and activism of citizens under the U.S. Constitution and the changing nature of U.S. democratic ideals.
- Critically apply the basic themes of early American history to present history.

**Reading**

- Lit Readings (available on Bb)
* This is an accelerated course.

**ACADEMIC INTEGRITY**
Cheating and plagiarism (using as one’s own ideas writings, materials, or images of someone else without acknowledgement or permission) can result in any one of a variety of sanctions. Such penalties may range from an adjusted grade on the particular exam, paper, project, or assignment (all of which may lead to a failing grade in the course) to, under certain conditions, suspension or expulsion from a class, program or the college. For further clarification and information on these issues, please consult with your instructor or contact the office of the Associate Dean of Student Affairs.

HIST 109 policy: First offense = 0 points for work and a warning. Second offense = F for course and referral to VP of Student Services.

**ACCOMMODATION**
Students with disabilities who may need accommodations in this class are encouraged to notify the instructor and contact Disabled Student Services & Programs (DSP&S) early in the semester so that reasonable accommodations may be implemented as soon as possible. Students may contact DSP&S in person in Room 110 or by phone at (619) 644.7112 or (619) 644.7119 (TTY for Deaf).

**ATTENDANCE**
Although HIST 109 is an online class, “attendance” is mandatory. The HIST 109 course week starts on Wednesday (new content posted) and work is due by the following Tuesday evening by 11:59pm. It is expected that all HIST 109 students will engage in informed online participation pertinent to the course curriculum on a weekly basis.

NOTE: Late work, without receiving my approval first, is not accepted. Please email me to discuss your options if:
1. you have a pre-planned event that will considerably disrupt your HIST 109 participation during the term, or
2. a sudden emergency/illness arises as these things happen with documentation. kristin.hargrove@gccc.edu.

**CLASS CONDUCT**
Successful online scholastic dialogue relies on both informed and selfless collaboration. It is expected that students will conduct themselves with academic decorum appropriate to higher learning, acting respectfully towards others by exhibiting awareness for varying perspectives. By participating in this class, you agree to exhibit exemplary computer netiquette in all correspondence/postings, academic integrity in your work, collegial courtesy to your classmates, professional courtesy towards your instructor, and take both initiative and responsibility for your weekly scholastic performance and final grade.

**COMMUNICATION**
General HIST 109 course questions should be posted on Bb’s Q&A/the appropriate Bb forum. See Bb for specific directions. Please check prior Q&A’s/Db forums first before posting so we avoid duplication / clutter.

Personal matters or specific grading issues are the only items that should be privately emailed to me. Please do not inquire about your grade/points on Bb. Do this privately, per student information privacy laws.

- **On Weekdays**, I check Q&A and email about 2 times during 9:00am to 8:00 pm, answering Q&A queries and responding to emails during this time. Please graciously allow a window of 24 hours for a response.
- **On weekends**, I will check Q&A and email once or twice. I will be sure to let you know if I am out of town and/or away from away from the computer in advance.

* Please be sure to check Bb & the email account you have registered with Gmont's WebAdvisor often.
Course Activities

So what will you need to accomplish each week in HIST 109 before 11:59pm on Tuesdays?

- **Complete the Weekly Lesson:** Students will observe audio-visual lectures, read the text/lit reading excerpts, view video and film clips, and complete discussion prompts on Bb.
- **How to complete Discussion Board (Db) prompts:** HIST 109 students are required to thoughtfully answer the weekly prompt on the Db each week in order to earn full participation credit in the course. This is key! These help prep students for exams.

  *Think PRR:* You are required to 1. **Post** your interpretation of all weekly course materials (all lecture, readings, and video/film clips) to the main discussion prompt on the Db using "Reply", 2. **Read** other students’ postings, and then 3. **critically Respond** to at least two other student postings in a substantial way by selecting/clicking a specific student post and making a “Reply” that extends/questions/counters the week’s discussion (do this twice).

