

History of the United States from 1876

HISTORY 1302 Honors STUDENT INFORMATION DOCUMENT

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Instructor of History

Semester: Spring 2010

This Student Information Document is intended as a set of guidelines for History 1302. Tarrant County College and your instructor reserve the right to make modifications in the content, schedule, and requirements as necessary to promote the best educational environment possible within the prevailing conditions affecting this course.

HIST 1302 U.S. History since 1876:

A study of the American nation from the end of Reconstruction era to present. Prerequisite: Pass TSI Reading with a score of 78 or RDNG 0363 with grade of C or achieving an 11th grade level on the Nelson Denny test.

COURSE TYPE Academic Core

COURSE GOALS AND LEARNING OUTCOMES:

Course goals are linked to required Core Curriculum Intellectual Competencies, Perspectives, and Exemplary Educational Objectives as defined by the Texas Higher Education Coordinating Board. Specific core requirements are linked to the class schedule.

1. The student will demonstrate an understanding of the discipline of history as an academic field (CCIC 1, 4, 5; CCP 2; EEO 1, 3, 5, 9). The student will be able to
 - a. explain how historians work;
 - b. distinguish between primary and secondary source material;
 - c. demonstrate an understanding of various interpretations of specified historical events.
2. The student will demonstrate an understanding of the political, territorial, and economic growth and development of the U.S. during this period (CCIC 1, 4, 5; CCP 2, 5, 8; EEO 3, 5, 7).
- 7). The student will be able to
 - a. explain the impact of industrialization and the growth of big business in the late 19th century;
 - b. summarize the causes and results of the Spanish-American War in terms of U.S. global power and acquisition of territory;
 - c. demonstrate an understanding of the Populist and Progressive political movements and their impact on U.S. politics in the 20th century;
 - d. explain the causes of the Great Depression and the impact of the New Deal on American life, attitudes, and politics;
 - e. explain evolving post-World War II politics, from the idealism of the 1960s through the neo-conservatism of the 1980s;
 - f. describe the Watergate scandal, its impact on the American presidency, and the role played by the media in American politics during Watergate and since the resignation of Richard Nixon.

3. The student will demonstrate an understanding of the growth and development of the U.S. during this period through a study of changing demographics, the diverse social cultures of the U.S., and social issues (CCIC 1, 4, 5; CCP 1, 2, 5, 8; EEO 1, 2, 3, 5, 7, 12). The student will be able to
 - a. describe the impact of post-Civil War segregation on Americans in general and African-Americans specifically;
 - b. trace the evolution of the Civil Rights Movement from the beginning of the 20th century through the Civil Rights Act of 1964 and the Voting Rights Act of 1965, with emphasis on the events of the 1950s and 1960s that generally define the movement;
 - c. describe post-Civil War immigration trends as well as the accompanying issues faced by the United States as a result of large populations of arriving immigrants from both Europe and Asia;
 - d. explain the growth and impact of mass media from the 1890s to the present, including but not limited to yellow journalism, muckrakers and investigative journalism, and the role of radio and television during the 20th century;
 - e. describe the cultural and political impact of late 20th century movements involving civil rights of minority groups such as women, Hispanics, Native Americans, and homosexuals.
4. The student will demonstrate an understanding of how history is related to other disciplines, such as economics, sociology, psychology, literature and philosophy (CCIC 1, 4, 5; CCP 8; EEO 1, 2, 5, 9). The student will
 - a. explain how the study of history intersects with the study of economics, sociology, and psychology;
 - b. explain how the study of history intersects with the study of literature, philosophy, and the arts.
5. The student will exhibit appropriate reading, listening, writing, and critical analysis skills (CCIC 1, 2, 4, 5; CCP 2; EEO 5, 8, 9, 12). The student will be able to
 - a. comprehend text materials and other documents;
 - b. demonstrate an understanding of lectures, presentations, and film;
 - c. prepare written work as assigned;
 - d. conduct appropriate historical analysis.
6. The student will demonstrate an understanding of the United States' place in a global society both historically and as a prelude for understanding both the present and the future. (CCIC 1, 4, 5; CCP 1, 2, 5; EEO 3, 5, 7, 8, 12). The student will be able to
 - a. explain the causes and consequences of American involvement in World War I and World War II;
 - b. explain the cultural and political impact of the Cold War (c. 1947-1989) between the United States and the Soviet Union, including the conflicts in Korea and Vietnam;
 - c. analyze the role of the United States in the world during the 20th century through examinations of selected U.S. presidential administrations.

