



**History 1302.013IN
United States History II
Summer I 2021
Internet Course**

Instructor Information: Dr. Steven L. Sewell ssewell@com.edu 409-933-8117

Student hours and location: MW 10:00 a.m. - 12:00 p.m. & TTH 1:30 - 3:30 p.m., Virtual Office Hours

Required Textbook: Edwards, Hinderaker, et al, *America's History Concise Edition*, 9th edition. Reading assignments are listed on page 10 of the syllabus. Material drawn from the textbook will account for 10 – 20% of each exam. The textbook may contain the electronic key to access online material.

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, the 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.

Determination of Course Grade:

Exams: There will be **five exams** during the semester with a value of **100** points each. Exams are in the “Assessments” section of the course. Exam material will be drawn from both lectures and assigned readings. Students should pay attention to terms in the study guides, which will be available online in Blackboard. Each exam will consist of **fifty** multiple-choice questions. Each question will be worth **two** points. **Makeup tests given only in extraordinary circumstances and only with the approval of the instructor. All makeup exams will have an automatic ten-point penalty.**

Quizzes: In addition to the five exams, there are **twenty-five** lecture unit quizzes. Quizzes are in the “Assessments” section of the course. These quizzes consist of two multiple-choice questions on two main points made in the lecture unit. Each quiz will be worth **ten** points, with each question worth five points. Accordingly, quiz grades will count for a total of 250 points toward the overall course grade. **Quizzes not taken by the module deadline will recorded as zeros and cannot be**

made up. Do not confuse credit quizzes with the practice quizzes at the end of each lecture. The quizzes in the assessment section of the course count toward your grade. **The practice quizzes at the end of each lecture are not graded and do not count toward your grade.**

Textbook Chapter Discussions: There will be five textbook chapter discussions. There will be one textbook chapter discussion in each module. The textbook chapter discussion questions are in the “Discussion Board” section of the course. After reading the textbook chapter, you will post a 100-200-word discussion responding to the discussion question. In your discussion posting, you must also respond to at least one other student’s posting. Your response to another student’s posting must be more than “I agree.” Each discussion posting is worth 20 points. Discussion postings will be evaluated using the following rubric. **Postings will not be accepted past the module deadline and will be recorded as zeros in the grade book.**

20 points: Includes all or most required elements
10 points: Includes some of the required elements
0 points: Missing most or all required elements

Primary Source Assignment: In addition to exams and quizzes, students will complete a primary source assignment, which is in the “Assignments” section of the course. The primary source assignment will be made available when Module Three opens. **Submissions of the primary source assignment will not be accepted past the module deadline and will be recorded as a zero.** The primary source assignment is worth **25 points.**

Each assignment will be evaluated using the following rubric:

23-25 points: Contains all required elements
20-22 points: Contains most required elements
17-19 points: Missing some required elements
15-16 points: Missing most required elements
14 or less points: Missing all required elements

Oral Presentation Assignment: One of the key core objectives you will develop in college are oral communication skills. To help you develop this skill, this course has an oral communication assignment. The student will select a topic from the topics covered in the course and make a five-minute oral presentation on the topic. Students will record their oral presentation on either their cellphone or their computer and then upload the presentation to One Drive and then link to Blackboard. A link to a tutorial on how to upload to One Drive and then to Blackboard will be provided with the assignment. The deadline for the Oral Communication assignment is **11:59 p.m. Saturday, June 19th.**

The oral presentation assignment is worth **50 points** and will be graded according to the following formula:

Verbal Communication - 10 points

- Nonverbal Communication - 10 points
- Content - 15 points
- Organization - 15 points
- 50 points

Paper Assignment: In the paper assignment the student will analyze and interpret primary and secondary sources, then create an argument using historical evidence in a two-page paper (double-spaced, 12-point font, Times New Roman). In your paper you must use at least one primary source, and two secondary sources (one article and one book). The paper assignment will address the following Core Objectives: Critical Thinking Skills, Communication Skills, Social Responsibility, and Personal Responsibility. Additional details on this assignment are available in Blackboard.

In addition to analyzing and interpreting primary and secondary sources and constructing an argument through the use of historical evidence, the student **MUST** include a section in their paper discussing the social and personal responsibility (using the definition on page 6 of the syllabus) of the individuals involved in the topic. Students must discuss these individuals and the issues they were involved in using critical thinking and effectively communicate their views on these topics in their papers.