### Discussion board grading rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
</table>
| 4      | smoothly integrates all weekly course sources (required = lecture, all readings, video/films)  
|        | effectively answers all prompt components through a well-thought out discourse  
|        | properly cites all materials as indicated; free of punctuation, grammatical, and spelling errors  
|        | offers quality responses to two classmates, clearly demonstrating thorough critical analysis of their posts  
|        | overall, this polished, intellectual post contributes to, expands, and enhances our ongoing course dialogue |
| 3.5 - 1.75 | basic assimilation of most weekly course sources (missing lecture, some reading(s), or video/film(s))  
|        | no direct answer to the prompt, only addresses part of the prompt, is too vague, and/or inaccurate info  
|        | does not properly/consistently cite all material and/or has punctuation, grammatical or spelling errors  
|        | offers decent start with responses to a classmate’s post, but needs to be more thorough, consistent between responses, and/or be made to two students (not just one)  
|        | overall, the post sort-of expands the discussion, but lacks polish and depth in original analysis of material |
| 1.5 & below | minimal/no mastery of weekly course sources (little or no mention of lecture, reading(s), and/or video/film(s))  
|        | does not answer the prompt; discussion only partially addresses question(s), is very general or too brief, and/or could possibly be recycled by merely reading other people’s work with much inaccurate info  
|        | does not bring in or properly cite any/all course materials and/or many grammatical errors exist  
|        | response(s) to classmate posts are too short, too general, or no responses were made at all  
|        | overall, student has not really taken the time to critically think about weekly material and/or address the question(s) being asked in a manner consistent with course expectations |
| 0      | This post was posted late and/or was never made, or is plagiarized |

Course exams and an end-of-term research paper and “virtual presentation” will also cumulatively synthesize and assess unit/class learnings during the term. See Evaluation and Grading for more detail.

### Course Technology

*Avoid losing work through server time-outs, computer freezes, Bb glitches, etc.!

Type your work-in-progress using a word processing software, then copy+paste your completed PRRs into Bb.

<table>
<thead>
<tr>
<th>Gmont - Bb Help Contact Info:</th>
<th>* link to <a href="#">Tech Mall</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: (619) 644-7383 for basic help, M-F 8:00am-5pm. Please leave a message if you get VM.</td>
<td></td>
</tr>
<tr>
<td>E-mail: <a href="mailto:c-helpdesk@gcccd.edu">c-helpdesk@gcccd.edu</a></td>
<td>“Tech help will usually respond within 24 hours. No weekend hours.”</td>
</tr>
</tbody>
</table>

**Tip:** If you encounter an error on Bb, the rule of thumb is to try again, try again a little later, try again on a different internet browser, and/or try again on a different computer. Review Instructor Hargrove’s [Course Info](#) web page and check Q&A on Bb for previously asked Bb tech questions. If you still need help, please then post your tech query to Q&A. Always back up your work and take screenshots as a “receipt.”

*link to [GCCCD Online Success](#) web page*
This is an accelerated course.

**EVALUATION**
A premium will be placed on the required weekly online participation (informative written contributions to class discussions via PRR).

Two (2) term identification / essay exams will be given throughout the course.

One (1) college-level research paper will be assigned at the end of the term. Students will be expected to properly utilize and cite a variety of quality “outside” sources (non HIST 109 sources) using MLA format to fashion a tightly written and well-argued academic paper. Students will also be expected to share their findings with the class via posting a script for their “virtual” presentation on Bb.

* Extra credit opportunities exist to reward students who either take extra initiative and/or exceed expectations by exhibiting exemplary academic performance, as designated by the instructor or via class vote.

---

**GRADING**

“100 points = 100%”

Grading will be on a 100-point system. Students start at 0 points and earn a course max 100 points.

Point designation is stated below and in Grades on Bb.

