

Takoma Park/Silver Spring Campus
Department of Humanities

HIST201 History of the United States, a Survey Course: from 1865 to the present

TEMPLATE

One of two related courses (with HIST200), which may be taken in either order. Post-Civil War Reconstruction; the industrial revolution and rise of the city; the new immigration; the social, cultural, and political responses to these changes; the emergence of the United States as a more active world power. American society in the 1920s, the Great Depression, the Cold War, and the controversies over the American role in world affairs; new developments in modern American society and culture. *Assessment levels: ENGL101/101A, READ120. Three hours lecture/discussion each week. Formerly HS201.*

HIST 201 fulfills a General Education Program Humanities Distribution requirement. Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop two or more of the following competencies: written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. For more information, please see www.montgomerycollege.edu/gened

Required course material: Foner, Eric, Give Me Liberty! Seagull Edition, Volume 2, 4th Seagull Edition. ISBN→9780393920314

Additional readings **will be required** by the instructor.

Instructional Objectives:

By the end of this course students will:

- (1) identify and define key events, social changes, political issues, and personalities which had an impact on the United States from the end of the Civil War to the present.
- (2) summarize the causes and effects of the key events, social changes, and political issues in American history from the end of the Civil War to the present.
- (3) Identify the main themes in U.S. foreign policy with special emphasis on WWI, WWII and the Cold War.
- (4) explain the emergence of the United States as a superpower.
- (5) formulate a picture of events, decisions and viewpoints of U.S. history based on the different perspectives of the variety of people that lived in the past.
- (6) analyze how the events in the recent past affect the direction of the U.S. in our contemporary setting and how they can shape future developments of the U.S.

Teaching procedure:

To achieve these objectives, you will be making use of selective readings, readings, videos, music, film, guest speakers and field trips, in an attempt to create an active learning environment. Furthermore, students are asked to role-play, participate in discussions, and at times move around the classroom, because all of these activities enhance learning.

The class will focus on pivotal eras in American history in a chronological order. *The amount of time we will spend on each period will vary depending on the amount of important and relevant events that take place in that period, and the amount of knowledge you already have on it.* I like to begin each era with a narrative of a person who may not be the grand figure in history, but somehow played a pivotal role in the era, or, their life somehow symbolized the major issues, conflicts, and elements of the time.

Also, the course will not be a straight lecture of your book, nor consist of memorizing dates of events and names of leaders. Rather, students will take an active role in searching for evidence, examining viewpoints, analyzing cause and effect, making conjecture and understanding the relevance of US history.

As I teach and prepare for class I try to always remember this:

“History is not about dates and quotes and obscure provisos. History is about life, about change, about consequences: cause and effect. It’s about the mystery of human nature, the mystery of time, and it isn’t just about politics and the military and social issues, which is almost always the way it’s taught. It’s about music, poetry, and drama and science and medicine and money and love.”

David McCullough

Assessment & Grading Policy

Students’ grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page 2 of the syllabus. Students’ grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page 2 of the syllabus.

Grading Policy

The following grading standard will be used:

Four tests	400
Midterm essay question.....	100
Final Project.....	100
Active learning.....	200
Extra credit.....	<u>TBD (40 points maximum)</u>
	800 total points

720-800 points=A

640-719 points =B

560-639 points=C

480-559 points=D

0-479 points =F

A	Superior work; student demonstrates comprehensive knowledge and understanding of subject matter and course objectives
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B	Good; student demonstrates moderately broad knowledge and understanding of course objectives
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C	Average; reasonable knowledge and understanding of course objectives
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D	Pass without recommendation; minimum knowledge and understanding of course objectives
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F	Failure; unacceptable low level of knowledge and understanding of subject matter. F is also for excessive absences, academic dishonesty or misconduct.
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Four tests (including mid-term and final).....400 points

Part of the test will be on details and terms using multiple choice or cloze items (fill-in-the-blank) true, false clarification statements, map identification, or essays. Each tests will cover approximately three chapters of the textbook (except for the final exam). This is your opportunity to analyze events and demonstrate your knowledge and material covered.