The deadline for submitting the paper assignment to Blackboard is 11:59 p.m. on Saturday, July 3rd. No late papers will be accepted, NO EXCEPTIONS. The paper assignment is worth 50 points. This is a high value assignment. Failure to turn this assignment will adversely affect your final course grade.

The Paper Assignment will be graded using the following formula:

- Analyze and interpret primary and secondary sources - 15 points
- Create an argument using historical evidence - 15 points
- Effective use of Critical Thinking Skills - 5 points
- Effective use of Communication Skills (written) - 5 points
- Analysis of the Social Responsibility component of the topic - 5 points
- Analysis of the Personal Responsibility component the topic - 5 points
- 50 points

Paper assignment topics are contextualized and based on Metamajors. All areas of study at College of the Mainland fall into one of four Metamajors. Metamajors are a grouping of degrees and programs that share common purpose or content. College of the Mainland Metamajors are:

Arts and Humanities: Economics, English, Government, History, Humanities, Music, Philosophy, Psychology, Sociology, Spanish, Speech, Theater, Visual Arts. A General Studies major falls within the Arts and Humanities Metamajor. **General Studies majors are considered Arts and Humanities metamajors. Dual Credit students are considered Arts and Humanities metamajors.**

Business and Industry: Business, Cybersecurity, Drafting, Graphic Arts, Occupational Safety and Health Technology, Process Technology, Welding.

Health, Human and Consumer Science, and Public Safety: Barbering, Cosmetology, Criminal Justice, Education, Emergency Medical Services, Esthetician, Fire Technology, Health Information, Law Enforcement, Medical Assisting, Nursing, Pharmacy Technology, Physical Education.

STEM: Computer Information Systems, Engineering, Mathematics, Natural Sciences, Physical Sciences.

Paper Assignments based on Metamajors are as follows:

Arts and Humanities: Discuss Emma Goldman. Discuss her role as a political activist and a writer. Include a section on the social and personal responsibility of her political activities and writings.

Business and Industry: Discuss John D. Rockefeller. Discuss his role and contributions to the development of American industry. Include a section on the social and personal responsibility of his actions.

Health, Human and Consumer Science, and Public Safety: Discuss Jonas Salk. Discuss his role in the development of the polio vaccine. Include a section on the social and personal responsibility of his actions.

STEM: Discuss Robert Oppenheimer. Discuss his role and contributions toward the development of the atomic bomb. Discuss the social and personal responsibility of his actions.

Total points for the semester will be 1000 points.

Course grades will be calculated as follows:

| | Points |
|-------------------------------|--------|
| Lecture Unit Quizzes | 250 |
| Textbook Chapter Discussions | 100 |
| Late Paper Assignment | 25 |
| Primary Source Assignment | 25 |
| Oral Communication Assignment | 50 |
| Paper Assignment | 50 |
| Module One Exam | 100 |
| Module Two Exam | 100 |
| Module Three Exam | 100 |
| Module Four Exam | 100 |

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| Module Five Exam | 100 |
| Total | 1000 |

Grade Scale:

- 900-1000 = A (90 - 100% average)
- 800-899 = B (80 - 89% average)
- 700-799 = C (70 - 79% average)
- 600-699 = D (60 - 69% average)
- 599 or below = F (59% or below)

Late Work, Make-Up, and Extra Credit Policy:

Late Work: Late work will not be accepted. Deadlines for quizzes, exams, and other assignments are stated in the syllabus and are announced in the Announcements section of the course. Deadlines are known well in advance; therefore, no late work will be accepted.

Make-Up: Make-Up work is allowed under extraordinary circumstances and must be approved by the instructor. All work can be submitted only once. No “redo” on quizzes and exams.

Extra Credit: To earn extra credit, select a film from the list below. After you watch the film, write a two-page typed summary of the film, answering the questions listed below.

Film List:

- | | |
|---------------------|--------------------------|
| Paths of Glory | Flags of Our Fathers |
| Sergeant York | Judgement at Nuremburg |
| Matewan | The Manchurian Candidate |
| Inherit the Wind | Bad Day at Black Rock |
| The Grapes of Wrath | Salt of the Earth |

- What in the film did you enjoy most?
- What in the film did you enjoy least?
- Was there a message or moral to the story?
- Can the message or moral be applied in daily life?
- Did the story engage your emotions? How did it leave you feeling?

You will receive **ten extra credit points** for each film summary turned in. **Note:** Quality summaries will receive ten extra points; summaries that are not well done will earn less credit, so don't turn in sloppy work and expect to earn a full ten points extra credit. Summaries must be turned in by the last lecture class of the semester. Summaries **will not** be accepted after that date.