COURSE ASSESSMENT:

Student success is measured by assessment techniques aligned with course goals and learning outcomes. A variety of techniques may be used, including but not limited to objective exams, essay exams, written reports, written journals, oral presentations, and group projects. Individual faculty members are responsible for designing evaluation instruments to measure student mastery of course goals and learning outcomes and for indicating the nature of such evaluation instruments in the instructor's class requirements.

SCHOLASTIC DISHONESTY:

Students are responsible for adhering to the TCCD policy on scholastic dishonesty as stated in the online Student Handbook at the address below.

<http://www.tccd.edu/district/handbook/student/sthandbook_frame.htm>

DEPARTMENTAL COURSE OBJECTIVES:

This university parallel course will emphasize acquiring knowledge of United States history from 1876. Upon completion of the course, students will demonstrate the ability to:

- understand the discipline of history as an academic field, including an understanding of how historians work, why historians have differing interpretations of events and how history changes over time and through interpretations.
- examine the growth and development of the U.S. over time by studying political growth and development, the nation's territorial growth, and economic growth from an agricultural to an industrial economy and beyond.
- examine the growth and development of the U.S. through a study of changing demographics, the diverse social cultures of the U.S., and social issues.
- understand how history is related to other disciplines, such as economics, sociology, psychology, literature and philosophy.
- develop reading, writing, and listening skills by interacting with text material, documents, historical analysis, lectures, presentations and/or film.
- understand the United States' place in the global scheme of things both historically and as a prelude for understanding both the present and the future.

REQUIRED TEXTS:

Brinkley, Alan, *The Unfinished Nation*, 5th Edition, McGraw Hill Publishing, 2008
Martin, Jr.; Waldo; *Brown V Board of Education*; Bedford/St.Martins, 1998

INSTRUCTIONAL METHOD:

The format of this class is lecture and discussion. Preparation for participation in class discussions is an important part of this course. Examinations for the first three units and for the final exam will be taken in class according to the testing schedule.

REFERENCE MATERIAL:

The Syllabus, lecture note outlines and take-home exams can be downloaded from www.aghollinger.org or the files section of campus cruiser. The on-line website for the text – www.mhhe.com/unfinishednation5 - is essential for map exercises.

COURSE CALENDAR:

Event	Date	JANUARY							FEBRUARY						
Class Starts	1/19/10	M	T	W	T	F	S	S	M	T	W	T	F	S	S
Unit 1 ~ Chapters 16, 17, 18, 19						1	2	3	1	2	3	4	5	6	7
Homework 1	2/1-2/10	4	5	6	7	8	9	10	8	9	10	11	12	13	14
Test Unit 1	2/ 15-16/10	11	12	13	14	15	16	17	15	16	17	18	19	20	21
Unit 2 ~ Chapters 20,21,22,23		18	19	20	21	22	23	24	22	23	24	25	26	27	28
Homework 2	2/25-26/10	25	26	27	28	29	30	31	MARCH						
Test Unit 2	3/11-12/10	M	T	W	T	F	S	S	1	2	3	4	5	6	7
Unit 3 ~ Chapters 24,25,26,27,28									8	9	10	11	12	13	14
Homework 3	3/30 - 31/10	1	2	3	4	5	6	7	15	16	17	18	19	20	21
Test Unit 3	4/14-15/10	8	9	10	11	12	13	14	22	23	24	25	26	27	28
Unit 4 ~ Chapters 29,30,31,32		15	16	17	18	19	20	21	29	30	31				
projects, interview or bonus reading reports due	4/26-27/10	22	23	24	25	26	27	28	MAY						
Homework 4	4/27/10	M	T	W	T	F	S	S					1	2	
Final Exam	TBD								3	4	5	6	7	8	9
Holiday	3/13-21/10	10	11	12	13	14	15	16	10	11	12	13	14	15	16
Class Cancelled		17	18	19	20	21	22	23	17	18	19	20	21	22	23
		24	25	26	27	28	29	30	24	25	26	27	28	29	30
		31							31						
		JULY							AUGUST						

GRADING PRACTICES:

Your grade will be determined by your total accumulation of points and converted to a letter grade by the following table.

Cumulative Points	Letter Grade
Above 360	A
320 - 359	B
280 - 319	C
260 - 379	D
Below 260	F

Points are available through Homework, Exams (consisting of Take-home tests and In-class essay tests), and, subject to the attendance policy, Extra Credit, Bonus Reading and Independent Research Projects.

