



**History 1302.311 CL
United States History II
Spring 2022
Monday/Wednesday 8:05-9:25 AM**

Instructor Information: David Kelly, MA
Ckelly10@com.edu
(409) 933-8212

Student hours and location: Office hours are virtual and on Monday's from 10-Noon. Class meets in TBA

Required Textbook/Materials: We will utilize OpenStax free online textbook. The link has been provided. You can view this textbook on the web or download a PDF format. You have the option to purchase a hard copy if you wish. <https://openstax.org/details/books/us-history>

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. Prerequisite: TSI Reading 351 or equivalent developmental course with a grade of "C" or better. This semester follows up on the *American Promise* with the *American Mission*.

Course requirements: A valid COM email address. The textbook is online. Missing class is frowned upon as there are bonus points!

Exams: There will be **five exams** during the semester with a value of **100** points each, 70 points for a Multiple-Choice portion, 30 points for the Essay portion. Exam material will be drawn from quizzes, assigned readings, blackboard assignments and all class activities. Students should pay particular attention to terms in the study guides, which are available at the end of each chapter of the online text. Each exam may consist of multiple-choice questions, short answer, and map questions

Core Objective: Critical Thinking

Assessment Quizzes: In addition to the five exams, there will be **10** quizzes in Blackboard to assess your progress between major exams. Quizzes will count for a total of 100 points (10 points for each quiz). **Like exams, quizzes cannot be made up.** Missed quizzes receive a grade

of zero. **Quizzes address the following Core Objective: Critical Thinking.**

Textbook Readings, Videos, Podcasts and Lessons will all include information that will be on quizzes and exams. These will open each week with the appropriate material.

Discussion Board: There will be 6 Discussion Board entries. Initial posts need to be at least 100 words and a thorough discussion of the topic question presented. Students must respond to at least two other posters for full credit. Each discussion board post is worth 10 points and each response is worth 5 points each for a maximum of 20 points. Please review the discussion board etiquette in Blackboard.

Movie Critique: I have a list of suggested movies in Blackboard. Choose a film appropriate for our class. After watching the movie, you will write a **two-page** typed paper about the film. You will address the question of how this movie/documentary fits into the class discussions we have had. Is this an accurate representation of what we have been studying? **See course schedule for due date.** Upload your finished paper to Blackboard.

Overview: History is a craft and writing is the craft of the historian. It is the medium that any historian must use to disseminate interpretations of the past to the public and fellow historians. In many ways the historian is much like a detective; gathering and evaluating evidence, forming hypothesis, and drawing conclusions in order to find out who done it. History is not memorizing facts, dates, and people; it is how the historian analyzes and interprets information. Film is history, it is a source that can be analyzed and interpreted.

Description: A film analysis is not a review or summary of the plot, it should go deeper into analysis and reaction. It should discuss the issues raised by the film, address the film's importance and purpose, state reactions to the content and quality of the film, and connect it to ideas and material presented in class. IT should be a minimum of 2 pages and include the following (in any order you choose). **Please use the approved movie list. If you use a movie not on the list, you must email your instructor for approval. Do not use other sources to analyze the movie, you will use only the movie itself.**

Procedure:

- **Describe the film in general terms.**
 - **What subjects does it cover.**
 - **Describe the plot and setting**
 - **What issues does it raise?**
 - **What do you see as the main purpose of the film?**
- **What are the major theme(s) of the film? Go into detail describing the themes.**
- **Evaluate the film for quality and interest. (Give plenty of detail)**

- **Comment on the screenplay, acting, direction, and production values and music.**
 - **Are any literary techniques such as symbolism, character development and foreshadowing used?**
 - **Would a young person be interested in this film?**
- **Relate the film to class discussions, readings, notes or knowledge. (Give plenty of detail)**
 - **Is the film historically (or factually) accurate and realistic?**
 - **Does it contradict or support anything you have learned?**
 - **Summarize briefly emphasizing the strengths and weaknesses of the film.**

Requirements:

- Spelling and capitalization need to be correct
- All papers must have a title, be typed, double spaced with a 12 pt font
- All pages must have appropriately sized margins.
- All papers must contain information detailed in the procedure section of these guidelines

Oral Presentations/Paper: Each student will create an oral presentation on a person/event in US History from 1877 – present. Students will present in class during the last week of the semester. Students will also submit a written paper of the presentation topic, this paper should be in a research paper format and **NO LESS** than 3 pages, a works cited page should be included. Follow MLA formatting guidelines, including citations and a works cited page. Paper must be double spaced Times New Roman font, 12 point. Please review rubric for grading criteria.

