

Common Course Syllabus
History 1302
Department of History

Department: Social Sciences

Discipline: History

Course Number: HISTORY 1302

Course Title: United States History II

Credit: 3 Lecture, 0 Lab

Foundational Component Area of Core Curriculum: American History

Prerequisites: TSI compliance in Reading

Available Formats: Conventional, INET, ITV

Campus: Levelland, Reese, ATC, Plainview

Textbook: Varies according to instructor.

Course Specific Instructions: Each instructor will attach his/her course with specific instructions.

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.

Course Objectives:

1. **critical thinking:** demonstrate creative thinking, innovation, inquiry, and analysis, evaluation, and synthesis of information.
2. **communication:** demonstrate effective development, interpretation and expression of ideas through written, oral and visual communication.
3. **social responsibility:** demonstrate intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities.
4. **personal responsibility:** demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.

Course Purpose: To acquaint students with the diversity of American history and to promote critical thinking in interrelating the past to the present. Fundamentally, the course promotes general understanding of a body of knowledge any student should know.

Course Requirements: To maximize a student's potential to complete this course, he/she should attend all class meetings, complete all homework assignments and examinations in a timely manner, and complete all other projects or papers as assigned in the instructor's specific instructions.

Course Evaluation: See the instructor's course information sheet for specific items used in evaluating student performance.

Attendance Policy: Whenever absences become excessive and in the instructor's opinion, minimum course objectives cannot be met due to absences, the student will be withdrawn from the course. Each instructor will have additional information about attendance on his/her course information sheet.

Learning Outcomes: Upon successful completion of this course, students should demonstrate familiarity with the evolution of the nation and its role in the world from the mid-nineteenth century to the early twenty-first century. This would include the following themes:

- American culture
- religion
- civil and human rights
- technological change
- economic change
- immigration and migration
- urbanization and suburbanization
- the expansion of the federal government
- the study of U.S. foreign policy

Learning Outcomes: Upon successful completion of this course, students will:

- Create an argument through the use of historical evidence.
- Analyze and interpret primary and secondary sources.
- Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

ADA Statement

Students with disabilities, including but not limited to physical, psychiatric, or learning disabilities, who wish to request accommodations in this class should notify the Disability Services Office early in the semester so that the appropriate arrangements may be made. In accordance with federal law, a student requesting accommodations must provide acceptable documentation of his/her disability. For more information, call or visit the Disability Services Office in the Student Health & Wellness Office, 806-716-2577.

Note to students with disabilities: If you have a disability-related need for reasonable academic adjustments in this course, provide the instructor with a letter of accommodation from the Disability Services Office. If you need immediate accommodations or physical access, please arrange a meeting with the Disability Services Office before the next class meeting.

A complete list of **Student Support Services**, including the bookstore, financial aid, advising, the testing center and computer labs can be found here: <http://www.southplainscollege.edu/information-for/employees/employee-resources/part-time-faculty/ptfachand/student-support.php>

Campus Concealed Carry

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in South Plains College buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and South Plains College policy, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the SPC policy at: http://www.southplainscollege.edu/human_resources/policy_procedure/hhc.php

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all South Plains College campuses. Report violations to the College Police Department at 806-716-2396 or 9-1-1.

Modern American History
Course Instructions
1302.026

Instructor: Christina Bearden-White

Office: AD 121

Email: cbeardenwhite@southplainscollege.edu

Telephone: 806/716-2646 Office Hours: Office

Hours: M11 – 12 in TA 215, 1 – 4, W 2 – 4, F 9 – 10:30 and 11 – 12 in AD 121

Or by appointment.

Required Texts:

Shi, David Emory and George Brown Tindall. *America: A Narrative History*. Brief 10th Edition. New York: W. W. Norton & Company, 2016.

We will begin with Chapter 16, “The Era of Reconstruction, 1865 – 1877.”

Beals, Melba Pattillo. *Warriors Don’t Cry*. New York: Simon and Schuster, 2007. Print.

Primary Documents available each week through Blackboard in the Course Documents folder.

This is an online course; consistent access to the internet and to a computer is required for this class. If you have computer problems or internet issues, you may use a computer at one of the computer labs on any SPC campus. I do not accept interrupted computer service or lack of a computer as an excuse for late work in online classes.

Grading of Course work:

Essay on <i>Warriors Don’t Cry</i>	10%
Exam Essays	40%
Chapter Assignments and In Class Assignments	50%

Essay on *Warriors Don’t Cry* (10% of your grade)

Warriors Don’t Cry is a book by Melba Beals. The book is about the desegregation of Little Rock High School and was written by one of the people who became known as the Little Rock Nine. You will write a formal essay over *Warriors Don’t Cry*. The essay will be written over several weeks’ time and the final draft is due during Week 14.

Exams (40% of your grade)

There will be 4 Exam essays approximately three or four weeks apart. Each exam will cover materials for those weeks. For example, the first exam will cover weeks 1 – 4 and the final exam will cover week 13 – 16. This will include assigned readings, discussion questions, and videos. The essays are not timed and can be completed in advance, however, there will be no essays accepted after the due date. These essays will connect specific information from the readings with the broader themes of the course. **Do not use outside sources;** the assigned readings will be all that you need to complete the essays. All essays for the class are formal persuasive essays and must conform to MLA standards. An essay should have an introduction, supporting paragraphs, and a conclusion.