There are:

4 Unit Exams – each worth 100 points – or 400 points

- 4 Take-home tests each worth 50 points each
- 4 In-class tests each worth 44 points each
- 4 Homework assignments worth up to 10 points each (each will have a median grade of “6”)

Interview of a person 75 years of age or older worth up to 100 points

Optional Bonus Reading worth up to a total of 20 points

Points subject to the attendance policy:

Optional Extra Credit worth a total of 40 points

Optional Independent Research Project worth up to a total of 100 points

Another Optional Bonus Reading worth up to a total of 20 points

Total points possible - 696

HOMEWORK:

Each unit will have a homework assignment. Each will be a writing assignment no longer than two typed, single spaced, pages and all homework must be typed. Proper MLA notation and source citing is required in homework (more information on MLA format can be found at the TCC Skills Center). An additional “Works Cited” page must also be attached.

Please put your name and section (class meeting time) as well as the Assignment (homework assignment number or optional homework title) on the top, left-hand of the paper. (Homework is unacceptable without your name, class section and homework title on the top left corner of the paper.)

Most information for the homework can be found in the text. Superior homework uses other readily available sources from the library or found on-line though the Internet. Proper citations from source material of facts, quotes and assertions are required.

If using Internet sources, please take care they are from reliable sources. One method to find such sources is to use scholar.google.com Internet sources, not found on scholar.google.com and/or that can be determined to be counterfactual, racist, hatermongering, or sensational/controversy/conspiracy based “opinion” sites – as judged by the Instructor - are not acceptable. Using such sources will automatically result in a “0” grade for the homework.

Homework is expected to be your own work. Copying from other students, homework services or straight from websites is not permitted. Copied homework will not receive any credit and will be graded as if it was never submitted. It will receive a 0. All homework will be submitted through Turnitin.com – a class for 1302 Honors will be established and you are required to set up an account (free). When you register your class code is: 3022781 and your password is BrownVBoard.

Homework is due during the last class period before or on the due date. Past that time it is late. Late Homework submitted before the appropriate exam date is still graded, but loses value as time goes on.

Optional homework is often offered either in class or on the website. Optional homework are assignments a student can submit in lieu of standard homework listed in the syllabus. The work submitted must comply with all other aspects of acceptable homework (listed above) in order to qualify for grading. You must clearly mark the optional assignment and the homework number it is replacing.

Homework will be graded as follows:

Excellent = 8 to 10 points

Average = 5 to 7 points (Median Grade is “6”)

Poor = 1 to 4 points

Late detracts from value but must be done before test day

Failure to hand-in homework = 0 points.

#	Assignment
1	Read the introduction of “Brown” – what can be expected from this book? Is this to be an “objective history” or a historical Polemic?
2	What was Plessy V Ferguson? What did it hope to achieve and what DID it achieve?
3	What was Brown V Board of Education case all about? What was the strategy of the NAACP and those who brought suit? What were their objectives?
4	How did America react to the Brown / Brown II decision? What were “both sides” saying. What do you think?

Exams:

All exams will follow the same format; 50 points - “multiple choice” take home exam and 44 points - in class essay. The multiple-choice test is to be done on Scantron Form no. 882-E. These tests are take-home, open-book, and may be accomplished through group activity. These tests are due before taking the essay test on the date indicated on the class calendar. Have your Scantron completed before coming to class. You may not take the in-class without the take-home test being completed and submitted.

Presently, the design of the in-class test will be an Essay exam taken in a “Blue Book.” There will be 4 questions of which you must write essays in answer of two. Essays will be graded by assessing the specificity, defense of the assertions made and the clarity of expression. Each question will be worth 22 points.

Failure to take an exam will result in 0 grade on that test.

You have the option to complete a research project that could replace any test grade that will improve the student’s grade (subject to attendance policy).

INTERVIEW:

The interview must be done by all students. The primary purpose of the interview is to understand what American life was like in the past. The basic question you should start thinking about is what the subject’s life was like when they were the Student’s age. The interview should not only present what life

was like during the period discussed, but what the subject thought about it then and thinks about it now. The subject can be any person 75 years of age or older. Detailed instructions and interview guidelines are provided on the instructor’s webpage at www.aghollinger.org under the document “Oral Interview Guidelines.” The grade from this project will replace the lowest exam grade if it will help the student’s score

EXTRA CREDIT:

(Most Extra Credit is subject to the attendance policy. All extra credit involving written work is expected to be your own ~ material not properly cited using MLA or Chicago Manual of Style notation will be considered plagiarism and not accepted)

DURING UNIT ONE:

A library tour may be taken for 2 points addition to one’s Unit One Test grade. These tours can be taken at Tuesday, Sept 1 at 12:30 pm or Wednesday, Sept 2 at 6 pm to count for credit. Each tour is approximately 20 minutes in length and each student **MUST** be on time and stay for the entire tour to receive credit. These tours are hosted by Anne Drake, Coordinator of the Learning Center (Library). All tours must be coordinated through her. Ms. Drake will provide me a list of attendees.

