

Genesee Community College
Course Syllabus
Keshequa Central School

Course ID: HIS204 **Course Section:** Period 4

Title: U.S. History 2: 1865 - Present

Term: Spring 2006

Instructor Name: Mr. Cook

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Catalog Description: Surveys United States history from Reconstruction to the present. Focuses on the role of the United States among the community of nations and on the ideas and events that have shaped the development of our culture, government and institutions since 1865. Examines the following themes: Reconstruction, industrialization and its effects on American society, immigration and urbanization, progressivism, World War I, social and cultural changes of the Twenties, the Great Depression and the New Deal, World War II, postwar affluence and social change, the Cold War and its end, the civil rights movement, Watergate, the Reagan Revolution, and the war on terrorism. Introduces techniques of historical research and critical writing about the modern history of the United States.

Course Description: **This is a college level course offered by the Social Studies Department. It also serves as a preparation for the New York State Regents given in June.**

Objectives: At the conclusion of the semester, students will be able to:

1. Students will demonstrate knowledge of a basic narrative of modern American history by answering on a test a set of essay questions on American politics, public policy, and society after the Civil War, covering such topics as foreign and domestic policy, elections, radical protests, wealth and poverty, corporations, the mass media, labor, and America's impact on the world.*
2. Students will demonstrate a knowledge of the common institutions in modern American society and how they have affected different groups by writing a 2-4 page paper comparing and contrasting how the institutional structures/nature of American society in that period/issue of modern American history affected at least two groups within society or the world community (critical thinking), based upon library research involving a minimum of three sources utilizing online full-text databases (information management).* (see class requirements for required paper question)
3. Students will demonstrate an understanding of America's evolving relationship with the rest of the world by answering a set of essay questions on American politics, public policy, and society in the post-Civil war era, covering such topics as foreign and domestic policy, wealth and poverty, corporations, and the mass media, within the context of America's impact upon the world.*
4. Compare and contrast in extended writing, examination questions or classroom activities the presidential plans for Reconstruction with the congressional plans for Reconstruction.
5. Identify in extended writing, examinations questions and classroom discussion at least three of the patterns of settlement and development of the western frontier and the significance of the frontier on the development of the United States.
6. Evaluate through extended writing, examinations questions and classroom discussion at least five of the reasons for the rapid industrial development of the United States in the 19th century.
7. Analyze in extended writing, examination questions or classroom activities the impact of progressivism on the local, state and national levels.
8. Assess through extended writing, examinations questions and classroom discussion at least

three of the objectives of American foreign policy prior to World War I.

9. Analyze in extended writing, examinations questions and classroom discussion at least three of the patterns and processes of immigration and urbanization in late 19th century America.

10. Evaluate through extended writing, examinations questions and classroom discussion the impact of the growth of manufacturing and the railroads on national development.

11. Analyze in extended writing, examinations questions and classroom discussion at least three factors that drew the United States into World War I.

12. Identify in extended writing, examinations questions and classroom discussion at least five of the causes of the Great Crash of 1929 and why it set off the Great Depression.

13. Analyze in extended writing, examination questions or classroom activities a minimum of three of the changes in the American way of life and American values in the 1920's

14. Analyze in extended writing, examination questions or classroom activities the economic, social and political significance of the New Deal

15. Evaluate through writing assignments, examination questions and classroom activities America's efforts to stay out of World War II and the sequence of events that brought the U.S. into the war.

16. Evaluate through extended writing, examinations questions and classroom discussion at least three ways the American way of life and our role in the world community was impacted by World War II.

17. Analyze at least four of the reasons for the development of the Cold War and the resulting domestic and diplomatic sense of danger from communism.

18. Compare and contrast through extended writing, examination questions and classroom activities the phenomenal prosperity of the post World War II era with the fear and anxiety of the era.

19. Analyze in extended writing, examination questions or classroom activities the impact of the civil rights movement of the 1950's and 1960's on the development of American society.

20. Assess in extended writing, examinations questions and classroom discussion the nature and significance of the conservative resurgence of the 1980's and the 1990's.

21. Evaluate in extended writing, examinations questions and classroom discussion at least three of the changes created by Watergate on the American political landscape.

22. Analyze in extended writing, examination questions or classroom activities the evolving role of the presidency from Andrew Johnson to the present.