Weekly Assignments (50% of your grade)

Each chapter in *America: A Narrative History* has a corresponding quiz and writing assignment in Blackboard. Complete each assignment as you finish the readings. Please note: no assignment will count after its due date.

Important Dates and Deadlines

First Exam Essay	February 7, due in Blackboard by 11pm.
Second Exam Essay	February 28,
Third Exam Essay	March 28,
Essay over <i>Warriors Don't Cry</i>	April 18, due in Blackboard by 11pm.
Final Exam	Tuesday, May 7, due in Blackboard by 11pm.
Weekly Assignments	Each Thursday, due in Blackboard by 11pm.

Course Rules

Late Assignments: Make-up exam, quizzes, and papers are not allowed without a written excuse for incomplete work. Only when you have presented your written excuse will you be allowed to make up an exam or assignment and it must be within ONE WEEK of your return to class. There may be a 5-point penalty for each day an assignment is late after the original due date.

Feedback: I will reply to all messages or emails within 48 hours during the week. I will grade your short essays in two weeks. I will grade exams within two weeks. I typically grade Discussion Board posts in 1 week. I will not respond to every discussion post, rather, I might add something or emphasize a point made in the post. Sometimes I ask for clarification if I am unsure what the poster was trying to share.

Attendance: Since this is an online class, we will not meet in person. Your 4th missed assignment may result in being dropped from the class. However, it is your responsibility to drop the class if you are no longer able to meet the requirements.

If you are not able to come in person to one of the campuses, then you need to submit an email requesting to be dropped to either amorin@southplainscollege.edu or aruiz@southplainscollege.edu and they will work with you. The email should be from your SPC email account and should include a brief statement that you wish to drop and the reason you are unable to come to an SPC campus to accomplish that task. Include your name and the course and section you need to drop.

Discussion Boards: Some of your weekly assignments will use the Discussion Board tab in Blackboard. Those will be indicated by date. During the semester, I will also post links in the Discussion Board to address any questions you might have about the Syllabus, Exams, Response Papers, and Blackboard. Please post any question you might have on the appropriate Discussion Board. Please do not hesitate to email me or message me through Blackboard with any issues of a more personal nature or if the discussions do not fully answer your questions. I check my messages and emails for the last time each weekday before 5 pm; please do not expect an answer after 9pm or while I am in a class.

Netiquette: Netiquette is the etiquette used online. Remember, every poster on Blackboard is a living, breathing human being. There will be no negativity in this class. It should be a positive exchange of ideas. If you disagree with someone's post, please address why. Do not troll or flame your fellow students. Remember to treat people with the same respect as you would in person. Please don't use ALL CAPS; this is the same as yelling. Do not use extra-large font to make your point or font that is hard for people to read. Simply put – be polite.

Plagiarism will not be tolerated: I consider academic dishonesty (cheating, fabrication, plagiarism, interference with another student's work) to be serious misconduct. Anything that is plagiarized will receive an automatic Zero (0) and possible expulsion from the course or disciplinary action through the school. Simply stated, plagiarism is claiming another author's work as your own. **If you quote or use another author's work, you must cite that author.** You can find information about proper citation here: <http://www.southplainscollege.edu/information-for/current-spc-students/library/cslibraryvl/plagiarism.php> If you are unsure what constitutes plagiarism, please feel email or meet with me as soon as possible.

Other concerns: I strongly encourage you to meet with me to discuss any circumstances that might affect your performance in this class. If you have any difficulty during the semester, please contact me immediately. I cannot assist you if I do not know you have a problem.

It is important for you to know that all faculty members are mandated reporters of any incidents of sexual misconduct. That means that I cannot keep information about sexual misconduct confidential if you share that information with me. Crystal Gilster, can advise you confidentially as can any counselor in the Health & Wellness Center. They can also help you access other resources on campus and in the local community. You can reach Ms. Gilster at 716-2563 or cgilster@southplainscollege.edu or go by the Health and Wellness Center. You can schedule an appointment with a counselor by calling 716-2529.

Course Schedule

Week 1, January 14 - 18, The Era of Reconstruction

Readings: Chapter 16, *America: A Narrative History*

Primary Sources: *The Second Reconstruction Act*. All primary documents are assigned through Blackboard. Primary documents are best understood in context with the textbook readings.

Week 1 Assignment, complete by Thursday, September 6 at 11pm.

Week 2, January 21 - 25, Business and Labor in the Industrial Era

Readings: Chapters 17, *America: A Narrative History*

Primary Sources: Thomas O'Donnell, *A Mule Spinner Tells the U.S. Senate about Late 19th century Unemployment* (1883); Andrew Carnegie, *The Gospel of Wealth*. Primary documents are best understood in context with the textbook readings.

Week 2 Assignment, complete by Thursday at 11pm.

