

## **I. Instructor Information**

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## **II. Course Information**

- A. HIS 202 United States History II 3 credit hours
- B. No pre-/co-requisite course(s)
- C. Course Description:

This second part of the two-part survey of American History will cover events since the end of the Civil War. This course will provide you with a general knowledge of the basic historical themes, events, developments, and persons that have shaped American history since 1865. American History 202 is designed to develop and promote critical thinking, communication, and global awareness that every college student is expected to mature, sharpen, and expand. The skills you cultivate by studying history are applicable to many fields far removed from college history classes. Reading critically, analyzing and assimilating information and remembering it, seeing relationships, and drawing conclusions based on evidence are all part of being a history student. These intellectual skills, in addition to the intrinsic value of learning about the past, help explain why history is traditionally considered an essential element of a balanced general education program. These skills are useful in business, law, politics, education, and life as well as in the study of history. American History 202 is an important part of Calhoun's academic mission which is guided by three major student learning outcomes: critical thinking, communication, and global awareness. For a complete description of these student learning outcomes, please review the last page of the syllabus. Throughout the course, you will see a pattern of how student learning outcomes, course outcomes, and unit objectives are linked together in an effort to ensure "success for every student."

## **III. Measurable Course Learning Outcomes**

By the end of this course, students are expected to be able to:

- CLO1: Summarize major political, social, technological, and economic events in American history since 1865 & categorize each within a chronological framework. SLO / GA, CT, C
- CLO2: Identify and locate evidence to analyze, support, create and write a historical argument. SLO / CT, C
- CLO3: Analyze the salient features of Reconstruction and examine the rise of the New South. SLO / CT, C
- CLO4: Examine the transformation of the United States from an agricultural society to an increasingly complex, industrial, and urbanized society. SLO / GA, CT, C
- CLO5: Trace the major episodes of late 19<sup>th</sup>-century foreign policy including America's new imperialism. SLO / GA, CT, C
- CLO6: Critique America's domestic and global issues/challenges of the 20<sup>th</sup> century including the intense debate over the role of government in society and America's role in international issues. SLO / GA, CT, C
- CLO7: Examine & summarize America's post-World War II prosperity, its expanded international role & changing foreign policy, domestic liberalism, the affluent society, and cultural clashes. SLO / GA, CT, C
- CLO8: Summarize the tilt of the United States towards conservatism, examine its redefined foreign policy, and its new international role in global affairs. SLO / GA, CT, C

### **Unit 1:**

**The Reconstructed Republic, 1865 – 1890s CLO1, CLO2, CLO3**

**The Industrial Republic, 1865-1920 CLO1, CLO2, CLO4**

**The Gilded Age and Expansion, 1865-1914; CLO1, CLO2, CLO5**

### **Major Topics**

- Reconstruction
- The New South
- Industrialization and Labor
- Urbanization in the late 19<sup>th</sup> century

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- Immigration & Migration in the late 19<sup>th</sup> century
- Development of the West in the late 19<sup>th</sup> century
- Jim Crow
- National Politics in the Gilded Age, 1877-1896
- Agrarian Discontent & Populism
- Foreign Policy, 1865-1914

By the end of the unit, students will be expected to be able to:

1. Analyze industrial growth and corporate consolidation of industry.
2. Analyze the Compromise of 1877 and the end of Reconstruction.
3. Categorize & describe various reform efforts including social legislation, settlement houses, and reforms in government.
4. Compare & contrast Presidential and Congressional Reconstruction.
5. Describe, explain, and provide examples of agrarian discontent during the Gilded Age.
6. Discriminate between the proponents & opponents of the new social order including the Gospel of Wealth, Social Gospel, and Social Darwinism.
7. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
8. Evaluate the impact of Reconstruction.
9. Examine and summarize essential economic issues including the tariff controversy, railroad regulations, trusts, and the influence of corporate power during the era of the Gilded Age.
10. Examine the aspirations, achievements & features of post-Civil War southern state governments.
11. Examine the causes that gave rise to 1890s Populism.
12. Examine the effects of technological development on the worker & the work environment.
13. Examine the origins of the New South including the reconfiguration of southern agriculture, expansion of manufacturing & industrialization, politics, Jim Crow, & disenfranchisement.
14. Examine the role of labor and its relationship to unions.
15. Explain the “silver question” and describe the election of 1896.
16. Identify the salient features of Radical Reconstruction.
17. Make generalizations about popular culture and intellectual and cultural movements.
18. Provide and describe specific examples of American imperialism.
19. Summarize & evaluate the role of African Americans in politics, education, & the economy.
20. Summarize the rapid increase in urbanization and examine urban life including problems, possibilities, and realities.
21. Trace & summarize the major episodes in late 19<sup>th</sup>-century foreign policy including America’s political and economic expansionism.