Please note: All tests will be reviewed in class, but students will not be allowed to keep test questions.

Midterm Essay.....100 points

This essay is your chance to reflect on material covered in the first half of the course. For this assignment students will choose a question from a menu of questions related to the course material from the first half of the course (approximately up to the 1920's). Students must look beyond their textbook and notes to answer these questions. This essay should be 4-5 pages long.

Final Project.....100 points

For the Final Project you have a choice of two possibilities:

Option 1-Museum Visit

The Smithsonian American History Museum, The National Museum of African American History & Culture, and the National Museum of Air & Space offer the casual visitor a chance to review many exhibits, and memorabilia reflecting American history. Much thought goes into the design and presentation of these exhibits. But there is a lot to cover and some elements of American history are just not as developed as others. *Your task will be to choose a topic in American history from our focus period (end of Civil War to the present) and design an exhibit for that event or person. Or, critique an existing exhibit.* In a paper you can explain why you think the person or event deserves attention, and what and how you would tell the general public about your subject, or how you would improve the design of a particular exhibit.

If you choose to do a museum visit, your grade will depend on how well you do the following:

- Describe the current museum exhibit
- Exploration of the historical context of the museum exhibit
- Rationale for changing the current exhibit
- Description pf proposed improvements
- Quality of research
- Quality of writing

Option 2-Final Chapter Presentation-

Anything that has happened within the last 80 years is part of living people's memory. For this assignment you a need to explore the space between history and memory; learned history vs lived history.

Your Final Project can be a presentation to the class on a critical event or person in the last thirty years of American history (roughly late 1980s to the present). You will demonstrate your knowledge by making a presentation. A list of events will be distributed later in the semester. You can work alone or with a partner.

If you choose to do a presentation, your grade will depend on how well you do the following:

- Presentation style
- Presentation organization
- Quality of research
- Explore of alternate viewpoints
- Explanation of the cause and events leading to the event
- Exploration of relevance
- Quality of material and handouts.

Active Learning (including quizzes)200 points

Participation is a critically important aspect of the class. Even if talking is difficult, asking questions and participating in is a good way to demonstrate interest and participation.

Participation points come from unannounced pop quizzes, completion of in-class assignments (debates, chapter summaries, film reviews, writing exercises, or quizzes). Normally, participation exercises are worth five to twenty points. There is no make-up for a missed participation exercises. Roughly 10% of the participation grade will be based on attendance, participation and engagement.

Attendance policy

Good attendance is essential. Students who accumulate more than two consecutive absences may be dropped from the course at the instructor's discretion.

Anyone more than 30 minutes late is considered absent.

Students with 4.5 or more *total* absences cannot get an active learning score of more than 70% (C).

Students with no more than 3 *total* absences will automatically get 5 points added to their active learning score.

Attendance is a necessary part of this course because much of the test material comes from the class lectures, in addition to the participation assignments.

There will be 15 class meetings for this course. If you think you will have problems to attend at least 11 of the 15 sessions you should seriously consider dropping.

***Please note: missing one class will have only a minor impact on you attendance score; consider it a personal day. There is no need to present doctor's notes, doctor appointments, etc. for missing a class and getting an excused absence. Missing class is a part of adult life. It is the measure of*

*your resolve to figure out how to make up for missing class: do you have a classmate that you can get notes from? If you missed a participation exercise, do you have a plan for doing extra credit to makeup the missing points? If your car dies and you have already missed a class, what's your 'plan B'? And if you miss a test, there are no make-up exams. **However, as mentioned above, if you see yourself missing two or more classes, you should consider withdrawing.***

Make-up policy

If you have a situation where you can't come to class on a scheduled test date, please inform me beforehand so I can arrange for alternative time to take the test at the Assessment Center. There are no make-up tests.

Late work- Assignments, papers, etc. are due at the beginning of class on the respective due date. Written assignments must be submitted through Blackboard or hard copy.

