



**History 1302.121H2 & 621H2
8 Week Hybrid Course
United States History II
Spring 2025
MW 9:30am to 10:50am LRC 213**

Instructor Information: Richard Faillace, Ph.D., rfaillace@com.edu

Student Hours and Location:

Monday: 11:00am to 12:00, LRC 249
Tuesday: 9:00am to 11:00am, LRC 249
Wednesday: 11:00am to 12:00, LRC 249
Thursday: 9:00am to 11:00am, LRC 249
Friday: 9:00am to 12:00, Online by appointment only

Required Textbook/Materials: Required Open Educational Resource (OER) Textbook *The American Yawp: A Massively Collaborative Open U.S. History Textbook, Vol II: from 1877*. This is a free open-source textbook, easily accessible online at www.americanyawp.com. Reading assignments are listed in the course schedule and material from these readings will be used in the exam and quizzes.

Course Description: A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government and the study of U.S. foreign policy.

Classroom Norms: This is a college level course, and you are expected to behave as a professional student. Disruptions, coming to class late, leaving early are not appropriate in a professional setting. The use of electronics in class is acceptable within limits. Game playing, the use of headphones, and other distracting activities is prohibited. Class participation is critical to your academic success.

Academic Integrity Policy: Plagiarism, the act of presenting another person's work, ideas, or words as one's own without proper acknowledgment, is a serious violation of academic integrity and will not be condoned. All submitted work, including essays, projects, and assignments, must reflect the student's original effort and thought, with proper citations for any sources, including

books, articles, websites, or AI-generated content. Plagiarism includes, but is not limited to, copying text directly without quotation marks, paraphrasing without credit, or using work produced by others—including AI tools—without clear disclosure. Any instance of plagiarism will result in disciplinary action as outlined in the institution’s academic integrity policy, which may include a failing grade for the assignment or the course. Students are encouraged to seek guidance if they are unsure about proper citation or the ethical use of resources.

Innovation and Ethical AI Use: Students are encouraged to explore how AI tools can assist in research, writing, and learning while adhering to the acceptable use guidelines provided in the syllabus and academic policies against plagiarism.

The role of AI in the academic and professional worlds continues to evolve and it is the goal of this course to help you to learn how to incorporate AI into your academic work. Please make sure to fully understand the fair use of AI tools as detailed below:

Permitted Use:

- AI tools may be used for brainstorming, summarizing historical texts, and improving grammar or clarity in writing.
- You may ask AI for suggestions on selecting research assignments.
- AI should supplement, not replace, critical thinking and analysis.
- If you have any questions or concerns, please ask the instructor before you submit the assignment.
- Disclosure: Students must clearly disclose any use of AI tools in their work (e.g., “I used ChatGPT to brainstorm ideas for this essay”).

Prohibited Use:

- Submitting AI-generated content as original work.
- Using AI to complete entire assignments without demonstrating personal engagement or critical interpretation.
- Any use of AI to complete an entire assignment will be considered plagiarism and be grounds for possible failure of the course, as well as referral for academic discipline.

Course requirements and Grading: The first three exams will be administered through D2L and the final exam will to be held in class. All of the combined exams are worth 50% of your final grade. The exams will be a combination of multiple choice, short answer, and essay questions. The discussion portion is worth 20% of your grade. You will also be required to complete one social responsibility paper worth 20% of your grade and book review, which will be 10% of your grade.

Exams:	50% of grade
Discussion:	20% of grade
Social Responsibility paper:	20% of grade
Book Review:	10% of grade

Responsibility Paper: You are required to write a five-page social responsibility paper that utilizes primary and secondary source material on a historical individual. You must include a paragraph in your paper discussing the social and personal responsibility of the individuals involved, followed by specific examples detailed in the text of the paper. Please be specific when discussing personal and social responsibility.

The paper must be double spaced Times New Roman 12-point font. The topic must be narrow and approved by the course instructor. Follow MLA formatting guidelines, including citations and a works cited page. Any paper without footnotes/citations will not receive a grade. A general rule of thumb for undergraduate research work is that each sentence must have a citation. You obtained or read the information from somewhere; so please state clearly where it is from. Please note that you cannot use previously submitted papers in this course.

Books Review: You are required to write a two-page doubled-spaced book review on the list of works below. You must email the instructor and receive approval for the book you intend to review. However, if you feel strongly about a specific book not on the list you may ask the instructor to review that work in place of one on this list.

