



**History 1302.201CL  
United States History II  
Fall 2022  
Tuesday 6:00 PM to 8:50 PM  
Learning Resource Bldg, #8, Room 213**

**Instructor Information: Brooks Lewellen**

**Email: [blewellen@com.edu](mailto:blewellen@com.edu)**

**Phone Number: 409-933-8212 Kerry Kloesel Administrative Assistant**

**Student hours and location: COM League City, Room 213 1 hour before Class or online**

**Required Textbook/Materials: Edwards. America's History Concise Edition. 10<sup>th</sup> Edition. Bedford/St.Edwards.**

**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.

**Course Description:** This course is a study of United States history since 1877, from the Civil War to the present. This course will emphasize political, social, and economic developments, as well as other significant topics. This course (a) meets the requirements of a college transfer course for four-year degree programs (b) prepares students for upper-division coursework in history (c) prepares students for the academic rigors of upper-division coursework in the social sciences (d) prepares students in developing their critical thinking skills.

**Course requirements:** This is a course that requires the student to attend lectures. Each lecture contains material that is not available in the textbook, material that the student is responsible for and will be tested upon, therefore it is essential that students make a concerted effort to attend class. If a student is absent from class, they are responsible for acquiring the lecture notes from a classmate. Rigorous note taking and studying of lecture notes is mandatory if the student is to succeed in the class. In addition to attending lectures, students are expected to read the textbook assignments.

**Determination of Course Grade/Detailed Grading Formula: Assignments:  
Quizzes/Assignments:**

**Exams:**

The student will take three exams throughout the semester. Each exam will cover the lectures, class discussions, and textbook. The class will be broken into three major segments or themes and each theme will address a specific main point that discusses and highlights the events, people, movements, etc in history. Each exam completes a segment of history and no exam is cumulative. These themes or ideas will be emphasized and elaborated on strengthening what role they play in American History as the country evolves politically, socially, economically, and militarily. The first 2 exams will contain 40 multiple choice questions worth 2.5 points each and the final exam will be 50 multiple choice questions worth 2 points each. Each exam is separate from the other 2 and no exam is cumulative. Total points for each exam is 100 points.

Students will take 5 quizzes throughout the semester. They are designed to provide factual material for class discussions and exams. Each quiz will be taken before a major exam. Consult the schedule for more details. All quizzes must be taken by the date and time specified in the outline. The student will have 1 week after a quiz is given to make it up.

**United States President Quiz:** They will take 2 Presidential Quizzes beginning with Abraham Lincoln and ending with John F Kennedy. Each Quiz is worth 10 points. Total Points is 20.

**United States Map Quiz:** They will take 1 State Map Quizzes over the last 14 states since the Civil War. The map quiz will be worth 70 points and cover the last 14 states after 1877.

**US Constitution Quiz:**

The students will take 1 US Constitution quiz. The quiz will begin with Amendment 13 and end with Amendment 22. The Constitution Quiz will be worth 40 points where each Amendment is worth 2 points.

**World War 1:** They will take a World War 1 Map Quiz. The World War 1 quiz will be worth a total of 40 points

**History Book Analytical Assignment:**

I am going to assign a book to read that is both appropriate for the time period of this 1302 class and length of pages and scope so you wont be over-whelmed and risk the chance of getting behind or lost. The book I will have you read – either as a digital copy online (there are various places to read it on line for free or to buy, or a copy of the physical version) is the *Diary of Anne Frank*.

