AMERICAN HISTORY 1302
COURSE SYLLABUS
Cedar Valley College

Instructor Information
Name: Patrick Simpson
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Course Information
Course Title: History of the United States II
Course Number: HIST 1302
Section Number: 33420
Semester/Year: Spring 2020
Credit Hours: 3
Class Meeting Time/Location:
Certification Date: 02/03
Last Day to Withdraw: 04/16

Course Prerequisites
Required: College level ready in Reading.
Course Description

A survey of the social, political, economic, cultural, and intellectual history of the United States from the post-Civil War to Modern Times. 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, and the role of the federal government. (3 Lec.)

Student Learning Outcomes

Upon successful completion of this course, students will:

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

Texas Core Objectives

The College defines essential knowledge and skills that students need to develop during their college experience. These general education competencies parallel the Texas Core Objectives for Student Learning. In this course, the activities you engage in will give you the opportunity to practice two or more of the following core competencies:

1. **Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

2. **Communication Skills** - to include effective development, interpretation, and expression of ideas through written, oral, and visual communication

3. **Personal Responsibility** - to include the ability to connect choices, actions, and consequences to ethical decision-making

4. **Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Required Course Materials

Text Book: Title: Give Me Liberty
Edition: Fifth (Seagull)
Author: Eric Foner
Publisher: W. W. Norton
Copyright year: 2017
ISBN: 9780393614176
Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

**Graded Work**

The tables below provide a summary of the graded work in this course and an explanation of how your final course grade will be calculated.

**Summary of Graded Work**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Exams</td>
<td>4 @ 85 points each</td>
<td>340 points</td>
</tr>
<tr>
<td>Term Paper</td>
<td>1 @ 100 points</td>
<td>100 points</td>
</tr>
<tr>
<td>My History Paper</td>
<td>1 @ 20 points</td>
<td>20 points</td>
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<tr>
<td>Reflection Paper</td>
<td>1 @ 20 points</td>
<td>20 points</td>
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<tr>
<td>Discussion Board</td>
<td>2 @ 10 points each</td>
<td>20 points</td>
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<tr>
<td>Introduction Discussion Board</td>
<td>1 @ 5 points</td>
<td>5 points</td>
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<tr>
<td>Extra Credit/Book Review (Optional)</td>
<td>1 @ 25 points</td>
<td>25 points</td>
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**TOTAL: 505 points**

**Final Grade**

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentages</th>
<th>Letter Grade</th>
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<tr>
<td>450-500</td>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>400-449</td>
<td>80-89%</td>
<td>B</td>
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<tr>
<td>350-399</td>
<td>70-79%</td>
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<td>300-349</td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>0-299</td>
<td>0-59%</td>
<td>F</td>
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**Description of Graded Work**

Course Requirements:

A. Class will revolve around discussions and assigned readings from the textbook.

B. Exams:

There will be four major exams. The exams will count 85 points each. The tests will include multiple choice, true and false and essays. The exam will be taken online, and
you will have 150 minutes to complete each exam. For every five minutes over the allotted time five points will be deducted. The exams will be located within the Exam section on eCampus.

C. Term Paper
Since history is, in essence, a story and not a series of random, disconnected facts, students should be able to transform the information covered in this class into a narrative form that articulates something about our nation’s past. This paper will be a serious attempt to deal with a historical problem chosen by each student and approved by the professor. The topic chosen must conform to the time period of the course. The paper will count 100 points toward the final grade. Any paper turned in late will receive get a 10-point deduction. No paper will be accepted after a week. The paper will be turned in through the safeassign link located in the content section of ecampus.

General Information and Instructions:
The purpose of this assignment is to use different historical methods you have learned about during this course to complete a historical research project. Your research project should start with your developing a historical question, that you then research, and then attempt to answer using both primary and secondary sources to support your research.

