



HIST 1302.301CL
United States History II
Spring 2023
M-F

Instructor Information

Name Elaine Terrell

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Location: B-103

Course Information

Required Textbook: America's History 10th edition by Rebecca Edwards, Eric Hindraker, Robert Self and James Henretta.

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: 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.

Determination of Grade

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. Rigorous note taking and studying of lecture notes is expected if the student is to succeed. Students are also expected to read all textbook assignments. All students are expected to actively engage in class activities and discussions. An extra component includes researching a topic in history and presenting their findings to the class. There will be various primary source readings that are assigned to be evaluated. **Points will be deducted for sleeping and playing on phones.**

- **Exams** - a series of 5 exams comprising of objective and/or essay questions. (50%)
- **Comprehensive Final** (10%)
- **Daily grades** - consisting of attendance, discussion and in class activities- including quizzes (20%) Note **sleeping** and playing on your phone will result in a deduction of points. Being attentive and active during lecture is expected.
- **Argument paper** (10%) Social and personal responsibility - You will take a position and support it with evidence!
- **Oral Presentation**– (10%) There are two parts to this assignment. Each student will select an approved topic and sign up for a presentation. You will write a 2-3 page typed (double spaced - 12 point font - Times New Roman) process paper explaining research and include an annotated bibliography. I have attached a rubric to guide you in writing. You need to include at least 4 primary written sources, (while pictures are nice - they do not count as a written source) one scholarly article and for higher achievers - one book.

- Citations will follow the Chicago Manual of Style 16th Edition – using footnotes and a fully annotated bibliography. Sheet attached
- Oral presentation. Each student will present a 4-7 minute presentation of their research topic to the class.

Grade determination

Verbal Communication -	20 points
Non verbal Communication	20 points
Content	25 points
Organization	10 points
Process paper	25 points

If you choose to present with a powerpoint or prezi you may only use LIMITED text on the screen. I want to encourage you to not read from the screen. You may not use a notecard. Practice your presentation!!

Reading Assignments:

Primary source documents will be available on Brightspace and I provide hard copies. You will be prepared to take a quiz over the reading – you may use your reading notes.

Grading Scale

- Grading scale
- A (90% - 100% average)
 - B (80% - 89% average)
 - C (70 % - 79% average)
 - D (60% - 69% average)
 - F (59 or below)

DUAL CREDIT

I turn in letter grades to COM. These are your college credit grades. Please note that DHS than transfers those numbers into a numerical grade – an A becomes 95, B becomes 85, C becomes 75, D becomes 65, F becomes 55. Note a D does NOT earn you high school credit.

Extra Credit Work: For each test you may bank up to 10 bonus points by completing a video analysis. The video list is attached and also available on blackboard. Quality summaries may earn up to ten points, sloppy or plagiarized work may earn 0. In the event of a low test grade, a book critique may be used as an alternative assessment, with the instructor’s approval.

Other extra credit may be given throughout the semester. Best plan of action is to complete assignments **ONTIME**.

Make-Up Work: If you miss an exam, you will be expected to schedule a make-up exam. This exam will be written.

Late Work: Record your DUE dates! Assignments are due when they listed on the syllabus. There is no excuse for not turning in an assignment on time. You may turn in your assignment online if you are not in attendance. An assignment is considered late if it is not in turned in at the beginning of the class period. Turning in work at the end of the class or after school, will result in a penalty. See me if you know you will be missing class for an extended time.

Course Policies & Guidelines

Attendance : Students are expected to attend class regularly. There is a clear and direct correlation between attendance and success in the classroom. In the event of an absence, it is the student's responsibility to acquire lecture notes from a classmate.

Tardiness : This class begins promptly at the scheduled time. Being late to class not only disrupts the class, it has a detrimental impact on the student's performance, as they miss lecture material. Excessive tardiness - defined as three - will result in the loss of participation points. Please strive to be punctual!

Withdrawal : After students have registered and paid for courses they are considered enrolled until the Records Office has received an official withdrawal. Continued non-attendance does not automatically terminate enrollment in the course and will result in a failing grade. Last day to drop the course is April 22nd.