Another way to earn extra credit is to select a book out of the library. Any topic covered in United States history since 1877 is acceptable, but the instructor **must** approve it. After you read

the book and write a two-page typed summary of the book, you will receive up to **ten extra credit points**, depending on the quality of the work submitted. Other extra credit may be offered from time to time at the discretion of the instructor.

The maximum extra credit that can be earned is **thirty** points.

Attendance Policy: In an online course it is essential to log in on a regular and frequent basis. There is a clear and direct correlation between attendance (logging in on a regular basis) and success in the classroom, therefore logging in on a regular basis is strongly urged. Additionally, you will miss important announcements if you do not log in on a regular basis.

Communicating with your instructor: 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.

Student Learner Outcomes: Upon successful completion of this course, students will:

1. Create an argument using historical evidence. This course-level outcome maps to the Critical Thinking Skills Core Objective.
2. Analyze and interpret primary and secondary sources. This course-level outcome maps to the Critical Thinking Skills Core Objective.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. This course-level outcome maps to the Critical Thinking Skills, Social Responsibility, and Personal Responsibility Core Objectives.
4. Develop, interpret, and express ideas on a History 1302-related topic through written communication. This course-level outcome maps to the Communication Skills Core Objective.
5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication. This course-level outcome maps to the Communication Skills Core Objective.
6. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
7. Evaluate choices and actions of others or one's own and relate consequences to decision-making.

General Education Core Objectives: Students successfully completing this course will demonstrate competency in the following Core Objectives:

1. **Critical Thinking Skills:** Students will demonstrate creative thinking, innovation, and the ability to analyze, evaluate, and synthesize information.

2. **Communication Skills:** Develop, interpret, and express ideas through written, oral, and visual communication.
3. **Social Responsibility:** Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **Personal Responsibility:** Evaluate choices and actions of others or one's own, and relate consequences to ethical decision-making.

| Student Learner Outcome | Maps to Core Objective | Assessed via this Assignment |
|--|-------------------------------|-------------------------------------|
| 1. Create an argument through the use of historical evidence. | Critical Thinking Skills (CT) | Paper |
| 2. Analyze and interpret primary and secondary sources. | Critical Thinking Skills (CT) | Paper |
| 3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history. | Critical Thinking Skills (CT) | Exams |
| 4. Develop, interpret, and express ideas on a History 1302-related topic through written communication. | Communication Skills (CS) | Paper |
| 5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication. | Communication Skills (CS) | Oral Presentation Assignment |
| 6. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities. | Social Responsibility (SR) | Paper |
| 7. Evaluate choices and actions of others or one's own, and relate | Personal Responsibility (PR) | Paper |

| | | |
|----------------------------------|--|--|
| consequences to decision-making. | | |
|----------------------------------|--|--|

Academic Dishonesty: Any incident of academic policy will be dealt with in accordance with college policy and the Student Handbook. Academic dishonesty – such as cheating on exams is an extremely serious offense and will result in a **grade of zero** on that exam and the student will be referred to the Office of Student Conduct for appropriate discipline action.

Plagiarism: Plagiarism is using someone else’s words or ideas and claiming them as your own. Plagiarism is a very serious offense. Plagiarism includes paraphrasing someone else’s words without giving proper citation, copying directly from a website and pasting it into your paper, using someone else’s words without quotation marks. When in doubt – cite!! Any assignment containing any plagiarized material will receive a **grade of zero** and the student will be referred to the Office of Student Conduct for appropriate discipline action.

Concerns/Questions Statement: 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 Department Chair, Stacey Henderson at 409-933-8212.

Student Rights: Students taking this class have rights, but also responsibilities. One student right is the expectation that this course be taught within the parameters specified within this syllabus. While the instructor reserves the right to alter the course, no material or assignment will be added without proper notification and advance warning.