How to proceed:
1. Select one of the essay topics below in the Essay Options section. There are a total of four possible research options, please read each one to decide which you feel you would like to pursue.
2. Create your specific historical question within the broader essay topic you select.
3. The examples under each essay option are by no means the only topics that you can write about, they are merely provided to help you think about how you might approach this topic. You should select your own topic, however you can choose one of the examples.
4. Begin researching primary and secondary sources to gather information that support your discussion of your historical question.
5. Review the paper requirements for both the research portion and the writing portion of your assignment.
6. Review the grading rubric to ensure that you have met all of the paper requirements before making your submission.
Essay Options (select one of the following options):

**Research Option #1: History Turning Points**

**General Overview:** Select an event, incident, a legislative action, or related marked historical moment in the years from Reconstruction until today that marks an important transition in American History. This historical event can lead to a social, economic, or political transition that shaped the country’s history. Additionally, you will conclude this research project with a supposition of how history might have been shaped had this event never occurred or of another possible outcome could have been possible.

**Examples:** How did the new technology of WWI change modern warfare? What could have been the possible benefits and problems if the Freedman's Bureau continued beyond Reconstruction?

**Research Objectives & Questions to be Discussed in Your Essay:** (Incorporate these questions in the writing of your essay.)

- Why did you select this event?
- What were both the short- and long-term effects of this historical event?
- Who all were impacted/affected by this historical event?
- How was history changed by this event?
- If you were to imagine a different outcome or reaction to your event, what do you suppose might have been a different outcome in the short- and long-term?

**Research Option #2: Oral History and Historical Memory**

**General Overview:** You will read two historical personal accounts in relation to life in the past or tied to a specific historical event. Then your research will compare these personal accounts with the "factual" or "documented" history of the era. Next, proceed to compare the personal account against the historical record, and then analyze the value of oral history in enriching our understanding the historical period/event.

**Example:** a government investigator and an observer of the JFK assassination
Research Objectives & Questions to be Discussed in Your Essay:

- What was the personal background of the two individuals you chose?
- How are the individuals specifically tied to the specific historical event?
- What are the similarities and differences in the accounts of the individuals?
- What elements in their narratives do you feel influenced (if it applies) the way we teach/learn that history today?
- How do you feel personal accounts either enhance or possibly detract from our understanding of the historical past?

Research Option #3: Impacts of Reform

General Overview: This research project will examine the impact of reform and/or civil rights movements of the 19th – 21st centuries. Your research will examine should place your selected movement/reform in both the historical and modern context, choosing to focus on either their causes, achievements, struggles, and/or stances of your selected reform movement and/or civil rights movement. This essay should additionally analyze the contributions these movements have made in the overall fight for freedom and equality in United States history.

Examples: The history of the temperance/prohibition movement and the impact on the ratification of the 18th amendment; the origins of the African American civil rights movement and the issues of equality under the law in the modern context; the women’s struggle for suffrage and the relation to issues of equal opportunity; the recognition of the rights of the disabled and legislative moves to provide accommodation and access to opportunity.

Research Objectives & Questions to be Discussed in Your Essay:

- What are the most significant organizations formed for your movement that have had the greatest impact historically and/or modernly?
- What are the sources of division amongst reformers/activists? Is there disagreement on approaches on how they should present their desired reforms to the public/government?
- What has been the greatest challenge for this movement/reform in terms of achieving equality, either historically or modernly?
- What is the modern status and/or legacy of these movements today?
How do you feel that you have directly benefitted, or are influenced by, the reform movements in the past or modernly?

**Research Option #4: History Yesterday & Today**

**General Overview:** This research project will start with you examining a recent news story (reported within the last year) that reveals new information about the historical past, OR a recent news story that contributes to the longer dialogue/history of the relationship between Africa, the Americas, and Europe. The goal of this essay should be to emphasize the idea that history is a continually developing story that evolves with new information, discoveries, and/or changes in political, social, and or economic conditions. *Important note:* the news story should be directly tied to an event that this course covers (Reconstruction until today).

**Examples:** The question/concern about unequal treatment under the law; a discovery of a new artifact that tells us something previously unknown about the historical past; the nature of protest in a modern democratic America.