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions:</td>
<td>10 @ 4 pt.</td>
<td>40%</td>
</tr>
<tr>
<td>Exams:</td>
<td>2 @ 15 pts</td>
<td>30%</td>
</tr>
<tr>
<td>Paper/Presentation</td>
<td>20/10 pts</td>
<td>30%</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100 pts.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Your final grade will generally be determined by converting your total points to a standard straight scale: (no +/-)

- A: 90 – 100
- B: 80 – 89
- C: 70 – 79
- D: 60 – 69
- F: 59 and below

---

**MAKE-UPS**

**Late work is not accepted.** Please be professional by meeting our course deadlines, which are all stated on this Syllabus. Extensions are granted sparingly and only when students have contacted and received approval from me in advance, or in the case of emergencies, with documentation. Rule of thumb: please contact me via email at kristin.hargrove@gcccd.edu ASAP if something comes up. When in doubt, please check in.

NOTE: coursework turned in on-time gets grading precedent over approved make-up work. Please expect a grading delay for any make-up work. It is your responsibility to inform me the make-up work has been submitted.

---

**TIPS for Success!**

Students looking to do well in HIST 109 (that’s all of you! 😊) should make sure they are able to:

- **Have regular access to a computer** with a reliable/fast internet connection (cable virtually essential);
- **Complete basic online tasks** such as logging into and navigating Blackboard (Bb), download free software and plug-ins if needed, post to discussion boards, attach documents, navigate the internet, and use email;
- **Discipline themselves to log-in/participate frequently**, setting aside time in a distraction-free environment to fully complete course requirements to the best of their ability for the duration of the course (16 weeks);
- **Take the time to fully read / understand / follow directions and feedback and apply this information as the term progresses**. This is especially important at the start of the term. Postings should be thoughtful, include specific examples and correctly cited quotes from the material being examined, as well as provide keen insight and analysis into course topics. Points will be deducted for not following standard formatting specifications. Corrections should be implemented and work continually upgraded;
- **Keep an open-mind to learning online! It can be frustrating at times** (especially if this is your first online class and especially the first few weeks of the term), but hang in there. Computers timeout, Bb goes down, the Gmont server gets jammed, etc., but just give it another try a little later or from another computer, ok?; and
- **Be consistent in your HIST 109 participation from start to finish of the term.** You can do it = all 14 weeks!

**Please be sure to read the “Course Info” on my faculty web page for HIST 109 operation/expectations:** http://www.grossmont.edu/people/kristin-hargrove/
This is an accelerated course.

**Tutoring**

Students are referred to enroll in the following supervised tutoring courses if the service indicated will assist them in achieving or reinforcing the learning objectives of this course:

- **IDS 198**, Supervised Tutoring to receive tutoring in general computer applications in the Tech Mall;
- **English 198W**, Supervised Tutoring for assistance in the English Writing Center (Room 70-119); and/or
- **IDS 198T**, Supervised Tutoring to receive one-on-one tutoring in academic subjects in the Tutoring Center (Room 70-229, 644-7387).

To add any of these courses, students may obtain Add Codes at the Information and Registration Desk in the Tech Mall. All supervised tutoring courses are non-credit/no-fee.

---

**Schedule**

<table>
<thead>
<tr>
<th>* UNIT 1: W 10/14 – T 11/10 *</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong></td>
</tr>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>Start:</td>
</tr>
<tr>
<td>Due:</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>Start:</td>
</tr>
<tr>
<td>Due:</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>Start:</td>
</tr>
<tr>
<td>Due:</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>Start:</td>
</tr>
<tr>
<td>Due:</td>
</tr>
</tbody>
</table>