Once you have read the book, you will write up a 2-3 page Analytical Paper fully analyzing it from your own cognitive and analytical input, thinking and understanding. The format is simple and will abide to the principle of encouraging the student to fully engross and

**immerse into the book or author's main central ideals and overall purpose. The format to use and follow is as follows: 12 Point Font, Times New Roman, Double Spaced and is worth a 100 points.**

**The student will read the book and work on understanding the topic and purpose analytically and most importantly attempt or infer on the historical moments and place to the context of the time, period, place, people, events, etc. In roughly 2-3 pages, the student will pull from the book what they have chosen to find a theme or an overall arching arc of the chapters and content that pushes them to think critically and analytically about the book.**

**This can be done in several paragraphs that capitalizes and comments on the entire scope of the book.**

**A purposeful guide in these paragraphs could be included in their papers that touch on the authors beginning chapters, middle chapters, and final chapters that complete and compliment the message of the author. The student could also approach the book from the perspective on picking out 1 or 2 very common and useful points that creates a theme that is used throughout with the intent of explaining and highlighting while strengthening it as it relates to the time period, event, movement, etc. There is no right or wrong way to analyze and write a 2-3 paper for this assignment as long as the student immerses themselves into the book and focuses on the content, its proper historical context and to critically think beyond the normal and typical level rather than typing up a summation or quick overview of the book with no thought, understanding and grasp.**

**The assignment if it falls into the 2-3 page range will include at least and up to 5-7 paragraphs with the hope and aspiration for the student to push themselves and challenge their critical and analytical skills that far exceed what they have done before or that is different from a book report, review or a research paper. If a student has questions, confused or needs some help in understanding the assignment better, needs clarification I encourage them to ask, reach out and stay on top of the assignment and requirements. Most importantly is for them to be creative, critical and analytical in their approach, book, and paper when its completed and ready to turn in.**

**If you have any questions please don't hesitate and email me.**

**The History Book Analytical Assignment is due on Friday December 2, 2022 on blackboard at 11:00 PM. No late work accepted.**

#### **New Deal Presentation:**

The students will select 1 New Deal Plan, research it and present in class a brief presentation. The presentation each student does must be in power point presentation and will contain any and all vital information that the student finds on their selected Plan. This presentation will illustrate and show the students just what Americans and the Country was experiencing during the beginning and the height of the Great Depression. The presentation will be worth 100 points in

which 50 points will be graded based on the research, gathering of information, and putting the final project together and the other 50 points will be based on the student(s) overall presentation to the class. This is a solo and not a group presentation.

**Due Date for New Deal Presentations: October 7, 2022 at 11:00 PM on Blackboard**

**Detailed Grading Formula:**

**Grading Policy:**

The following grading measures will be implemented in determining the grades done by the students. There will be three exams and 5 in class quizzes over the States and the Presidents from 1865 to 1960.

| <b>Your grade will be determined by the following</b> | <b>Details</b>                                   | <b>Points (if applicable)</b> | <b>Percent of Final Average</b> |
|---|--|-------------------------------|---------------------------------|
| Exams   | 3 Exams each worth 100 pts. each                 | 300                           |                                 |
| History Book Analytical Paper                         | 1 History Book Analytical Paper worth 100 points | 100                           |                                 |
| US Map Quiz   | 1 US Map Quiz worth 28 points                    | 28                            |                                 |
| US Presidential Quiz                                  | 2 Presidential Quizzes worth 20 points           | 20                            |                                 |
| US Constitutional Quiz                                | 1 US Constitution Quiz worth 20 points           | 20                            |                                 |
| World War I Map Quiz                                  | 1 World War Map Quiz worth 40 points             | 40                            |                                 |
| New Deal Presentations                                | 1 New Deal Presentation worth 100 points         | 100                           |                                 |
| Total Points  |  | 608                           |                                 |

**Grading Scale:**

The chart given below explains how the final grades will be computed.

|                 |                |
|-----------------|----------------|
| To receive an A | 608-545 points |
| To receive an B | 544-484 points |
| To receive an C | 483-423 points |
| To receive an D | 422-362 points |

To receive an F

Below 361 points

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

**Late Work / Extra Credit Work:** No extra work given

**Make-Up Work: Make-up Exams:** All make-up exams will be taken at the Testing Center within 1 week when the test was originally given. You will need to make an appointment at the Testing Center and will take it there and be given the 90 minutes to complete it and inform the instructor that a date/time has been set up at the testing center so that I can drop it off for those students to make it up there on their scheduled time and date.

**Make up Quizzes:** Any quiz missed or not taken on the date it was originally given must be made up in class 1 week after the quiz was given.