History 1302 Course Outline:

Module One:

- Unit I - End of the Frontier**
- Unit II -The Robber Barons**
- Unit III - When Labor Was Angry**
- Unit IV - Politics & Reform in the Gilded Age**
- Module One Exam**

Module Two:

- Unit I - Competing Philosophies in the Gilded Age**
- Unit II - Immigration and Urbanization in the late-19th Century**
- Unit III - Populism**
- Unit IV - Rise of the American Empire**
- Module Two Exam**

Module Three:

- Unit I - Women and Blacks at the turn of the 20th Century**
- Unit II - Progressivism**

Unit III - World War One
Unit IV - The 1920s
Module Three Exam

Module Four:

Unit I - The Great Depression
Unit II - Inter-War Years
Unit III - World War Two (Part I)
Unit IV - World War Two (Part II)
Unit V - Origins of the Cold War
Unit VI – Domestic America in the Post-War Years, 1945-1960
Module Four Exam

Module Five:

Unit I - Kennedy Administration
Unit II - Johnson Administration
Unit III - The Civil Rights Movement & Sixties Culture
Unit IV - Nixon Administration
Unit V - Ford & Carter Administrations
Unit VI - Reagan and George H.W. Bush Administrations
Unit VII - Clinton Administration to the present
Module Five Exam

History 1302 Online Schedule:

Getting Started Assignments

Start – Monday, June 7, 12:01 a.m.

End – Saturday, June 12, 11:59 p.m.

Module One

Start – Monday, June 7, 12:01 a.m.

End – Saturday, June 12, 11:59 p.m.

Module Two

Start – Sunday, June 13, 12:01 a.m.

End – Saturday, June 19, 11:59 p.m.

Oral Communication Assignment

Deadline – Saturday, June 19, 11:59 p.m.

Module Three

Start – Sunday, June 20, 12:01 a.m.

End – Saturday, June 26, 11:59 p.m.

Module Four

Start – Sunday, June 27, 12:01 a.m.

End – Saturday, July 3, 11:59 p.m.

Paper Assignment

Deadline – Saturday, July 3, 11:59 p.m.

Module Five

Start – Sunday, July 4, 12:01 a.m.

End – Thursday, July 8, 11:59 p.m.

*******Note that Module Five ends on Thursday, not Saturday*******

History 1302
United States History II
Reading Assignments

Module One Exam - Chapters 16, 17

Module Two Exam - Chapters 18, 19

Module Three Exam - Chapters 20, 21

Module Four Exam - Chapters 22, 23, 24, 25

Module Five Exam - Chapter 26, 27, 28, 29, 30

Tips for Campus/Classroom Safety:

Run, Hide, Fight

<https://www.youtube.com/watch?v=5vcSwejU2D0>

Last Resort ACTIVE SHOOTER SURVIVAL Measures by Alon Stivi

<https://www.youtube.com/watch?v=r2tIeRUbRHw>

Surviving an Active Shooter Event - Civilian Response to Active Shooter

<https://www.youtube.com/watch?v=j0It68YxLQQ>

Make the call

<https://www.youtube.com/watch?v=AWaPp-8k2p0>

Tips for success: (Not all applicable in an online course)

1. **Attend every class.**
2. **Pay attention in class.**
3. **Take detailed notes.**
4. **Study lecture notes after every class.**
5. **Use the study guide.**
6. **Use the study technique that works best for you (highlighting, flashcards, study groups, etc.).**
7. **Read the textbook carefully and for retention.**
8. **Make use of office hours.**
9. **If you are not doing well in the course, don't wait until the last week of class to see the professor.**

NOT ALL THESE TIPS ARE APPLICABLE AS THIS IS A FULLY ONLINE COURSE.

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://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.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.
https://build.com.edu/uploads/sitecontent/files/student-services/Student_Handbook_2019-2020v5.pdf

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 Holly Bankston at 409-933-8520 or hbankston@com.edu. The Office of Services for Students with Disabilities is located in the Student Success Center.

Counseling Statement: Any student needing counseling services is requested to please contact Holly Bankston in the student success center at 409-933-8520 or hbankston@com.edu. Counseling services are available on campus in the student center for free and students can also email counseling@com.edu to set up their appointment. Appointments are strongly encouraged; however, some concerns may be addressed on a walk-in basis.

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 5-week summer session is July 2. The last date to withdraw from the 10-week summer session is August 2. The last date to withdraw for the 2nd 5-week summer session is August 6.

F_N Grading: The F_N grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F_N 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 F_N grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F_N 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.

COVID-19 Statement: All students, faculty, and staff are expected to familiarize themselves with materials and information contained on the College of the Mainland's Coronavirus Information site at www.com.edu/coronavirus. In compliance with Governor Abbott's May 18 Executive Order, face coverings/masks will no longer be required on COM campus. Protocols and college signage are being updated. We will no longer enforce any COM protocol that requires face coverings. We continue to encourage all members of the COM community to distance when possible, use hygiene measures, and get vaccinated to protect against COVID-19. Please visit com.edu/coronavirus for future updates.