

## Course Syllabus

**Course Title:** Development of the US II - Dual Credit iTV (HI 118)

**Academic Year:** 2017 - 2018

**Instructor:** Mr. John Reynolds

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**Duration:** Spring Semester

**Class Times:** Tuesday, Thursday, Friday; 9:06 - 9:56 AM; 10:54 - 11:44 AM; 12:12 - 1:02 PM

**Textbook:** Liberty, Equality, Power: A History of the American People (Concise Fifth Edition); Murrin, et. al. (Wadsworth, Cengage Learning, 2011). ISBN 1-439-08495-5

## Course Description

This course is an advanced study of American history from 1877 to the present, and students will be able to earn both high school and college credit for the class. This class is designed to provide students with an in-depth study of the political, social, and economic history of the United States.

## Prerequisites

Students should have adequate reading and writing abilities, possess good listening skills, and have effective note-taking skills. Students must also meet any requirements established by the sponsoring college (Central Methodist University).

## Expectations

Students are expected to keep pace with reading assignments, participate in class discussions, and take notes during class. All assignments are to be turned in on time.

## Competencies

1. Students will develop their understanding of human nature in order to assess issues and solve problems from a variety of perspectives and in order to develop as socially responsible leaders.
2. Students will understand and respect diversity, including other's viewpoints, positions, and beliefs
3. Students can analyze, evaluate, interpret, and summarize data.
4. Students can discover, explore, and seek solutions based on accumulated knowledge and current research.
5. Students are articulate, able to speak and write clearly and effectively.

### **Attendance Policy**

It is important that you attend class every day. Anything discussed in class may be material for exams, and some material may not be in your textbook. Please let me know if you must miss class for a school-sponsored event. You must be present on test days. No make-up tests will be allowed without prior arrangement or doctor's excuse. Make-up tests will be different from regular tests (same material, different questions).

### **Instructor Absence**

In the event that I need to cancel class, I will make every effort to record a lecture and make it available to you.

### **Classroom Conduct**

Everyone within the classroom should be treated with respect. Please do not talk while others are asking questions. No sleeping, doodling, working on other class work, or generally disturbing other students in the classroom. Students engaging in disturbing behavior will be given a verbal warning and may be asked to leave.

### **Cell Phones**

All electronic devices need to be silenced in class and put away. If a student uses a cell phone during class he/she will be counted absent for the day. I should never see your phone during class time unless I specifically ask someone to look up some information relevant to the class.

### **Exams**

Most exams will be scheduled following completion of every three chapters. Exams will consist of a combination of the following elements: multiple choice, identification, true/false, fill in the blank, and essay. Refer to the objectives for each chapter as you read through; this will help you with test preparation.

### **Critical Thinking Assignments**

For writing assignments, each school will create a history newspaper. Each publishing team should create a banner for their newspaper. The banner should include a title, a volume and issue number (we will start with Volume 1, Issue 1), and a dateline. Feel free to be creative with additional elements in the banner, just be careful not to overcrowd it. Each student will pick a different topic from the list of article topics that I will provide and write a newspaper article of at least 250 words. The articles should be in the style of a newspaper reporter reporting on current events. So create a byline with your name and the date the article was written. Try to use terms and people from the textbook that relate to the event in the article. If you have an idea for a topic that is not on the list, send me an email and I will consider it. Microsoft Word has tools that allow you to make multiple columns in a document, so make good use of those. All articles in a particular newspaper should be in the same font and size.

### **In-class Activities**

Along with exams and writing assignments, students will complete between three and six in-class activities. These activities will include document analysis, structured academic controversies, videos, mock trials, or any other activity appropriate to the topic at hand.

### **Grading**

Five exams (60 points each) - ~ 50%

Four writing assignments (20 points each) - ~ 15%

Five quizzes (30 points each, lowest score dropped) - ~ 20%

Class participation (60 - 120 points) - ~ 15%

Total possible - 560 - 620

Late work will automatically be penalized 10% without legitimate excuse

Grades will be assessed as follows: A – 90%-100%

B – 80%-89%

C – 70%-79%

D – 60%-69%

F – ≤ 59%

### **Final Exam**

The final exam will be held during regular class time, the week of May 8 - 12. We will have the final as late in the week as we can to allow for maximum instruction time, but will accommodate the dismissal schedules of the various schools.

### **Constitution Assessment**

In addition to regular class work, students are required to take a constitution assessment each semester. This assessment measures the information delivered regarding both the US and Missouri constitutions over the course of the semester. This assessment is required; however, it does not count toward the students' grade. Instead, the instructor will award 10 bonus points for a grade of 75% (30/40) on the assessment.

