



**HIST 1302 121-CL**  
**United States History II**  
**Summer 2023**  
8:00- 9:50 M-F

**Instructor Information**

**Name** Elaine Terrell

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Remind code -send a text to 81010 @eea42k

**Location:** LRC 255

**Office Hours** Mon- Thurs –before class, after class or by appointment

**8:00 - 9:50 M-F**

**Course Information**

**Required Textbook:** America's History 10<sup>th</sup> 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 4 exams including objective and/or essay questions. (60%)
- **Final essay - reflection** (5%)
- **3 Primary document readings and discussions** - consisting of attendance, discussion and in class activities- Being attentive and active during lecture is expected. (15%)
- **Argument paper** (10%) Social and personal responsibility - You will take a position and support it with evidence! This is a mini research paper. You will need to identify your person/group and explain how they demonstrated personal and social responsibility. (3 pages - Times New Roman 12 pt - double spaced)
- **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 2 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 16<sup>th</sup> 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. Examine the selection for each unit and choose ONE to closely read and evaluate. You will need to identify the author, the audience and discuss the purpose of the document. Select several quotes to evaluate and discuss - how did they help you understand the piece. Summarize - why this document is important and why we should care. Come to class with the assignments completed and be prepared to discuss with your peers your document.

### Grading Scale

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

**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.

**Make-Up Work:** If you miss an exam, you will have your lowest test grade doubled. If you miss a second test you will receive a zero on the assignment.

**Late Work:** Record your DUE dates! Assignments are due when they are listed on the syllabus. There is no excuse for not turning in an assignment on time. 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 August 4th.

**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 brightspace 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](mailto: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

*July 10th - Intro - go over syllabus  
Conquering the West*  
*July 11th - Industrial America*  
*July 12 - Making Modern American Culture*  
*July 13 - Industrial Cities*  
***July 14th - First document Analysis and discussion***  
***July 17th - TEST Unit 1 - chapters 15-18***  
*July 18th - Populists and Progressives*  
*July 19th- Rise of World Power*  
*July 20th - Prosperity to Depression*  
*July 21st - Great Depression and New Deal*  
***July 24th - Second document analysis and discussion***  
***July 25th - TEST Unit 2 - 19-22***  
*July 26th - WWII*  
*July 27th - Cold War*  
*July 28th - Middle Class America*  
***July 31st - Social and Personal Responsibility Paper Due in Brightspace***  
*Civil Rights Movement*  
***Aug 1st - TEST Unit 3 23-26***  
*Aug 2nd - Liberal Crisis and Conservative Rebirth*  
*Aug 3rd - 70-80*  
*Aug 4th - Conservative America*  
***Aug 7th - Third document analysis and discussion***  
*National and Global Dilemmas*  
***Aug 8th - Oral Presentations***  
***Aug 9th - TEST Unit 4 27-30***  
***Aug 10th - Oral Presentations - Turn in final essays in Brightspace***

## 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.

**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 is August 4th for the summer II.

**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.

### **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. Stay caught up on your reading**
- 10. BELIEVE me - I want you to succeed!**

# 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.

## Process 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 TWO 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. 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](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. I highly recommend that you choose the same subject matter (person/group/event) for your paper and for your oral presentation. This is not required but recommended. You MUST include information you learned from primary and secondary sources.**

## Film Analysis

For each test - You *may* earn up to 10 points. ( I really like complete sentences!) **Remember I need to have no doubts that you watched the movie and really thought about it.**

<p><b>Unit 1</b>  <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><b>Unit 2</b>  <i>The Great White Hope</i>  <i>Reds</i>  <i>Not for Ourselves Alone</i>  <i>Inherit the Wind</i>  <i>Grapes of Wrath</i>  <i>Matewan</i>  <i>Cradle Will Rock</i></p>
<p><b>Unit 3</b>  <i>Guilty by Suspicion</i>  <i>13 Days</i>  <i>The Longest Day</i>  <i>Good Night and Good Luck</i>  <i>Bridge of Spies</i>  <i>Missiles of October</i>  <i>Selma</i>  <i>Long Walk Home</i></p>	<p><b>Unit 4</b>  <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>  <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 example 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)*