23. Demonstrate through map quizzes or examination questions an understanding of the role that geography plays on the on-going development of the United States.

24. Demonstrate through extended writing, examination questions or classroom activities the ability to analyze at least three current issues in American society in their historical context.

25. Demonstrate through extended writing, examinations questions or classroom discussion the ability to read and interpret at least four primary sources in American history with reference to historical perspective and context.

26. Demonstrate through extended writing, examinations questions or classroom discussion an understanding of history as an interpretive discipline with a diversity of viewpoints.

*This course objective has been identified as a student learning outcome that must be formally assessed as part of the College's Comprehensive Assessment Plan. All faculty teaching this course must collect the required data (see Assessing Student Learning Outcomes form) and submit the required analysis and documentation at the conclusion of

the semester to the Office of Assessment and Special Projects.

Required

Materials: Text, Organization materials (folders, notebooks)

Required Text:

The school will provide the following text: Kennedy, Cohen, Bailey, The American Pageant, 12th edition. Students will also be utilizing the textbook website. The link and other helpful information will be posted in my docushare folder.

Course

Requirements:

Each student will be required to:

Complete two major examinations

Complete ten quizzes

Complete required text and supplemental reading assignments Maintain a minimum of a 70 average to remain in the college course.

In addition, each student will be required to successfully complete a 2-4 page paper on the required paper question listed below. The paper will follow professional standards (MLA) while scoring a minimum of 65% on the research paper assessment rubric*.

Required Paper Question:

The rule of the majority is an essential element of the American Political experience, yet the reality of American History demonstrates that ignoring the views of minority voices can create serious political ramifications. Students will select from a list of time periods or issues to be provided by the instructor and compare and contrast the views of the prevailing majority opinion with one of a least one dissenting perspective for that issue or time period.

Grading Criteria:

Your course average will be based upon the following categories

Classwork (such as assignments, activities, research paper,) 50 %

Tests and Quizzes 50%

Individual items in these categories may be weighed differently. For example, the research paper will be given higher weights in the class average than other work. Specific weights for each assignment will be given when it is given.

Students will be able to make up low classwork grades by redoing the work. Extra credits options and remediation for quiz grades may be made available at the discretion of the instructor. There is no remediation for tests.

Policies:

Attendance – The district policy for attendance will be in effect. Students will have 5 school days to make up any quizzes or classwork they have missed. Students are responsible for all content covered in the class.

Test dates will be noted in the class schedule issued at the beginning of each semester. Students are not able to make-up missed tests, unless a unique and unavoidable circumstance has occurred. The student must contact the instructor immediately to inform the instructor they will not be in attendance for the test. Decisions regarding a make-up will be made on a case-by-case basis and are done at the discretion of the instructor.

All assignments are due at the beginning of the class assigned unless specifically indicated. Students have access to Internet resources at several locations. Assignments involving the

use of the Internet will not be accepted late because of difficulties with personal Internet connections or problems with computer hardware.

Students who are legally absent must turn in work at the beginning of the next class period, or will begin to receive penalties based upon the list below. Work not completed may receive the following penalties:

2 points of if not completed at the beginning of the period
5 points off per school day

No work will be accepted or graded after the close of each ten-week marking period. Students who are absent for an extended period are required to contact the instructor to make arrangements for work.

Students are encouraged to review all emergency procedures for building. Evacuation procedures will be reviewed the first day of class.

Schedule /Calendar:

**All readings are from Bailey, American Pageant unless specified.
Common student outcomes for all weeks are 1,2,22,23, 25, and 26**

Week(s) 1

Topic: Intro to course/ Impact of the American Civil War
Student Outcomes Covered: 1
Readings and Assignments: Ch 21
Research Paper: Orientation to Project
Quiz/Tests:

Week(s) 2

Topic: Reconstruction, 1865-1876
Student Outcomes Covered: 1,2
Readings and Assignments: Ch 22
Research Paper: Assignment of time period//issue
Quiz/Tests: Quiz on material for wks 1 & 2

Week(s) 3

Topic: The West
Student Outcomes Covered: 3
Readings and Assignments: Ch 26
Research Paper: General reading on time period//issue
Quiz/Tests:

Week(s) 4

Topic: The Emergence of an Urban/Industrial America
Student Outcomes Covered: 6,9,10
Readings and Assignments: Ch 24,25
Research Paper: Identification of "Majority opinion"
Quiz/Tests: Quiz on material for wks 3 & 4