**Research Objectives & Questions to be Discussed in Your Essay:**

- What is the topic of the news story, and what does the reporter highlight as the current historical significance?
- What is the historical context of the news story? What does it specifically relate to?
- How does the news story either add new information, expand, and/or change what we know about the historical past?
- In your assessment, should this story/discovery/research fundamentally change the way in which we teach history of this event/period?
- Overall, using your news story as an example, how do recent events and discoveries illustrate that history is a dynamic and evolving study?

**Research Requirements:**

1. You will need to use *at least* two (2) primary sources for your research topic. (See below for definitions of a primary source)
2. You will need to use at least three (3) secondary sources for your research topic. (See below for definitions of a secondary source). Preference is for academic articles found in scholarly journals. Online sources must be pre-approved by your instructor before use within your paper.

3. Your textbook cannot be used as a source, as it is a tertiary source.

4. You will also need to find at least one image that is relevant to your research topic. This image can be either a primary or secondary source, although a primary source image is preferred.

5. If you are using a secondary source image, it should be an image that is created for academic purposes to help support your research (a modern map, etc).

Writing Requirements:

1. Your essay should be a minimum of 5 pages. This word count does not include any cover sheet wording, your footnotes/endnotes, or your works cited/bibliography page.

2. Your essay must be formatted using 1” margins for all margins (top, bottom, left and right).


4. Your essay needs to be double-spaced.

5. Please do not include any headers (your name, course, date, paper title) on any written pages of your essay.

6. Your research essay should be accompanied by a cover sheet that states your paper title, your name, your course, and date.

7. All of your sources should be cited using the Chicago/Turabian method. MLA will not be accepted!

8. You must cite your sources using either footnotes or endnotes formatted in the Chicago/Turabian citation method. Please select either footnotes or endnotes based upon personal preference, just remember to be consistent throughout your essay with your citation method. Parenthetical reference is not permitted.

9. If possible, you will want to try to incorporate your image into your essay by embedding it into the text. Otherwise, placing the image at the end of your document is acceptable (after the conclusion and before your Works Cited/Bibliography page).
10. Your image should include a caption that describes the image and its relevance to your topic, this caption to your image should be at least 150 words. This word count does not count toward the overall word count of your essay.

11. You must include a Works Cited/Bibliography page at the end of the document. Be sure you are documenting all sources used for your research paper, including your image source in this section. There should be agreement between the sources you document in this section and the sources you cite in your footnotes/endnotes.

**Grading Rubric:**

- **Formatting** 0-20 points: Paper is formatted correctly, does not include headers in written text, nor utilizes excessively large margins, paper is double-spaced and demonstrates clear organization in the form of paragraph breaks.
- **Image** 0-5 points: Paper includes at least one appropriate image relevant to the research topic, and the image is properly captioned explaining its relevance to the essay.
- **Academic Honesty & Integrity** 0-25 points: Paper is properly cited using either footnotes or endnotes. Includes a properly formatted Works Cited/Bibliography. Demonstrates agreement between documented sources and citations in the essay text.
- **Essay Content** 0-50 points: Paper content is well-written, organized, has a strong introduction with a clear thesis statement, and is concluded with a summarization of research findings. Paper shows editing, lacking excessive spelling and grammatical errors.

**Sources (Types and Recommendations):**

- **Primary Sources:** Written materials, images, and artifacts that produced and are contemporary to the time-period of your subject matter. (examples: a cave drawing produced by an indigenous person, a speech given by an individual, a painting of a street scene).
- **Secondary Sources:** Generally, written materials, images, and artifacts that are produced by individuals after the time-period of your research. Most secondary sources are *based upon* primary sources.
- **Internet Sources:** Any use of internet sources, should be pre-approved by your instructor before using them in your research. If
selecting option #4, internet news sources are appropriate, however try to select articles from mainstream sources. In all other essay options, select internet sources that come from government entities, library archives, universities, and other online primary source repositories.