Reviewing late work slows down the grading process and is not fair to students who turned assignments in on time. ***Therefore, in order to be fair to other students, I will not take papers once grading has begun, usually no more than 24 hours after the due date.***

Academic Integrity

***College guidelines for academic integrity are strictly enforced.* Copying materials or otherwise using the words, thoughts, audio/video/graphic files of others is plagiarism, which could result in various penalties ranging from project failure to course failure. Please refer to the Student Code of Conduct in the Student Handbook.

Important Information Link

In addition to course requirements and objectives that are in this syllabus, Montgomery College has information on its web site (see link below) to assist you in having a successful experience both inside and outside of the classroom. It is important that you read and understand this information. The link below provides information and other resources to areas that pertain to the following: student behavior (student code of conduct), student e-mail, the tobacco free policy, withdraw and refund dates, disability support services, veteran services, how to access information on delayed openings and closings, how to register for the Montgomery College Alert System, and finally, how closings and delays can impact your classes. If you have any questions please bring them to your professor. As rules and regulations change they will be updated and you will be able to access them through the link. If any student would like a written copy of these policies and procedures, the professor would be happy to provide them. By registering for this class and staying in this class, you are indicating that you acknowledge and accept these policies.

<http://cms.montgomerycollege.edu/mcsyllabus/>

Classroom Behavior Policies

Please follow these guidelines:

- ❖ Come to class on time and prepared.
- ❖ Do not invite outside guests without the professor's prior knowledge.
- ❖ Keep the classroom clean and orderly. Food and drinks are not permitted in the classroom.
- ❖ We are in a democratic and diverse culture- that means you may have life or learning experiences that will broaden our understanding of U.S. history. I will expect to hear reasoned and thoughtful insights from you that can contribute to the course. *So people can feel comfortable expressing their opinion, it is important to be respectful of other people's ideas, values and beliefs.*
- ❖ Speaking up is encouraged. The only stupid question is the unasked one!
- ❖ Out of respect for all the students, please switch off cell phones during class. If you are an emergency contact, please let me know at the beginning of class, switch your phone to vibrate, excuse yourself if you have to take a call, and take the call outside. Repeated cell phone use in class will result in an absence.
- ❖ Please be aware that the Reading/ Writing/Language Center and the Academic Success Center have many tutors available to you to help with writing problems.

HIST201

Extra credit.....TBD

Extra credit can boost your final point score by up to 40 points (20 points maximum per assignment). For example, a student who has a total point score of 639 (C) could earn 30 points with three extra credit assignments making a final grade of 669 (639 + 30=

669=B). You may do more than one extra credit assignment, but there is a *40 point maximum*.

Extra credit Assignment Instructions

Instructions: You may choose to do one of the assignments listed below for extra credit.

-Papers must be typed, double-spaced using standard font. Hand written papers will not be accepted.

-Length should be 2-3 pages, but remember: the better you address the question, the better the score.

-Use MLA or APA Standard documentation for any references.

Option 1 Fact check... (2 extra credit points each)

Often during class discussion, someone will make an interesting point about a person or an event.

Sometimes the point has basis in well-known fact; sometimes it is a mere assertion or it is has achieved urban legend status; the assertion has been repeated so often in so many places that people assume that it is true. If I call for a fact check on an item that comes up in class, then any student can do a fact check. A fact check must confirm the information from at least two reliable scholarly databases or a newspaper of record. Fact check must be posted on the discussion board in Blackboard (or sent to me) for the class with a link.

Option 2 Voices of Freedom

Choose one of the Voices of Freedom sections in your textbook (see table of contents) and write a three-page summary of that person and his or her opinions. Your paper should not be a simple biography; it should be an exploration of why the person said or did what they said or did. Any sources must be cited using APA or MLA documentation system.

Option 3 Oral History Project

You may know someone that has lived the history that we have read about in the class. You can do an interview of a relative, friend, neighbor or colleague that has lived through a pivotal historical event, a war, a political campaign or a natural disaster that will be covered in this course. You can write a paper summarizing the event and your interviewee's recollection of the event and her participation in it.