Once approved, you must read the book and evaluate it on five criteria:

- Why did you select this book for review?
- What is the thesis statement of the author?
- Why is this topic relevant to us today?
- What biases does the author have?
- Does the author use appropriate primary and secondary source materials? Your book review must include citations.
- How do AI tools assess the quality of writing in your book review?

Upton Sinclair – The Jungle (1906): Theme: Industrialization, labor rights, and food safety.

John Hersey – Hiroshima (1946): Theme: World War II, nuclear warfare, and ethics.
One of the first books to detail the atomic bomb's effects on civilians.

Betty Friedan – The Feminine Mystique (1963): Theme: Women's rights and feminism.

Rachel Carson – Silent Spring (1962): Theme: Environmentalism and government regulation. Kickstarted the modern environmental movement.

Harold G. Moore — We Were Soldiers Once... and Young: Ia Drang, the Battle that Changed the War in Vietnam (1992): Theme: Vietnam War personal accounts.

Malcolm X & Alex Haley – The Autobiography of Malcolm X (1965) Theme: Civil Rights Movement, and race relations.

George W. Bush – Decision Points (2010): Theme: Post-9/11 foreign policy and war.

Late Work, Make-Up, and Extra-Credit Policy: Students are expected to read each assigned chapter each week, and any other material the instructor has given to prepare for class. Students are expected to read and prepare prior to coming to class. This will lead to class discussions and a better understanding of the chapters.

Late work will not be accepted. If you miss a quiz or an assignment you will automatically receive a grade of zero. Only under exceptional and/or emergency circumstances will a student be allowed to make up missed work. Students with disabilities must work with the course instructor to allow appropriate accommodation under COM policy. There is no extra credit work for this course.

Attendance Policy: Students are required to attend all class sessions. Any absences will be reflected in your participation grade.

Communication: All electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any information about performance in the class through other electronic means. Please do not expect an answer to emails over the weekend or during scheduled holidays. You will receive a reply to your emails within 24 hours in most cases, 48 hours at the latest.

Student Concerns: If you have any questions or concerns about any aspect of this course, please contact me using the contact information previously provided. If, after discussing your concern with me, you continue to have questions, please contact Shinya Wakao at swakao@com.edu 409-933-8107.

Student Learner Outcome	Maps to Core Objective	Assessed via this Assignment
1. Create an argument through the use of historical evidence	Critical Thinking Skills	Paper and Book Review
2. Analyze and interpret primary and secondary sources	Critical Thinking Skills	Paper and Book Review
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills	Exams, Paper, and Book Review
4. Develop, interpret, and express ideas on a history 1302-related topic through written communication.	Communication Skills	Paper

5. Develop, interpret, and express ideas on a history 1302-related topic through oral communication	Communication Skills	Class Discussion
6. Develop, interpret, and express ideas on a history 1301-related topic through visual communication.	Communication Skills	Class Discussion
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.	Social Responsibility	Social Responsibility Paper
8. Evaluate choices and actions of others or one's own, and relate consequences to decision-making	Personal Responsibility	Class Discussion

Course Outline:

Week 1 (March 10-16): Reconstruction, Industrialization, and the Gilded Age

Required readings: The American Yawp (AY) Chapters 16-20

- The End of Reconstruction and Jim Crow
- The Gilded Age, Money, Power, and Railroads
- Video Lecture: Immigration in the late 19th early 20th Centuries
- Video Lecture: U.S. Imperialism and the Spanish-American War

Week of March 17-23 is Spring Break

Week 2 (March 24-30): The Progressive Era, World War I, and the 1920s

Required readings: AY Chapters 21-22

- The Progressive Movement: Reform, Suffrage, and Labor Rights
- U.S. Entry into World War I, Wilson and the League of Nations
- Video Lecture: The Roaring Twenties: Economic Boom and Prohibition
- **First Exam due March 30**

Week 3 (March 31-April 6): The Great Depression, the New Deal, and World War II

Required readings: AY Chapters 23-24

- The Stock Market Crash of 1929 and the Great Depression
- Franklin D. Roosevelt and the New Deal
- Video Lecture: Neutrality and U.S. Entry into World War II
- Video Lecture: Liberation of Europe and the Atomic Bomb

Week 4 (April 7-April 13): The Start of the Cold War

Required readings: AY Chapters 24-26

- Origins of the Cold War: Containment, the Truman Doctrine, and the Marshall Plan
- The Korean War, the First Containment Conflict
- Video Lecture: Nuclear Diplomacy and the Cuban Missile Crisis
- **Second Exam due April 13**