Responsibility Paper: Students will pick a person or movement that fits into the time period of HIST 1302 – U.S. History 1877-present. Students will write a two-page typed paper on the Social and Personal Responsibility of the subject. The student must include a section in their paper discussing the social and personal responsibility of the individuals involved. Students will use primary and secondary sources for their paper and at least one of each is required. You must include a works cited page. **Covers: Critical Thinking, Social Responsibility, Personal Responsibility, Communication**

Example Topic: Harriet Tubman’s decision to help runaway slaves, what are the consequences of her actions? What personal responsibility does she have and how does it influence those around her? What social responsibility does she have and how does it influence those around her?

Paper format: 12-point Times New Roman font, double spaced

Primary Source Assignment: Primary documents are letters, newspapers, laws, or other forms of communication that occurred during the time period being studied. When studying the American Revolution, an example of a primary document would be the Declaration of Independence. Students have multiple choices for appropriate primary documents in each

module. **Only write a summary on one (1) document per module.** Turn in your paper to Blackboard.

I thought it would help to give you an example of how to write about a primary document. You should give a summary of the primary document. Some of the questions you could answer or include in your answer would be the following:

1. Who wrote the document and when was it written?
2. Who was the intended audience?
3. What was the purpose of the document?
4. What was one of the most important or most important line from the document?

The following represents a short student response to the primary document of the Declaration of Independence:

Thomas Jefferson, the primary author of the Declaration of Independence, wrote his draft of this document in 1776. Although the Declaration was for the whole world, Jefferson's main audience was the king of England, George III. Jefferson's purpose was to announce to the world that the thirteen colonies were free and independent from Great Britain and that these thirteen colonies were forming a new country called the United States. The document is divided into different parts: the preamble or introduction, a list of grievances against the king, and a conclusion. Several of these grievances were later addressed in the Constitution and in the Bill of Rights - such as, not allowing soldiers to be quartered in homes without the consent of the homeowner and the right to have a trial by jury. Other notable grievances included Britain's taxation policies with no colonial representation in Parliament. Probably the most memorable line from the Declaration is, "we hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." It is ironic that when Jefferson wrote of liberty as he was a slave holder.

Summaries should be at least one page excluding headings. Format is MLA standard, using Times New Roman 12-point, Double Spaced. You may want to write a longer response depending on the length of the primary document. Each primary document assignment is worth twenty (20) points. The primary documents are located in the link on the left margin under the heading of primary documents. Upload your paper where it says, "***Turn in Primary Source.***"
Core Objective: Analyze and interpret primary and secondary sources

Determination of Course Grade/Detailed Grading Formula:

Total points for the semester will be 1050 points.

Course grades will be calculated as follows:

Syllabus Quiz.....	20 points
Introduction Discussion Video.....	30 points
Quizzes.....	100 points
Discussions	100 points
Primary Sources Papers	100 points
Responsibility paper.....	50 points
Movie Critique	50 points
Oral Presentation Research.....	50 points
Oral Presentation.....	50 points
First Exam	70 points
First Essay Exam	30 points
Second Exam	70 points
Second Essay Exam.....	30 points
Third Exam	70 points
Third Essay Exam	30 points
Fourth Exam	70 points
Fourth Essay Exam	30 points
Final Exam.....	70 points
Final Essay Exam	<u>30 points</u>

Total Points 1050 points

Grade Scale:

A (90 – 100% average)	940-1050 points
B (80 -89% average)	835 - 939 points
C (70 – 79% average)	730 - 834 points
D (60 – 69% average)	625 - 729 points
F (59% or below)	below 624 points

Late Work, Make-Up, and Extra-Credit Policy: Late work will not be accepted without an acceptable reason and before Monday of the week that it is due. Make-up work will not be accepted either without informing me of extenuating circumstances before it is actually due. Twenty points of extra credit (per Blackboard) will be given upon completion of the course evaluation towards the end of the semester.

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 notes from BlackBoard. Attendance is 30 points of your overall grade.