---

| * | UNIT 1: W 10/14 – T 11/10 * |
|---|
| **Module 1** |
| **Week 1** |
| Start: | W 10/14 |
| Due: | T 10/20 |
| **Observe:** Orientation Activities Tour |
| **Read:** |
| o HIST 109 Syllabus |
| o [Course Info](#) web page |
| **Complete:** Orientation Activities (required)
  o Intro post |
  o HIST 109 online contract |
  o Progress Check |
| **Module 2** |
| **Week 2** |
| Start: | W 10/21 |
| Due: | T 10/27 |
| **Observe:** Historiography Lecture |
| **Read:** |
| o Zinn text: Intro |
| o Historiography excerpts (see Bb):
  - Zinn – Afterword from *A People’s History of the United States*
  - Loewen – *Lies My Teacher Told Me*
  - Cobbs Hoffman – *Major Problems in American History*
  - Colombo – *Rereading America*
| **View:** *Bio of Am* – partial “New World Encounters”
  (ep. 1) [p.1] |
| **Complete:** Module 1 discussion prompt |

---

| * | UNIT 1: W 10/14 – T 11/10 * |
|---|
| **Module 3** |
| **Week 3** |
| Start: | | |
| Due: | | |
| **Observe:** Lecture 11 – “Industry & Empire” |
| **Read:** |
| o Zinn text: Chapter 11 & 12 |
| o Lit Reading:
  - excerpts: Upton Sinclair - *The Jungle*
| **View:** |
| o *Bio of Am* – “Industrial Supremacy”
  (ep. 14) [all] |
| o [Fast Food Nation](#) clips |
| o [Kate and Leopold](#) clip |
| **Complete:** Module 2 discussion prompt |

---

| * | UNIT 1: W 10/14 – T 11/10 * |
|---|
| **Module 4** |
| **Week 4** |
| Start: | | |
| Due: | | |
| **Observe:** Lecture 13 – “The New America” |
| **Read:** |
| o Zinn Text: Chapter 13 & start of 14 (p. 219-224) |
| o Lit Reading:
  - excerpts: Mary Crow Dog - *Lakota Woman*
| **View:** |
| o *Bio of Am* – “A Vital Progressivism” (ep. 19) [p.1 - 3] |
| o [Mary Poppins](#) clip |
| o [The Godfather II](#) clip |
| **Complete:** Module 3 discussion prompt |

---

* F 10/16: can drop HIST 109 without a “W” on transcript

---

* F 10/23: last day to sign-up for C/NC; P/F

---

* key course dates are highlighted
**Week 3**

**Module 5**
- **Start:** W 10/28
- **Due:** T 11/3
  - Observe: Lecture 15 – “From Boom to Bust”
  - Read:
    - Zinn text: Chapter 15
    - Lit Reading:
      - excerpts: John Steinbeck - *The Grapes of Wrath*
  - View:
    - Bio of Am – “FDR & the Depression” (ep. 21) [all]
    - *Places in the Heart* clips
  - Complete: Module 4 discussion prompt

**Module 6**
- **Start:** W 10/28
- **Due:** T 11/3
  - Observe: Lecture 16 – “The US & WW2”
  - Read:
    - Zinn text: start of Chapter 16 (p. 257-268)
    - Lit Reading:
      - excerpts: Jeanne Wakatsuki Houston - *Farewell to Manzanar*
  - View:
    - The Century – 1940s clips
    - *Come See the Paradise* clip
    - The Karate Kid clip
  - Complete: Module 5 discussion prompt

**Week 4**

**Exam 1**
- **Week:** W 11/4 - T 11/10
  - EXAM 1
  - See Bb during W8 for essay exam instructions
  - Self Assessment (required)
  - Instructor Conferences (recommended)

---

**UNIT 2: W 11/11 - T 5/19**

**Week 5**

**Module 7**
- **Start:** W 11/11
- **Due:** T 11/17
  - Observe: Lecture 17 – “Cold War America”
  - Read:
    - Zinn text: rest of Chapter 16 (p.268-274) & 17
    - Lit Reading:
      - excerpts: Anny Moody - *Coming of Age in Mississippi*
  - View:
    - The Century – 1950s clips
    - Blast From the Past clip
  - Complete: Module 6 discussion prompt