Week 5 (April 14-20): Civil Rights and the Vietnam War

Required readings: AY Chapter 27-28

- The Civil Rights Movement
- Women's Liberation Movement: Betty Friedan and Roe v. Wade
- Video Lecture: The Vietnam War from French Intervention to U.S. Entry
- Video Lecture: The Tet Offensive and U.S. Withdrawal from Vietnam

- **Book Review Due April 20**

Week 6 (April 21-27): Counter Culture and Political Shifts

Required readings: AY Chapter 29

- The Counter Culture Movement
- U.S. Foreign Policy Towards the Soviet Union and China
- Video Lecture: Stagflation, Oil and the Hostage Crisis
- **Third Exam due April 27**

Week 7 (April 28-May 4): The Fall of the Soviet Union and the New World Order

Required readings: AY Chapter 30

- The Reagan Administration and the Fall of the Soviet Union
- The New World Order and the First Gulf War
- Video Lecture: September 11 and the War on Terror in Afghanistan
- Video Lecture: The Iraq War, 2003-2012
- **Social Responsibility Paper Due May 4**

Week 8 (May 5-8): The United States in the 21st Century

Required readings: Review all AY readings for Final Exam

- The Great Recession, and the Internet Revolution
- Video Lecture: Donald Trump and Rise of American Populism
- **Final Exam (In Class)**

Institutional Policies and Guidelines

Grade Appeal Process: Concerns about the accuracy of grades should first be discussed with the instructor. A request for a change of grade is a formal request and must be made within six months of the grade assignment. Directions for filing an appeal can be found in the student handbook https://www.com.edu/student-services/docs/Student_Handbook_2024-2025_v6.pdf. *An appeal will not be considered because of general dissatisfaction with a grade, penalty, or outcome of a course. Disagreement with the instructor's professional judgment of the quality of the student's work and performance is also not an admissible basis for a grade appeal.*

Academic Success & Support Services: College of the Mainland is committed to providing students the necessary support and tools for success in their college careers. Support is offered through our Tutoring Services, Library, Counseling, and through Student Services. Please discuss any concerns with your faculty or an advisor.

ADA Statement: Any student with a documented disability needing academic accommodations is requested to contact:

Kimberly Lachney, Student Accessibility Services Coordinator

Phone: 409-933-8919

Email: AccessibilityServices@com.edu

Location: COM Doyle Family Administration Building, Student Success Center

Textbook Purchasing Statement: A student attending College of the Mainland is not under any obligation to purchase a textbook from the college-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Withdrawal Policy: Students may withdraw from this course for any reason prior to the last eligible day for a "W" grade. Before withdrawing students should speak with the instructor and consult an advisor. Students are permitted to withdraw only six times during their college career by state law. The last date to withdraw from the 1st 8-week session is February 26. The last date to withdraw from the 16-week session is April 21. The last date to withdraw for the 2nd 8-week session is April 30.

FN Grading: The FN grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The FN grade may be issued for cases in which the student ceases or fails to attend class, submit assignments, or participate in required capacities, and for which the student has failed to withdraw. The issuing of the FN grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an FN grade.

Early Alert Program: The Student Success Center at College of the Mainland has implemented an Early Alert Program because student success and retention are very important to us. I have been asked to refer students to the program throughout the semester if they are having difficulty

completing assignments or have poor attendance. If you are referred to the Early Alert Program you will be contacted by someone in the Student Success Center who will schedule a meeting with you to see what assistance they can offer in order for you to meet your academic goals.

Resources to Help with Stress:

If you are experiencing stress or anxiety about your daily living needs including food, housing or just feel you could benefit from free resources to help you through a difficult time, please click here <https://www.com.edu/community-resource-center/>. College of the Mainland has partnered with free community resources to help you stay on track with your schoolwork, by addressing life issues that get in the way of doing your best in school. All services are private and confidential. You may also contact the Dean of Students office at deanofstudents@com.edu or communityresources@com.edu.

Nondiscrimination Statement:

The College District prohibits discrimination, including harassment, against any individual on the basis of race, color, religion, national origin, age, veteran status, disability, sex, sexual orientation, gender (including gender identity and gender expression), or any other basis prohibited by law. Retaliation against anyone involved in the complaint process is a violation of College District policy.