- **Internet Sources to avoid:**
  - History.com
  - Wikipedia.com
  - Khanacademy.com
  - Britannia.com

**D. My History Paper:**
In a thoughtful essay, describe how your family history and you personally represent American history. Include in your essay a description of how you and your family have been creating history and how you will continue to do so in the future.

The paper should be three to four pages in length. **Each paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format.** The essay will be worth 25 points. **Any paper turned in late will receive a 5-point deduction. No paper will be accepted after a week.**

**The paper will be turned in through the SafeAssign link located in the My History section of ecampus.**

**E. Discussion Board**
Each student will be required to participate within the Discussion Board. There will be two forums listed. Each student will be required to submit at least one “new thread” (which should be a minimum of 300 words) and **submit a minimum of three responses** to other student’s comments (which should be a minimum of 100 words). Each submission should be well thought out and should add substance to the discussion. Each forum will count 10 points for a total of 20 points toward the final grade. Once the due date is past for each forum no more postings will be accepted.

- **Discussion Board Topics are listed within the Discussion Board on eCampus**

**Internet Courtesy:**
Cedar Valley College expects all students to follow rules of Internet courtesy in the discussion board. Courtesy is especially important in cyberspace, where the impersonal nature of the working environment may lead you to say things that you would never say in person. Never disrespect another student by coming across in a rude or critical manner. **NEVER USE PROFANITY.** Show respect to others. If any student shows
disrespect for this process and if any student's comments are found to be inappropriate or offensive, copies of messages will be forwarded to the College of Liberal Arts and the online coordinator, and disciplinary action will be taken. The best policy is to follow the rule of common courtesy at all times and avoid these problems.

F. Reflection Paper:
Each student will complete a short reflection paper on what they have learned this semester. The essay should include the following:

❖ How did this course help contribute to your understanding of American history? Give specific examples.
❖ What lessons did you learn from your studies on American history and how can you relate your learning to your own life and your role as a daily participant in today’s ongoing history of the U.S.?
❖ What unexpected things did you learn from this course?

The paper will be two to three pages in length and will count 25 points toward the final grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format. Any paper turned in late will receive get a 5-point deduction. No paper will be accepted after a week.

The paper will be turned in through the SafeAssign link located in the Reflection Paper.

G. Extra Credit/Book Review (optional):

The extra credit will consist of a book review. The book chosen conform to the time period of the course. The book must be approved by the instructor. The paper will be five to six pages in length and will count 25 points toward the final grade. The paper will be typed and double-spaced with a 12-point font and Times New Roman Script and in the proper MLA or APA format. Any paper turned in late will receive get a 5-point deduction. No paper will be accepted after a week. The format is as follows:

Selection of Book:
The student may use any book covering this period of history. Each book must be approved by the instructor. Failure to obtain approval will result in a grade reduction. The book must be 300+ pages and contain and extensive bibliography.

Length of Review:
Five to six pages in length, not including the cover page.
Format:
Typewritten and double-spaced. It must be in a 12-point Times New Roman font. The review should be in either an MLA or APA format. The review should be in the following order: Author information, summary and critical analysis. A bibliographic citation should be placed at the top of page one. (Example)


A. Author Information: Should include date and place of birth, college education, occupation and a list of the author’s other publications. Include the date of the author’s death if applicable. This section should be no more than a page.

B. Summary: Summary of the book. This section should be no more than two pages.

C. Critical Analysis: Analyze the book’s importance as a piece of scholarly work. Discuss the author’s basic thesis (ie: The book’s primary argument or major point it is attempting to present.) Quote at least two sentences that illustrate the thesis.

Discuss the books sources. Does the author depend mainly on primary materials or secondary materials? Is the author working from oral histories, archives or just books and articles? Discuss the books validity, credibility, point of view, etc. Do you agree with the thesis? Why or why not? Discuss the books strong points and weak points. Does the author prove his or her thesis? Use specific examples from the book to support your statement. State clearly your opinion of the book. This section is the most important section and, therefore, should be the longest.

Note: Avoid using humor, contractions or “I”. (ie: “I think”, I believe”, etc.) All are inappropriate and reflect poor writing style.