Week(s) 5

Topic: Politics in the Late Nineteenth Century
Student Outcomes Covered: 6,7
Readings and Assignments: Ch 23
Research Paper: Identification of "Minority dissent"
Quiz/Tests:

Week(s) 6

Topic: Imperial America 1877-1914
Student Outcomes Covered: 8
Readings and Assignments: Ch 27, 28
Research Paper: Data collection
Quiz/Tests: Quiz on material for wks 3 & 4

Week(s) 7
Topic: The Progress Era
Student Outcomes Covered: 7
Readings and Assignments: Ch 29, 30
Research Paper: Data Review by instructor
Quiz/Tests:

Week(s) 8
Topic: World War I and American Society
Student Outcomes Covered: 11
Readings and Assignments: Ch 31
Quiz/Tests: DBQ work on era

Week(s) 9
Topic: The 1920's
Student Outcomes Covered: 13
Readings and Assignments: Ch 32 & 33
Quiz/Tests:

Week 10 - Review and Midterm Exam
Research Paper Proposals Due

Week(s) 11
Topic: The Great Depression and the New Deal
Student Outcomes Covered: 12,14
Readings and Assignments: Ch 34
Research Paper: MLA review/ working bibliography in
Quiz/Tests:

Week(s) 12
Topic: World War II
Student Outcomes Covered: 15,16
Readings and Assignments: Ch 35/36 Distance Learning Activity - British war room
Research Paper: Work on first draft
Quiz/Tests: Quiz on material for weeks 11 & 12

Week(s) 13
Topic: Onset of the Cold War
Student Outcomes Covered: 17
Readings and Assignments: Ch 37
Research Paper – First Draft Due
Quiz/Tests:

Week(s) 14
Topic: Affluence and the Triumph of Liberalism
Student Outcomes Covered: 18
Readings and Assignments: Ch 38
Quiz/Tests:

Week(s) 15
Topic: The Turmoil of the the 1960's
Student Outcomes Covered: 19
Readings and Assignments: Ch 39
Quiz/Tests: Quiz on materials week 13-15

Week(s) 16
Topic: Crisis of Confidence 1968-1980
Student Outcomes Covered: 21
Readings and Assignments:Ch 40
Quiz/Tests:

Week(s) 17
Topic: Reagan and the Conservative Resurgence
Student Outcomes Covered: 20
Readings and Assignments: Ch 41
Quiz/Tests: Quiz on material for weeks 16 & 17

Week(s) 18
Topic: Foreign Policy After the Cold War
Student Outcomes Covered: 3, 24
Readings and Assignments: Ch 42
Quiz/Tests:

Week(s) 19
Topic: American in the 21st Century
Student Outcomes Covered: 24
Readings and Assignments: Reading/Internet Activity
Research Paper DUE
Quiz/Tests:

Week 20 Wrap up, Review, Final Test

Outline:

- I Impact of the American Civil War
- II Reconstruction, 1865-1876
- III The West
- IV The Emergence of an Urban/Industrial America
- V Politics in the Late Nineteenth Century
- VI Imperial America 1877-1914
- VII The Progressive Era
- VIII World War I and American Society
- IX The 1920's
- X The Great Depression and the New Deal
- XI World War II
- XII The Onset of the Cold War
- XIII Affluence and the Triumph of Liberalism
- XIV The Turmoil of the 1960's
- XV Crisis of Confidence 1968-1980
- XVI Reagan and the Conservative Resurgence
- XVII Foreign Policy After the Cold War
- XVIII America in the 21st Century

Notes:

PLAGIARISM / CHEATING: Plagiarism is the dual act of presenting and claiming the words, ideas, data, or creations of others as one's own. Plagiarism may be intentional--as in a false claim of authorship--or unintentional--as in a failure to document information sources using MLA, APA, CBE, or other style sheets or manuals adopted by instructors in the College. Presenting ideas in the exact or nearly exact wording as found in primary or secondary sources constitutes plagiarism, as does patching together paraphrased statements without in-text citation. Each faculty member will determine appropriate responses to plagiarism. Disciplinary action resulting from confirmed instances of plagiarism and/or cheating may include receipt of a failing grade on an assignment or the course, removal of a student from a class, or expulsion of a student from the College.