Communication with your instructor: ALL electronic communication with the instructor must be through your COM email. Due to FERPA restrictions, faculty cannot share any additional information about performance in the class through other electronic means. Grades are posted in your blackboard account

Table Mapping SLO's, Core Objectives and Assignments

Student Learner Outcome	Maps to Core Objective	Assessed via this assignment
Create an argument through the use of historical evidence	Critical Thinking Skills	Social reform paper
Analyze and interpret primary and secondary sources	Critical Thinking Skills	Primary readings and paper
Analyze the effects of historical, social, political, economic, cultural and global forces on this period of US history	Critical Thinking Written communication	Exams, quizzes and essays
Develop, interpret and express ideas on a History 1301 related topic	Written, Oral and Visual Communication	QEP process paper and presentation
Demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national and global communities	Social responsibility	Social reform paper
Evaluate personal choices and actions of others or one's own, and relate consequences to decision making	Personal responsibility	Assignment

Academic Dishonesty: All students are expected to maintain high levels of ethical behavior. 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 the appropriate discipline action.

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

Links to resources about avoiding plagiarism : <http://www.com.edu/on-site-services/speaking-reading-writing-center.php>

Concerns & Questions Statement: Other questions or concerns: If you have any questions or concerns about any aspect of this course, please contact me either via e-mail eterrell@com.edu, phone 281-229-6400 or visit with me before or after class. If, after discussing your concerns with me, you continue to have questions, please contact Department Chair Shinya Wakao.

Course Outline: Schedule - This schedule is tentative and subject to change – regular attendance will assure you keep up with any alterations in the schedule

Important Dates - Tentative

Jan 10th - Bring Textbook to class

Jan 11th -12th Immigration Simulation

Jan 25st - Test 1 - 15-17

Feb 3rd - Great Debate on Industrialization

Feb 6th – Test 2 chapter 18-19

Feb 14th WWI Simulation Activity

Feb 15th - Bring Textbook to class!

Feb20th - HOLIDAY! - NO CLASS

Feb 28th TEST 3 - 20-22

March 9 and 10th - presentation

March 10th Social and personal Responsibility Paper

March 13-17th SPRING BREAK

March 29th - Test 4 - Ch 23-25

March 30th - MOCK EOC

April 14- TEST 5- 26-27

EOC??? Week of May 1st - review and test

May 10th – FINAL COMPREHENSIVE

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 [Student_Handbook_2022-2023_v4.pdf](#) (com.edu). 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 at 409-933-8919 or klachney@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 1st 8-week session is March 1. The last date to withdraw from the 16-week session is April 24. The last date to withdraw for the 2nd 8-week session is May 3.

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.

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.

Student Success Tips!

- 1. Come to EVERY class.**
- 2. Pay attention in class.**
- 3. Take detailed notes.**
- 4. Study lecture notes**
- 5. Use the study guide**
- 6. Read the textbook carefully**
- 7. Use the book website for additional useful tools**
- 8. Come see me for help! Don't wait until the last minute.**
- 9. Believe me – I want you to succeed!**

Stay caught up on your reading!! Use the key terms at the end of the chapter to make sure you know the material. If you take chapter reading notes – you may use them on quizzes!

Oral Report and the Process Paper

Based on a two-year selection process, oral communication was chosen because employers cited oral communication as one of the top skills they seek from college graduates, while data indicated that this skill was not emphasized in College of the Mainland courses.

As a result of the implementation, not only will our students gain confidence in their speaking skills but they also will be able to communicate their ideas in a clear, effective manner appropriate to their audiences. This, in turn, will enhance their ability to compete successfully in the workplace.

Student Learner Outcomes

1. Students will demonstrate the ability to express their ideas verbally using expressive, accurate and appropriate language.
2. Students will use appropriate presentation techniques (i.e., maintain eye contact, modulate voice, demonstrate appropriate pacing, use appropriate gestures, etc.)
3. Students will demonstrate understanding of the topic by utilizing properly cited facts, examples and other forms of support.
4. Students will plan, prepare and deliver a well-organized, logical oral presentation.
5. Students will demonstrate a statistically significant decrease in their communication apprehension on a measure of communication apprehension.

Paper guidelines:

Think of this as not a report, but an **explanation** of how you prepared for your report. You may write in the first person – actually encouraged.