**Module 8**
- **Start:** W 11/11
- **Due:** T 11/17
  - Observe: Lecture 19 – “Vietnam and the Turbulent ’60s”
  - Read:
    - Zinn text: Chapter 18 & 19
    - Lit Reading:
      - excerpts: Tom Wolfe - *The Electric Kool-Aid Acid Test*
  - View:
    - Bio of Am – “The Sixties” (ep. 24) [all]
    - The Century – 1960’s clips
    - Across the Universe clip
  - Complete: Module 7 discussion prompt

**Week 6**

**Module 9**
- **Start:** W 11/18
- **Due:** T 11/24
  - Paper / Presentation Overview
  - Observe: Lecture 20 – “Crisis in Confidence”
  - Read:
    - Zinn text: Chapter 20 and start of 21 (p. 347-352)
    - Lit Reading (choose only one):
      - excerpts: Andrew X. Pham - *Catfish and Mandala: A Two-Wheeled Voyage through the Landscape and Memory of Vietnam*
      - excerpts: Mirta Ojito - *Finding Manana: A Memoir of a Cuban Exodus*
  - View:
    - The Century – 1970's clips
    - *The Girl Who Spelled Freedom* clip
    - Scarface clip
  - Complete: Module 8 discussion prompt
This is an accelerated course.

Module 10
- Observe: Lecture 21 – “Star Wars”
- Read:
  - Zinn text: rest of Chapter 21 (p.352-360) and 22
- View:
  - The Century – 1980’s clips
  - Wall Street clip
- Complete: Module 9 discussion prompt

* F 11/20: Last day to drop course – will receive "W" on transcript.
Students whom continue the course after F 4/2 will receive a letter grade on their transcript.

Week 7
Start:
W 11/25
Due:
T 12/1

Module 11
- Observe: Lecture 24/25 – “To the Millennium & Beyond”
- Read:
  - Zinn text: Chapter 23-25
  - Lit Reading (choose only one):
    - excerpts: Luis J. Rodriguez - Always Running: La Vida Loca, Gang Days in L.A.
    - excerpts: Benson Deng, Alepho Deng, and Benjamin Ajak - They Poured Fire on Us from the Sky: The True Story of Three Lost Boys from Sudan
- View:
  - The Century – 1990s clips
  - Falling Down clip
  - Bio of Am – “Contemporary History” (ep. 25) [p. 1 - 2]
- Complete: Module 10 discussion prompt

EXAM 2
* See Bb during W14 for essay exam instructions

* HIST 109 - FINALS WEEK *

Week 8
W 12/2
- 12/4
Writing Center Visits
Peer Review
"VIRTUAL" PRESENTATIONS
PAPER DUE

* R 12/7: Final grades submitted to school

* Last day to drop course without receiving a "W": F 10/16
* Last day to apply for P/NP (C/NC): F 10/23
* Last day to drop course – will receive "W": F 11/20
  - students who discontinue course after F 11/20
  will receive a letter grade
  - Final grades submitted to school: R 12/7

* NOTE ON NEW DISTRICT WITHDRAWAL POLICY: (effective Summer 2012)
The governing body for the California Community Colleges is adopting new regulations regarding the number of times a student can enroll in the same credit course. The maximum number of times a student may enroll in the same credit course is three times.

- A student, through a combination of substandard grades (D or F) and withdrawals on their student record, may only take a class three times.
- If a student, through a combination of substandard grades (D or F) and withdrawals, wishes to take a class for the fourth time, they must submit a petition to the Admissions and Records Office. Petitions will only be approved based on extenuating circumstances.
  - Military Withdrawals do not count in terms of repetition restrictions, nor do withdrawals that occur due to fire, flood (Title 5 Sections 55024 and 58509)
  - This rule does not contain a grandfather clause. If a student has already reached the maximum allotted number of course repetitions, the district will not be able to claim apportionment for that course.