Week 3, Jan 28 - Feb 1, The New South and the New West

Readings: Chapter 18, *America: A Narrative History*

Primary Sources: Sand Creek Massacre Editorials and Testimony and Historian Frederick Jackson Turner Articulates the "Frontier Thesis" (1893). Primary documents are best understood in context with the textbook readings.

Week 3 Assignment, complete by Thursday at 11pm.

Week 4, February 4 - 8, Political Stalemate and Rural Revolt

Readings: Chapters 19, *America: A Narrative History*

Primary Sources: The Plessy v. Ferguson Decision (1896) and *The Atlanta Exposition Address* (1895) and *The Talented 10th*. Primary documents are best understood in context with the textbook readings.
Week 4 Assignment, complete by Thursday at 11pm.

Complete Exam Essay 1 by Thursday, Feb. 7 at 11pm.

Week 5, February 11 - 15, Seizing an American Empire

Readings: Chapter 20, *America: A Narrative History*

Primary Sources: *The American Anti-Imperialism League Denounces U.S. Policy* (1899) President Woodrow Wilson Disavows Territorial Conquest (1913). Primary documents are best understood in context with the textbook readings.

Week 5 Assignment, complete by Thursday at 11pm.

Week 6, February 18 - 22, The Progressive Era

Registration for Spring Interim and Summer Classes begins February 18th.

Readings: Chapter 21, *America: A Narrative History*

Primary Sources: Samuel Gompers, *Congressional Testimony Regarding AFL Unions* (1914). Primary documents are best understood in context with the textbook readings.

Week 6 Assignment, complete by Thursday at 11pm.

Week 7, Feb 25 – March 1, America and the Great War

Readings: Chapter 22, *America: A Narrative History*

Primary Sources: President Woodrow Wilson Asks Congress to Declare War (1917) and Senator Robert M. La Follett Passionately Dissents (1917). Primary documents are best understood in context with the textbook readings.

Week 7 Assignment, complete by Thursday at 11pm.

Complete Essay Exam 2 by Thursday, February 28 at 11pm.

Week 8, March 4 - 8, A Clash of Cultures

May Graduation Application Due March 6th.

Readings: Chapter 23, *America: A Narrative History*

Primary Sources: H.L. Mencken's *Account of the Scopes Trial* and the *Ku Klux Klan Defines Americanism* (1926). Primary documents are best understood in context with the textbook readings.

Week 8 Assignment, complete by Thursday at 11pm.

Week 9, March 11 – 15 – Spring Break. No Classes. No Weekly Assignments.

Week 10, March 18 – 22, The Reactionary Twenties

Readings: Chapter 24, *America: A Narrative History*

Primary Sources: *President Herbert Hoover Applauds Limited Government* (1931) and *The Nation Asks, "Is It to Be Murder, Mr. Hoover?"* (1932). Primary documents are best understood in context with the textbook readings.

Week 10 Assignment, complete by Thursday at 11pm.

Week 11, March 25 - 29, The Great Depression

Readings: Chapters 25, *America: A Narrative History*

Primary Sources: *Contemporary History of Depression-Era Harlem* and *President Franklin Roosevelt Seeks Justice for "One-Third of a Nation"* (1937). Primary documents are best understood in context with the textbook readings.

Week 11 Assignment, complete by Thursday at 11pm.

Complete Essay Exam 3 by Thursday March 28 at 11pm.

Week 12, April 1 - 5, The Second World War

Readings: Chapter 26, *America: A Narrative History*

Primary Sources: Propaganda Posters of World War II and *The Atlantic Charter*. Primary documents are best understood in context with the textbook readings.

Week 12 Assignment, complete by Thursday at 11pm.

Week 13, April 8 - 12, The Cold War and the Fair Deal

Registration opens for Winter Interim and Spring 2019

Readings: Chapter 27, *America: A Narrative History*

Primary Sources: Cold War Documents, 1 – 5. Primary documents are best understood in context with the textbook readings.

Week 13 Assignment, complete by Thursday at 11pm.

Week 14, April 15 - 19, Cold War America

Registration for Fall Classes begins on April 15th.

Readings: Chapter 28, *America: A Narrative History*

Primary Sources: Cold War Documents, 6 – 7. Primary documents are best understood in context with the textbook readings.

Week 14 Assignment, complete by Thursday at 11pm.

Essay on *Warriors Don't Cry* due in Blackboard by 11pm on Thursday, April 18th.

Week 15, April 22 - 26, A New Frontier and a Great Society

Last Day to Drop a Class – Thursday, April 25

Readings: Chapter 29, *America: A Narrative History*

Primary Sources: Eisenhower's Response to the Little Rock Crisis (Video). Primary documents are best understood in context with the textbook readings.

Week 15 Assignment, complete by Thursday at 11pm.

Week 16, April 29 – May 3, Rebellion and Reaction

Readings: Chapter 30, *America: A Narrative History*

Primary Sources: Richard McNaughton's *Assessment of Vietnam* and Trong and Thanh Nguyen Recall Their Reception in America. Primary documents are best understood in context with the textbook readings.

Week 16 Assignment, complete by Thursday at 11pm.

Final Exam Essay due in Blackboard by 11pm on Tuesday May 7.