Paragraph 1 – Why did you choose your topic? Why is the topic important to you?

Next several paragraphs - Explain your process – Where did you go to research? What sources were the most helpful? Remember you need **at least FOUR primary sources**, and one scholarly article. What did you learn from your sources? Did you have any difficulties in researching? How did you overcome them?

Paragraph 4 - How did you decide to present your research? Why? Problems encountered?

Paragraph 5 – What did you really learn? Why is your topic important? Did you learn anything about yourself?

Annotated bibliography is required and needs to be attached to your paper

Include a citation for all sources used and include 3-4 sentences explaining sources significance. **Separate primary and secondary.** Identify it as a song, article, video etc. Include why the source is relevant to your topic. Format preference is Chicago Manual Style.

– Example book

Morris, Edmund. *Theodore Rex*. New York: Modern Library, 2001.

This biography of Theodore Roosevelt helped me understand the way in which Philippe Bunau Varilla was able to get President Roosevelt to recognize the revolutionary government of Panama. It also gave me details regarding the specific treaties signed between the two nations that gave the U.S. control of the canal zone.

http://www.chicagomanualofstyle.org/tools_citationguide.html can help you.

Overall Grading:

Rubric for Oral component: 4 parts each scored equally

1 Poor 2 Fair 3 Good 4 Excellent

Verbal Communication: The speaker demonstrates the ability to express their ideas verbally using expressive, accurate and appropriate language

Nonverbal Communication: The speaker uses appropriate presentation techniques (i.e. maintains eye contact, modulates voice, demonstrates appropriate pacing, uses appropriate gestures, etc.)

Content: The speaker demonstrates understanding of the topic by utilizing **properly cited facts**, examples, and other forms of support. Make sure to include a discussion of why this person or event is important to history.

Organization: The speaker plans, prepares, and delivers a well-organized, logical oral presentation

Ideas to get you started!

Each student will need to select an option. 1) Students may choose to give a prepared presentation, with a deliberate manner to inform fellow students. This may be accompanied with the use of a power point presentation or prezi – with MINIMAL text. 2) A debate for two students. Each will identify their character from history – basically becoming that person, explain the issue involved and then proceed engage their opponent using the historical record. For all presentations - You MUST include information you learned from primary and secondary sources.

Theda Bara and the new influence of Hollywood. – Include information on who was she? What did she represent and what was her impact upon society?

Ash Can School of Art – Include visuals and explain the importance of this movement. What does it tell us about American Society of the time?

Ida B Wells Barnett – Why was she so dedicated to her cause? What does she say about society?

Eugene Debs – Summarize his beliefs. What events formed his beliefs? What actions does he take? Why is he important?

Jane Addams – Describe her work with creating Hull House. Why was she inspired to make a change? What services does she provide for immigrants? What was her impact?

Jack Johnson – Who was he? What does he become? Why does he lose his title? What does this say about American Society?

Panama Canal – Explain how we acquired the canal. What were the difficulties that had to be overcome? How was success achieved? What were the costs? Impact?

Dollar Diplomacy – Explain context and who it was associated with. What were the impacts of this policy?

Wilson and Francisco “Pancho” Villa – Why did Woodrow Wilson pursue Villa? Results?

Harlem Renaissance – Who were some of the artists? What was the impact of the movement upon white and black society? Include examples of art and music

Bessie Coleman – Discuss her achievements. What difficulties did she encounter?

Aimee Semple McPherson – What did she achieve? What was her impact upon society? What does this say about American society?

Dorthea Lange and Walker Evans – What is the impact of photo journalism? Who were they and what did they accomplish?

Debate between FDR and William Howard Taft - “To what extent is the government responsible for the welfare and security of the people?”

Dust Bowl – What situations created the bowl? Where was it located? How did it impact people’s lives? How was it solved?

Navaho Code Talkers- Who were they? What role did they play in WWII? Why was this kept secret?

Debate – Dropping of the Atomic Bomb on Hiroshima and Nagasaki

Debate - The Internment of Japanese Americans during World War II

Dr Kinsey - What research did he do? How did Americans react to it?

Cuban Missile Crisis – Explain the conflict, and how it was solved. What was the impact of the event upon world affairs?