Option 4 Attend a lecture or presentation.

The lecture should be related to some aspect of the course. (**Example of not related:** a lecture on Civil War. **Related:** a presentation on the 30th anniversary of the end of the war in Vietnam) Write a summary of the presentation, critique the presenter and explain how it is connected to HIST201.

Option 5. Film Review. Hollywood has produced several films about many of the events covered in our class. Watching any of these films and writing a review can earn extra credit points. A review should consist of a brief summary, analysis of the production (good plot? interesting characters? understandable dialogue? good acting?) and also should analyze the historical accuracy of the film. To do this well you will have to research the background events and characters depicted in the film. The length must be at least 2-3 pages. If you want to do a film that is not from this list please check with me first.

Possible films include:

-North Country

-Salvador

-Inherit the Wind

-Paths of Glory *-JFK* *-Nixon*
-Grapes of Wrath *-Patton*
-Flags of Our Fathers (consider doing in combination with *Letters from Iwo Jima*)
-The Manchurian Candidate (the original) *-Supersize Me*
-Fast Food Nation *-Schindler's List* *-Defiance*
-Fail Safe *-Atlas Shrugged (part I or part II)*
-The Help *-The Butler* *-Howl*
-The Siege *-Pleasantville* *-Man in the High Castle*
-Hidden Figures

The grading criterion for extra credit is based on the following:

0= evidence of plagiarism.

1-11.9= "F" unacceptable lack of effort, poorly written, lack of depth, no sources, questionable sources, off-topic or factual errors.

12-13.9= "D" minimal effort, incomplete, and/or poorly written.

14-15.9= "C" average, reasonable effort with no major factual errors and few major writing errors.

16-17.9= "B" Good effort, comprehensive paper, good length, more thoughtful and use of references and resources, almost no major writing or factual errors.

18-20= "A" superior work, broad use of resources, close examination, and well-written and well-developed, no major factual or writing errors.

HIST201

COURSE SCHEDULE

Please note: Course schedule, readings and assignments are subject to change

Week 1

Topics: Syllabus review, schedule and Top 7 things to know about pre-civil war America

Reading Assignment for Monday: Chapters 15 and 16 of Foner

Week 2

Topics for the week: Reconstruction (1865-1877), the Gilded Age (1870-1890)

Reading Assignment for Monday: Chapters 17

Week 3

Topics for the week: Freedom's Boundaries at home and abroad (1890-1900)
Review for Test #1

Reading Assignment for Monday: Review: Chapters 15-17

Week 4

Review for Test #1

Test #1

Reading Assignment for Monday: Chapter 18-19

Week 5

Topics for the week: The Progressive Era (1900-1916) and World War I

Reading Assignment for Monday: Chapters 20

Week 6

Topics for the week: Topics for the week: From Business Culture to Great Depression (1920-1932)

-Review for Test #2

Reading Assignment for Monday: Review Chapters 18-20

Week 7

Distribute Cumulative Essay Questions

Test #2

Reading assignment for Monday (chapter 21)

Week 8

Topics for the week: The New Deal (1932-1940)

Cumulative Essay DUE

Reading assignment for Monday: Chapter 22 and 23

Week 9

Fighting for the Four Freedoms: WWII (1941-1945) & The Cold War (1945-1953-Part 1)

Reading Assignment for Monday: Review Chapters 21-23

Check with MyMC Class schedule for YOUR specific deadlines to drop with W

Week 10

Review for Test #3

Test #3

Reading Assignment for Monday: Chapter 24-25

Week 11

Topics for the week: An Affluent Society (1953-1960) and The Sixties (1960-1968)

Reading Assignment for Monday: Chapters 26

Week 12

Topic of the week: The Triumph of Conservatism (1969-1988)

Reading Assignment for Monday: Chapters 27

Week 13

Topic for the week: Globalization and Its Discontents (1989-2000)

Class presentations & test review

FINAL PROJECT & EXTRA CREDIT DUE

Review for final

Week 14

Test #4 (Final Exam)