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	Maps to Core Objective	Assessed via this Assignment	
1. Create an argument through the use of historical evidence.	Critical Thinking Skills	Paper	
2. Analyze and interpret primary and secondary sources.	Critical Thinking Skills	Paper	
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.	Critical Thinking Skills	Quizzes and Exams	
4. Develop, interpret, and express ideas on a History 1302-related topic through written communication.	Communication Skills	Paper	
5. Develop, interpret, and express ideas on a History 1302-related topic through oral communication.	Communication Skills	Oral Presentation Assignment	
6. Develop, interpret, and express ideas on a History 1302-related topic through visual communication.	Communication Skills	Oral Presentation Assignment	
7. Students will demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage	Social Responsibility	Paper	

	effectively in regional, national, and global communities.			
8.	Evaluate choices and actions of others or one's own and relate consequences to decision-making.	Personal Responsibility	Progress Assessment and Paper	

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 the appropriate discipline actions. Using a previously written paper, even if it is your own, can be considered plagiarism. Contact your instructor before submitting a paper that you have previously written.

Plagiarism: The practice of taking someone else's work or ideas and passing them off as one's own. It is a serious offense of academic dishonesty and legally, could be construed as infringement of intellectual property. Plagiarism of an assignment will result in a **grade of zero** on the assignment and the student will be referred to the Office of Student Conduct for the appropriate discipline action.

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

Course Outline: **Subject to change**

History 1302

United States History II

Date	Topic	Assignments Due
Week 1-Module 1 1/18-1/23	Chapter 17: Go West Young Man! Westward Expansion, 1840-1900	Syllabus Quiz due Discussion: Introductions due
Week 2-Module 1 1/24-1/30	Chapter 18: Industrialization and the Rise of Big Business, 1840- 1900	Quiz 1 due Discussion: Haymarket Square due
Week 3-Module 1 1/31-2/6	Chapter 19: The Growing Pains of Urbanization, 1870-1900	Quiz 2 due
Week 4-Module 1 2/7-2/13	Chapter 20: Politics in the Gilded Age, 1870-1900	Primary Source 1 due Exam 1 Multiple choice Exam 1 Essay
Week 5-Module 2 2/14-2/20	Chapter 21: Leading the Way: The Progressive Movement, 1890- 1920 Chapter 22: Age of Empire: American Foreign Policy, 1890- 1914	Quiz 3 due Discussion: Triangle Shirtwaist due Primary Source 2 due
Week 6-Module 2 2/21-2/27	Chapter 23: America in the Great War, 1914-1919	Quiz 4 due Exam 2 Multiple Choice Exam 2 Essay
Week 7-Module 3 2/28-3/6	Chapter 24: The Jazz Age: Redefining the Nation, 1919-1929	Quiz 5 due Responsibility Paper due
Week 8-Module 3 3/7-3/13	Chapter 25: Brother Can You Spare a Dime? The Great Depression, 1929-1932	
Week 9-Module 3 3/21-3/27	Chapter 26: Franklin Roosevelt and The New Deal, 1932-1941	Quiz 6 Due Discussion: World War II due Exam 3 Multiple Choice Exam 3 Essay
Week 10-Module 4 3/28-4/4	Chapter 27: Fighting the Good Fight in World War II, 1941-1945	Oral Presentations/Research Paper due Primary Source 3 due
Week 11-Module 4 4/4-4/10	Chapter 28: Post-War Prosperity and Cold War Fears, 1945-1960	Quiz 7 due

Week 12-Module 4 4/11-4/17	Chapter 29: Contesting Futures: America in the 1960s	Quiz 8 due Discussion: Civil Rights due Primary Source 4 due
Week 13-Module 5 4/18-4/24	Chapter 30: Political Storms at Home and Abroad, 1968-1980	Exam 4-Multiple Choice Exam 4 Essay
Week 14-Module 5 4/25-5/1	Chapter 31: From Cold War to Culture Wars: 1980-2000	Movie Critique due Quiz 9 due Discussion: Election of 2000 due
Week 15-Module 5 5/2-5/8	Chapter 32: The Challenges of the Twenty-First Century	Primary Source 5 due Quiz 10 due
Week 16-Module 5 5/9-5/12	Oral Presentations 5/9 Final Exam 5/11	Oral Presentations Final Exam Final Exam Essay

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 is March 3rd for the 1st 8-week session, April 26 for the 16-week session, and May 5th.

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. Students are required to watch a training [video](#), complete the [self-screening](#), and acknowledge the safety guidance at: 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](#).