Billy Graham – Who was he and how did he influence American society?

Space Race – Discuss the space race between the American and Soviets. Successes and failures

Roe v Wade – What was this controversial ruling? How was it decided? What are the impacts?

My Lai – Describe the event and how it impacts American views on why we are fighting in Vietnam

Watergate – Describe the event and its role in changing the American political system

Rachel Carson and Silent Spring

Stonewall Riots and the rise of the LGBT community

Chicano Mural Movement – describe and show a few images – what is the impact of the movement?

Dolores Huerta - impact - compare to Chavez on importance and why is she not as well known - what does this say about American society?

Film Analysis

You may choose to bank up to 10 bonus points for a test by watching a movie and writing a video review. These are due at the time of the test.

You *may* earn up to 10 points bonus on your test. I really like complete sentences! Remember I need to have no doubts that you watched the movie and really thought about it. NO WIKIPEDIA CUT AND PASTES.

<p>Unit 1 <i>Little Big Man</i> <i>Molly Maguires</i> <i>The West (after 5)</i> Series by Ken Burns <i>Far and Away</i> <i>Rise and Fall of Jim Crow</i> – PBS</p>	<p>Unit 2 <i>The Great White Hope</i> <i>Reds</i> <i>Not for Ourselves Alone</i></p>
<p>Unit 3 20-22 <i>Inherit the Wind</i> <i>Iron Jawed Angels</i> <i>Grapes of Wrath</i> <i>Matewan</i> <i>Cradle Will Rock</i></p>	<p>Unit 4 23-25 <i>Guilty by Suspicion</i> <i>13 Days</i> <i>The Longest Day</i> <i>Good Night and Good Luck</i> <i>Thirteen Days</i> <i>Bridge of Spies</i> <i>Missiles of October</i></p>
<p>Unit 5 –26-27 <i>Fog of War</i> <i>Long Walk Home</i> <i>Once Upon a Time When We Were Colored</i> <i>All the President's Men</i></p>	<p><i>Argo</i> <i>Silkwood</i> <i>Milk</i> <i>On the Basis of Sex</i></p>

FILM STUDY WORKSHEET -- FOR A WORK OF HISTORICAL FICTION

Read the questions before you watch the movie so that you will know what to look for. Worksheet is provided to help you take notes while you view the film.

Complete the assignment by answering each question in paragraph form on a separate sheet of paper. Answers need to be complete and comprehensive, demonstrating that you paid attention and thought about what was shown on the screen. You may use more than one paragraph if necessary. Be sure that the topic sentence of your first paragraph uses key words from the question. All responses should be in complete sentences using proper spelling, grammar, and punctuation. Questions 6 and 10 ask about your personal experience and you may respond in the first person. All other responses should be in the third person.

1. Write a brief summary of the main plot, describing the event or events that are the focus of the film, stating where and when they take place. Be sure to identify the protagonist and antagonist (*1-2 paragraphs*)
2. In the story told by the film, what is the main conflict and how is it resolved? (*1 paragraph*)

3. Music and lighting are part of the way that the moviemakers communicate their message. Go deeper than that. Give one specific examples of how other elements of the cinematic art, such as shot framing, camera angles, camera movement, color, editing choice, or length of take were used by the filmmakers to get their point across. *1 paragraph*

4. Describe two images or scenes from the film that stand out in your mind. Discuss why they impressed you and how they relate to themes explored in the story. *(2 paragraphs)*

5. Describe one event or portrayals in the film that, on the whole, accurately reflect what actually happened and one that does not. For any historical inaccuracies, describe what really happened. A helpful guide will be to check a historical review of the movie – make sure you cite. *(2 paragraphs)*

6. Describe a lesson from this film that viewers can apply to their own lives: (1) in deciding what position to take on an issue of public concern or (2) in their relations with family and friends. Detail the events that relate to this lesson. *(1 to 2 paragraphs)*

7. It could be said that “History is what the present chooses to remember about the past.” Given the fact that the audience will take away from the movie an impression of the historical events or figures portrayed in the story, does the film improve the viewer’s understanding of historical events? Justify your conclusion. *(1 to 2 paragraphs)*