### **Unit 2: Imperialism & Progressivism; CLO1, CLO2, CLO6**

#### **Major Topics**

- Progressivism, 1890-1920
- American and the Great War, 1914-1919
- Jim Crow

By the end of the unit, students are expected to be able to:

1. Analyze the role of women during the Progressive era.
2. Compare & contrast municipal, state, & national reforms.
3. Compare & contrast the Roosevelt, Taft, and Wilson presidencies.
4. Examine & summarize the origins, characteristics, motives, and impact of Progressive reform.
5. Provide and describe specific examples of American imperialism.
6. Trace & summarize the major episodes in late 19<sup>th</sup>-century foreign policy including America’s political and economic expansionism.

**Unit 3: The Great War; Prosperity 1914-1930; CLO1, CLO2, CLO6**

**Major Topics**

- Roaring 20s
- American and the Great War, 1914-1919

By the end of the unit, students are expected to be able to:

1. Analyze the appeal and success of the Harlem Renaissance.
2. Appraise the Treaty of Versailles & summarize U.S. political opposition to it.
3. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
4. Examine and evaluate cultural clashes of the 1920s (fundamentalism, Prohibition, Nativism, KKK, etc.).
5. Examine business prosperity, the consumer economy, farming, and labor.
6. Examine the First World War on the American home front and abroad.
7. Explain the culture of modernity in science, the arts, and entertainment.
8. Paraphrase the politics of Harding, Coolidge, and Hoover.
9. Summarize postwar social and economic issues (Red Scare, labor, race).
10. Trace, categorize, & analyze the causes, course, and consequences of America's indirect & direct role during the Great War.

**Unit 4: Great Depression & World War II; CLO1, CLO2, CLO6**

**Major Topics**

- Diplomacy in the 1920s and 1930s
- Great Depression
- New Deal
- World War II

By the end of the unit, students are expected to be able to:

1. Analyze 1920s isolationism and summarize the rise of fascism in Italy and Germany and militarism in Japan.
2. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
3. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
4. Examine American society during the Great Depression.
5. Examine and state the origins of the Cold War and analyze post-war diplomacy including containment in Europe.
6. Examine the important episodes, developments, and events of WWII at home and abroad. Examine the United States as a global power in the new Atomic Age.
7. Examine the policy of neutrality, isolationism, and the major events that culminated in America's entrance into the war.
8. Explain FDR's New Deal (First and Second) and evaluate its success and failures, limits & legacies.
9. Explore and evaluate the impact of the Cold War upon American society.
10. Formulate and summarize the causes of the Great Depression.
11. Identify and explain the diplomatic strategies and policies of the Eisenhower administration.
12. Identify and summarize Cold War issues and events at home and in Asia.
13. Summarize the state of labor and identify the role of unions between 1929-1939.

**Unit 5: The Cold War and Affluence & Challenges; CLO1, CLO2, CLO7**

**Major Topics**

- The Cold War
- Age of Affluence – the 1950s
- 1960's
- Crisis of Authority

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By the end of the unit, students are expected to be able to:

1. Compare and contrast the notions of consensus and conformity.
2. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
3. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
4. Evaluate the impact of changes in science, technology, and medicine.
5. Examine and state the origins of the Cold War and analyze post-war diplomacy including containment in Europe.
6. Examine the “affluent society and the “other America”.
7. Examine the emergence of the modern civil rights movement.
8. Examine the United States as a global power in the new Atomic Age.
9. Examine, summarize, and evaluate the domestic and foreign issues and events during the decade of the 1960s (New Frontier, Great Society, Civil Rights, Cold War, 1968).
10. Identify and explain the diplomatic strategies and policies of the Eisenhower administration.
8. Explore and evaluate the impact of the Cold War upon American society.
11. Identify and summarize Cold War issues and events at home and in Asia.
12. Summarize the major economic, social, and political developments of the 1970s (anti-war movement, counterculture, feminism, environmentalism, foreign policy, economy, Watergate).
13. Summarize the messages of social critics, nonconformists, and cultural rebels.

### **Unit 6: 1980's to Present (Recent Past); CLO1, CLO2, CLO8**

#### **Major Topics**

- Politics & Economics in the last decades of the 20<sup>th</sup> century
- American in the 21<sup>st</sup> century

By the end of the unit, students are expected to be able to:

1. Evaluate a historical argument using primary sources & generate a written response to a central historical question using primary evidence.
2. Evaluate the Carter Administration (deregulation, energy & inflation, Camp David accords, Iranian hostage crisis, etc.)
3. Examine America's changing society (immigration, sunbelt migration, and aging).
4. Examine if recent culture wars reflect a resurgence in fundamentalism.
5. Examine the rise of the New Right and the Conservative Revolution.
6. Examine the STEM revolution, globalization, the American economy, and the rise of terrorism.
7. Identify and make generalizations about the end of the Cold War.
8. Paraphrase significant aspects of the Bush and Clinton administrations.