**Attendance Policy:** The nature of this course is such that one should attend all scheduled sessions. There is a clear and direct correlation between attendance and success in the classroom, therefore regular attendance is strongly urged. However, in the event of illness or extenuating circumstances, it is the student's responsibility to acquire the lecture from a classmate. In addition, keep in mind certain assignments have a 1 week grace period to make up and some have no grace period. Quizzes can be made up within a week of a missed class and you must arrange a time with the Professor to make it up. On the other hand, the research paper, or a Group Presentation can't be made up. Any assignments not made up in the allotted time frame will be recorded as a 0 and the others that can't be made up will be a 0 as well.

**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. (Faculty may add additional statement requiring monitoring and communication expectations via Blackboard or other LMS)

**Student Learner Outcome:** Upon completion of this course students will be able to demonstrate knowledge of:

1. Major events of American history during the period from 1877 to 1890
2. Major events of American history during the period from 1890 to 1920
3. Major events of American history during the period from 1920 to 1945
4. Major events of American history during the period from 1945 to 1974
5. Major events of American history during the period from 1974 to the present

**General Education Core Competencies:** This course address the following core competencies: reading, critical thinking, and multicultural awareness.

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

1. Create an argument through the use of 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. Develop, interpret, and express ideas on a History 1302-related topic through visual communication. This course-level outcome maps to the Communication Skills Core Objective.
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
8. 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.

| <b>Student Learner Outcome</b>   | <b>Maps to Core Objective</b> | <b>Assessed via this Assignment</b> |
|--|-------------------------------|-------------------------------------|
| 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) | Quizzes and Exams                   |
| 4. Develop, interpret, and express ideas on a History 1302-related topic through written communication.  | Communication Skills (CS1)    | Paper                               |
| 5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication.   | Communication Skills (CS2)    | 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 consequences to decision-making.  | Personal Responsibility (PR)  | Paper                               |

**Academic Dishonesty:** (Describe your academic dishonesty policy and state consequences if it is violated)

**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 [insert name and title of direct supervisor] at [phone number/email address].

## Drop Date: November 18, 2022

### Course outline:

| Week    | Activities and Assignment  |
|---------|--|
| AUG 23  | <b>INTRODUCTION TO CLASS</b><br>RECONSTRUCTION # 1   |
| AUG 30  | RECONSTRUCTION # 2<br>WILD WEST  |
| SEPT 6  | <b>PRESIDENT QUIZ # 1</b><br>WILD WEST<br>GILDED AGE<br>HAWAII<br>SPANISH AMERICAN WAR<br>PANAMA CANAL BUILT   |
| SEPT 13 | OPEN DOOR POLICY WITH CHINA<br>TEDDY ROOSEVELT FOREIGN POLICY<br>RISE OF CITY<br>THE PROGRESSIVE<br>LABOR UNIONS FORMED<br>PRE-WORLD WAR I<br>FED RESERVE BANK                   |
| SEPT 20 | <b>EXAM # 1</b><br>WORLD WAR 1 BREAKS OUT<br>WORLD WAR 1: THE WAR<br>WORLD WAR 1: THREAT TO U.S.   |
| SEPT 27 | WORLD WAR 1 PART 1 -- U.S. DECLARES WAR<br>WORLD WAR 1 PART 2 -- AMERICA ENTERS THE WAR<br>WORLD OF WAR 1: END OF WAR<br>TREATY OF VERSAILLES<br>THE 1920S<br>STOCK MARKET CRASH |