DURING UNIT ONE, TWO OR THREE:

- **Interactive Maps:** Interactive map exercises are available for most chapters at http://highered.mcgraw-hill.com/sites/0073513237/student_view0/ which is the text book’s open site for students. You may only use the maps for the chapters in the Unit being covered. You must email the results of these exercises directly to me to receive extra credit. If you have answered all questions correctly, you will receive one point per submission up to a total of **10 points**
- **Skill Videos:** During Unit 1,2 or 3 you will receive one point apiece for any of the Skills Videos taken in the Skills Center (Academic classroom building) up to a total of **10 points total**. Bring a signed receipt for the video to class (staple to test or homework) to receive credit.
- **Movie Reports:** After watching one of the following movies, turn in a report of between one-half and one page in length covering your reaction to watching the movie. This report must be grammatically acceptable and include a summary of the plot along with your reflections upon watching the movie. You will receive one point apiece (except where noted) and may receive a total of up to **10 points total**.

Movie title	Year released
Son of the Morning Star	1991
To Kill a Mockingbird	1962
Rough Riders (Mini-series MTV)	1997
The Sand Pebbles	1966
From Here to Eternity	1953
Schindler’s List	1993
Good Night and Good Luck	2005

Forest Gump	1994
Woodstock & Easy Rider	1970 & 1969
Far and Away	1992
The Wizard of Oz	1939
Iron Jawed Angels	2004
All Quiet on the Western Front	1930
Wings	1927
Birth of a Nation (Silent)	1915
Places in the Heart	1984
Saving Private Ryan	1998
Full Metal Jacket	1987
55 Days at Peking	1963
Ken Burns' The War (WWII) 12 hours!!! (3 points)	2007
Grapes of Wrath	1940
The Black Book (Dutch with subtitles) [rated R]	2006
On the Beach	1959
The Good Sheppard	2006
Hairspray	2007
We were Soldiers	2002

Due as noted on Project Due Date:

Bonus Reading: A student may gain 12 -20 points for reading and writing a three to five page book review of one of the following books: This book review, if done, is due by the Project Due Date (see class calendar). Bonus Reading is not subject to the attendance policy.

- Halberstam, David; The Fifties; New York, 1993
- Blum, John Morton; Years of Discord; American Politics and Society 1961 – 1974; Norton, New York, 1991
- White, Theodore H.; America in Search of Itself – The Making of the President 1956 – 1980; Warner, New York, 1982
- Cooper, John Milton, Jr.; The Warrior and the Priest: Woodrow Wilson and Theodore Roosevelt; Belknap Harvard, 1983
- Hollinger, Andrew G.; Lex: Reminiscences of a late 60s student; Writers Club Press, 2002

Research Option: Research Option: A research option (see end of syllabus for types) can be done by any student meeting the attendance policy requirements and upon approval of the instructor. The grade from the project will replace the lowest exam (a take-home, in-class essay and the two associated homework grades) grade if it will help the student's score. See further explanation below.

Attendance and Classroom Conduct:

Regular attendance is expected and recorded. Most often punctuality and regular class attendance is an indicator of academic responsibility and student commitment. Students are expected to arrive on time and to remain for the entire class period. Students who do not sign in are considered absent. Habitual tardiness and absences are irritating, not only to the instructor, but also to students who are punctual.

Students missing more than 15 minutes of a class (for any reason) should not sign in on that day. Students that have to leave early should sit in the last row so that they may leave without disturbing the class.

To provide a secure classroom the door to the hallway will always be locked. Typically, the door will be left ajar for the first 10 minutes of class. If a student is tardy and the classroom door is ajar, discreet admission is allowed. If a student finds the classroom door completely closed, assume that it is locked and admission is no longer allowed. The student should work on their assignments in the library.

Attendance Policy regarding Extra Credit: Students who are absent from *more than 3 MWF* class sessions, *2 T/TH* class sessions in the regular semester or *1* session for the Minimester (8 week) or Hybrid courses are not eligible for extra credit, or project grade enhancements. If a student is ineligible for extra credit at the end of the class, all extra credit, regardless when given, will be rescinded.

The student is expressly responsible for any work missed and must seek the instructor to discuss making up the work immediately upon his/her return to school. It is the student's responsibility to initiate such communication. (See "Attendance Policy" in the TCC Catalog.) Extenuating circumstances that prevent faithful class attendance should be brought to the attention of the instructor.