The paper will be turned in through the SafeAssign link located in the Extra Credit section

Attendance and Your Final Grade
Class attendance will be required. 1) Every five absences will result in a final letter grade deduction. 2) Every five tardies will result in a final letter grade deduction.
Late Work Policy
Any paper turned in late will receive a letter grade deduction. No paper will be accepted after a week.

Other Course Policies

Cell Phones and Laptops:
Cell phones and laptops will not be allowed to be used in the classroom. If anyone is caught using either device that student will be asked to leave the classroom.

No food is allowed in class.

*Professor reserves the right to amend or change the syllabus during the course of the semester.

QEP Statement:
Cedar Valley College’s Quality Enhancement Plan is designed to improve student learning in mathematics. Read more about our QEP at: http://www.cedarvalleycollege.edu/QEP/default.aspx

Institutional Policies
Institutional Policies relating to this course can be accessed using the link below. These policies include information about tutoring, Disabilities Services, class drop and repeat options, Title IX, and more.

Cedar Valley Institutional Policies (http://www.cedarvalleycollege.edu/syllabipolicies)

Course Schedule

<table>
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<tr>
<th>Week</th>
<th>Readings &amp; Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>JAN 21-26</td>
<td>Read Chapter 15: What is Freedom: Reconstruction</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Assignment</td>
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<tr>
<td>JAN 27-FEB 2</td>
<td>Read Chapter 15: What is Freedom: Reconstruction</td>
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<td></td>
<td>Introduction Discussion Board</td>
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<tr>
<td>FEB 2</td>
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<tr>
<td>FEB 3-9</td>
<td>Read Chapter 16: America’s Gilded Age</td>
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<td>FEB 10-16</td>
<td>Read Chapter 17: Freedom’s Boundaries</td>
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<td></td>
<td>Exam One Over Chapters: 15-17</td>
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<tr>
<td>FEB 16</td>
<td>My History Paper</td>
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<tr>
<td>FEB 17-23</td>
<td>Read Chapter 18: The Progressive Era</td>
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<tr>
<td>FEB 24-MAR 1</td>
<td>Read Chapter 19: Safe for Democracy: WWI</td>
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<td>FEB 27-28</td>
<td>No Classes</td>
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<tr>
<td>MAR 2-8</td>
<td>Read Chapter 20: From Business Culture to Great Depression</td>
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<tr>
<td>MAR 9-15</td>
<td>Read Chapter 20: From Business Culture to Great Depression</td>
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<td>Exam Two Over Chapters: 18-20</td>
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<tr>
<td>MAR 15</td>
<td>Discussion Board 1</td>
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<tr>
<td>MAR 16-22</td>
<td>Spring Break</td>
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<tr>
<td>MAR 23-29</td>
<td>Read Chapter 21: The New Deal</td>
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<tr>
<td>MAR 30-APR 5</td>
<td>Read Chapters 22: Fighting for the Four Freedoms: WWII</td>
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<tr>
<td>APR 6-12</td>
<td>Read Chapter 23: The United States and the Cold War</td>
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<tr>
<td>APR 10</td>
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<td>APR 13-19</td>
<td>Read Chapter 24: An Affluent Society</td>
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<td>Exam Three Over Chapter 21-24</td>
<td>APR 19</td>
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<td>Discussion Board 2</td>
<td>APR 19</td>
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<tr>
<td>APR 20-26</td>
<td>Read Chapter 25: The Sixties</td>
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<tr>
<td>APR 27-MAY 3</td>
<td>Read Chapter 26: The Triumph of Conservatism</td>
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<td>Term Paper</td>
<td>MAY 3</td>
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<td>MAY 4-10</td>
<td>Read Chapter 27: Globalization and its Discontents</td>
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<td></td>
<td>Reflection Paper</td>
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<td>Extra Credit/Book Review</td>
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<tr>
<td>MAY 11-14</td>
<td>Read Chapter 28: A New Century and a New Crises</td>
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<td>Exam Four Over Chapters 25-28</td>
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