|        |  |
|--------|--|
| OCT 4  | <b>NEW DEAL PRESENTATIONS DUE AT 11:00 PM ON BLACKBOARD OCT 7, 2022</b><br><b>WORLD WAR 1 MAP QUIZ</b><br>GREAT DEPRESSION<br>GREAT DEPRESSION/DUST BOWL VIDEOS<br>RISE OF FASCISM/NAZISM  |
| OCT 11 | FASCISM/NAZISM VIDEOS  |
| OCT 18 | WORLD WAR 2: EUROPE THEATRE PART 1 – EARLY WAR YEARS<br>WORLD WAR 2: HITLER ON THE MOVE<br>WORLD WAR 2: PEARL HARBOR AND US ENTERS WW2   |
| OCT 25 | WORLD WAR 2: HITLER ON THE MOVE<br>WORLD WAR 2: PART 2 -- ITALY FALLS<br>WORLD WAR 2: EUROPE THEATRE PART 3 – GERMANY FALLS  |
| NOV 1  | WORLD WAR 2: PACIFIC THEATRE PART 4 -- JAPAN FALLS<br>WORLD WAR 2 VIDEOS<br>THE HOLOCAUST<br>THE HOLOCAUST: HOLOCAUST VIDEOS   |
| NOV 8  | <b>EXAM # 2</b><br>COLD WAR<br>COLD WAR: FOREIGN FRONT<br>COLD WAR: EUROPE<br>COLD WAR: CHINA<br>COLD WAR: KOREAN WAR  |
| NOV 15 | COLD WAR: SPACE RACE<br>ELECTION OF 1948<br>ELECTION OF 1952 AND 1956<br>COLD WAR: DOMESTIC FRONT<br>COLD WAR: RED SCARE<br>CIVIL RIGHTS OF 1950S: LINDA BROWN<br>CIVIL RIGHTS OF 1950S: ROSA PARKS<br>CIVIL RIGHTS OF 1950S: LITTLE ROCK HIGH<br>CIVIL RIGHTS OF 1960S: WOOLWORTH LUNCH COUNTER SIT INS<br>CIVIL RIGHTS OF 1950S: MLK<br>ELECTION OF 1960<br>JFK PRESIDENCY: CUBA, RUSSIA, VIETNAM    |
| NOV 22 | J.F.K. KILLED<br>ELECTION OF 1964<br>JOHNSON AND VIETNAM WAR: FOREIGN RELATIONS COMMITTEE -- J WILLIAM FULBRIGHT<br>VIETNAM WAR<br>VIETNAM VIDEOS<br>THE COUNTER CULTURE<br>THE COUNTER CULTURE VIDEOS   |
| NOV 29 | <b>History Book Analytical Assignment Paper Due Dec 2, 2022 Blackboard at 11:00 pm</b><br><b>US CONSTITUTION QUIZ # 1</b><br><b>US MAP QUIZ # 1</b><br><b>US PRESIDENT QUIZ # 2</b><br>MARTIN LUTHER KING KILLED: VIDEO<br>BOBBY KENNEDY KILLED: VIDEO CLIPS<br>ELECTION OF 1968<br>NIXON AS PRESIDENT: WATER GATE<br>FORD'S PRESIDENCY<br>CARTER'S PRESIDENCY: HIGH GAS PRICE; IRAN HOSTAGE SITUATION |
| DEC 6  | <b>EXAM # 3</b>  |

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## 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](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](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 Michelle Brezina at 409-933-8124 or [mvaldes1@com.edu](mailto:mvaldes1@com.edu). The Office of Services for Students with Disabilities is located in the 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 1<sup>st</sup> 8-week session is October 5. The last date to withdraw from the 16-week session is November 18. The last date to withdraw for the 2<sup>nd</sup> 8-week session is December 1.

**F<sub>N</sub> Grading:** The F<sub>N</sub> grade is issued in cases of *failure due to a lack of attendance*, as determined by the instructor. The F<sub>N</sub> 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<sub>N</sub> grade is at the discretion of the instructor. The last date of attendance should be documented for submission of an F<sub>N</sub> 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](http://www.com.edu/coronavirus). Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: [www.com.edu/selfscreen](http://www.com.edu/selfscreen). In addition, students, faculty, and staff must perform a [self-screening](#) prior to each campus visit. Finally, students, faculty, or staff who have had symptoms of COVID-19, received a positive test for COVID-19, or have had close contact with an individual infected with COVID-19 must complete the [self-report tool](#).

### **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](mailto:deanofstudents@com.edu) or [communityresources@com.edu](mailto:communityresources@com.edu).