#### **IV. Textbook and Course Support Materials**

- A. Kennedy, *American Pageant*, Volume 2, 12<sup>th</sup> edition, Cengage Learning Publishers.
- B. Chromebook
- C. Pen (Black or Blue ink ONLY!)
- D. Binder with Dividers & Loose-leaf paper
- E. Highlighters

#### **V. Instructional Methods (Methods of Teaching)**

Lecture, discussion, projects, and video. Class is designed to try and reach every learning style. We will move through material very quickly; therefore, it is very important that students take good notes.

## **VI. Grading Plan**

There will be six (6) examinations including the final. Each exam will count for 60% of the grade, the final will be 20% of your semester average. Each exam stands on its own. The only comprehensive exam is the final exam. There will be two (2) written assignments. Quizzes on notes and vocabulary, discussion posts, and miscellaneous in-class assignments will count for 40%.

## **VII. Grade Scale**

Based upon overall percentages, i.e., 100%-90% = A, 89%-80% = B, 79%-70% = C, 69%-60% = D, 59% or below = F.

**To earn college credit and remain eligible for dual enrollment courses, you must make a C or higher in this course.**

## **VIII. Assignments**

A calendar with pacing, and assignment due dates will be provided.

## **IX. Policy for Making Up Missed Work**

Quizzes can be made up before school within 5 days of the quiz date at 7:45. To make up an exam, you must make an appointment with me to stay after school to take the test within 5 days of the exam. If you fail to make up the test within the time parameters, you forfeit the right to make it up. Late work will be accepted at a penalty of 10 % per day. Tutoring will be available after school on Tuesdays & Thursdays from 3:15-4:00.

## **X. Guidelines/Expectations**

1. Treat EVERYONE with respect.
2. Listen carefully to directions.
3. Be in class when the tardy bell rings.
4. Bring ALL books and materials to class every day!
5. Follow all policies and procedures outlined in the HHS & Hartselle City Schools handbook.

## **Failure to follow classroom guidelines will result in:**

1. Teacher/Student Conference
2. Call parent
3. Parent conference
4. Office referral

Students exhibiting any form of severe behavior that endangers students, violates the law, or seriously prevents the teacher from teaching or other students from learning, will be referred to administration. The teacher reserves the right to remove a student without prior consequences depending on the severity of the situation.

## **XI. Academic Dishonesty/Plagiarism**

1-Instance: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic parent-teacher conference.

Any additional instances: Students with cases of academic dishonesty will receive a zero for the assignment along with an automatic office referral and parent-teacher conference.

## **XII. Technology**

Technology will be used for most in-class assignments. Devices used for anything not related to class (all social media, texting, etc.) are subject to confiscation & disciplinary action.

## **XIII. Final Exam**

TBD

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**HIS 202 Commitment**

I understand that I am expected to come to class every day prepared and with an attitude to learn. I understand that I am responsible for learning a large amount of information this school year. I understand that our time in class is short and extremely valuable, and disruptions of any kind will not be tolerated.

I understand that this is a college course with college-level expectations, and I understand that my work will be held to a college-level standard.

I understand that I will have to work on a regular basis and that I am expected to complete all work to the best of my ability.

I understand that to do the best, I possibly can, I should review my course readings on a regular basis; I understand that "cramming" for a test may result in a low grade on that test or the course in general.

I understand that the teacher will be available to help me before or after school by appointment and if my grade falls below a 70, I must seek out my teacher for help.

I will read all texts that are assigned, and I will take notes and/or complete assignments on those texts.

I understand that I should try to keep my absences to a minimum (including, if possible, school function absences) since no amount of make-up work can substitute for quality teaching.

I understand that if I am aware of an upcoming absence, I am to collect the work I will miss ahead of my absence, and have it completed by the day I come back to class.

I understand that if I have an assignment that is due on the day of a planned absence, I will hand that assignment in prior to the absence. I will not skip class to avoid taking tests or turning in essays.

I understand that I have 5 school days after an absence to make up a test or assignment and failing to make up tests/assignments within the 5 days will result in a zero for the assignment.

I understand that all assignments are due on the date given and late work will be accepted at a penalty of 10% for each day late. After

I understand that a major objective of this course is to make me knowledgeable about US History and prepare me for college.

I understand that I will be held to high standards, including but not limited to academic honesty.

Student Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent Phone Number: \_\_\_\_\_ Email: \_\_\_\_\_