Consumption of food is not permitted in the classroom. Your adherence to this policy will be appreciated.

All personal communication devices are expected to be turned off and out of site during the class session. Ringing phones may be answered by the instructor.

- Texting in class disrupts the students nearby and distracts the instructor. Do not text during class. Any prolonged interaction (more than simply turning it off) with a cell phone will be considered "texting." Since Texting disrupts those around you, you will be asked to leave class and not receive credit for that day's attendance. See TCC policy on disruptive behavior.
- If a student requires 24/7 phone contact, the cell must be silent and kept out of sight on the student's person. If contact is necessary, the student must discreetly exit the class to take the call. Such communication should be limited to emergency basis only and should be explained to the instructor after that class period ends.
- During exams ALL phones are to be out of sight, turned off (not merely in "sleep" mode) and secured out of reach to the student. IF a student requires phone contact, they may give the phone to the instructor during the test so that it may be appropriately monitored. ANY

interaction with the phone whatsoever will immediately end the student's test which will be graded 0.

Personal Computers may be used in class. Their use, however, is restricted to in-class activities such as taking notes. Computer screens are often distracting to those seated around them, if this occurs students may be asked to discontinue use of their computer. Specifically, browsing the web, even if it is relevant to the class material, is not allowed during class. No personal computers may be used or be operational during exams.

WITHDRAWAL PROCEDURE:

Regular attendance is expected and recorded. However, if you are unable to complete the course, it is your responsibility to drop officially. Withdrawal is a formal procedure which you must initiate: I cannot do it for you. If you stop attending class and do not withdraw, you will receive a performance grade, usually an "F". Students often drop courses when help is available that would enable them to continue. I hope you will discuss your plans with me if you feel the need to withdraw.

MAKE-UP EXAMINATIONS:

Make-up examinations are given only in cases of unavoidable absence and only with individual approval by the instructor. Such cases would be extreme personal illness, employment conflicts, family tragedy, etc. Most cases will require written verification of reason for absence. Make-up exams still require both the MC and In-class sections at 7:00 AM in the instructor's office the day of the student's return to class. **IF you miss an exam, simply come to NFAC 2121 at 7:00 prepared to take the test the next day you are at school with a written explanation and documentation supporting this explanation. Failure to do so could compromise your ability to make up the exam**

Campus Cruiser:

Campus Cruiser is a tool that will be utilized in by this class. All grades will be posted there. Emails sent to the Campus Cruiser are forwarded to the TCCD email address and answered from there. If you have questions or concerns about your grades or recorded attendance, it is best to ask immediately after class or during office hours in person.

Contact:

At any time during the semester, I will be available, by appointment, for individual conferences. I am also able to be reached through email Andrew.hollinger@tccd.edu

This page and all class handouts will be in the student section on www.aghollinger.org . Preferred contact method is via email andrew.hollinger@tccd.edu.

OFFICE HOURS – posted on my office door, my tccd campus web page and my personal website (www.aghollinger.org).

OFFICE: Faculty Office Building, Room 2121a (second Floor – south side)

817-515-6523 **Please leave a msg and a number where you can be reached**

eMAIL: Andrew.Hollinger@tccd.edu

RESEARCH OPTION

General Guidelines:

Research options are restricted by the attendance policy.

You may replace any unit grade by completing a Research Option. All of these options should deal with the relevant period of American History covered by the course. All project types require a written bibliography of at least five sources, three of which may not be internet sources. Source selection will be part of the grade. Written projects should be of a length equivalent to 7 – 10 single spaced pages. All other forms of projects should reflect the work evident in such a paper.

To participate in a project, you must first write a short proposal about the project. This proposal will specify what you want to do. This can be hand written or emailed. I will approve, deny or suggest an alteration to the project. The final, approved proposal will be the criteria against which the project will be graded.

You may choose from the following:

- A. Review a Historical Monograph:
Your choice of books that are non-fiction accounts of individuals or historical events, such as a biography, or a study of a particular event or period of time. Read the book, research information and issues presented by the monograph and write an analytical essay.
- B. Review a Historical Novel:
This project requires a novel in which historical events are central to the story. Read the book, research information and issues presented by the novel and write an analytical essay.
- C. Write a Position/ Research Paper:
Choose a topic relevant to our covered period of history to be researched and explained in a paper.
- D. Creative Project:
Choose a format and topic that interests you. The Treatment of the American Soldiers in Movies; A PowerPoint Slide presentation and analysis of Art depicting the migration of Americans during the “Dust Bowl”; A photographic montage and discussion of selected American Parks.