### **Central Methodist University Policies**

**Mission:** Central Methodist University prepares students to make a difference in the world by emphasizing academic and professional excellence, ethical leadership, and social responsibility.

**Creed:** The Central Methodist University community believes in:

- Seeking knowledge, truth, and wisdom
- Valuing freedom, honesty, civility, and diversity
- Living lives of service and leadership
- Taking responsibility for ourselves and the communities in which we live

**ADA Policy:** “Central Methodist University does not discriminate on the basis of race, color, religion, sex, national origin, age, or federally defined disability/state defined handicap (“disability”). This includes but is not limited to recruitment and admission of students, educational programs, services, activities, financial aid, and scholarship programs. The University complies with all federal and state non-discrimination requirements.”

The procedures, described in the university’s catalog, are intended to guide and assist faculty, staff, and students in complying with this policy and in determining reasonable accommodations to be made for the federally defined disability claimed. All materials and information regarding disabilities will be governed by the University’s normal policies regarding privacy.

To request reasonable accommodations for a disability, students must fill out and submit the application and information forms and provide professional documentation of the disability (These forms can be found at <http://www.centralmethodist.edu/academics/learning-teaching/disability-accommodations.php>).

The information must be received by the staff of the Center for Learning and Teaching before reasonable accommodations are provided. Please see the website for the Center for Learning and Teaching for more information (<http://www.centralmethodist.edu/academics/learning-teaching/>).

**Dual credit students wishing to request reasonable accommodations for a disability, must also fill out the forms, even if they already have an IEP or other paperwork on file with the high school.**

Please refer to the “Students with Disabilities Policy” in the University Catalog, which can be found online at <http://www.centralmethodist.edu/catalog/clas/policies/upolicies.php>.

**Grievance Policy:** Central Methodist University has established a grievance policy and process designed to provide students and others with a process to resolve potential issues. This policy and process is established to provide persons with an avenue to file a written concern and to establish a process to track and implement changes as a result of said concern. For more detailed information consult the CLAS catalog at: <http://www.centralmethodist.edu/academics/catalog/clas-catalog/policies/index.php>.

If an issue cannot be solved through consultation with the faculty or division chair, students can report an incident/issue within 30 days of the event via the online web form (<https://cm.maxient.com/reportingform.php?CentralMethodistUniv>).

**Academic Property:** All work (original or copy) submitted by the student to satisfy the requirements of the course may be retained at the discretion of the instructor for non-profit and educational purposes. Such work is generally used for assessing the course and providing evidence of student accomplishment for review by accrediting agencies. Any student wishing to prohibit such use of their work may do so by notifying the instructor in writing.

**Nondiscrimination Policy:** Central Methodist University does not discriminate on the basis of race, color, religion, sex, national origin, age, or federally defined disability in its recruitment, admission, and retention of students.

**Academic Honesty Policy:** Central Methodist University believes that honesty throughout life is a significant foundation of character and personal integrity. The University's Policy on Academic Honesty applies to all forms of academic work, including but not limited to quizzes and examinations, essays and papers, lab reports, oral presentations, surveys, take-home tests, etc. Every student is responsible for understanding this policy. By registering at the University, every student accepts the obligation to abide by this policy. Students are also responsible for understanding the particular policy applications required by each of their instructors and to ask the instructor for clarification of any areas of uncertainty.

Academic honesty requires that each person accept the obligation to be truthful in all academic endeavors. To help members of the community understand the implications of academic honesty, the University provides the following explanation of academic dishonesty.

Academic dishonesty is any conduct which has either as its intent or its effect (independent of intent) the false representation of a student's academic performance. Academic dishonesty includes but is not limited to the following:

- (a) Cheating in any form (e.g. ghost-written papers, cheat sheets or notes, copying during exams, quizzes or other graded class work, etc.),
- (b) Collaborating with others on work to be presented contrary to the stated rules of the course,
- (c) Stealing or having unauthorized access to examination or course materials,
- (d) Falsifying records, or laboratory or other data,
- (e) Submitting work previously presented in another course without the advance consent of the instructor,
- (f) Knowingly and intentionally assisting any other student in any act of academic dishonesty (this includes intentionally allowing any other student to use or submit your academic work or performance, or other academic work supplied by you, under a name different from the author of the work), and
- (g) Plagiarism. Plagiarism is a form of cheating and stealing. It is morally unacceptable as well as well as against academic policy. Plagiarism includes but is not limited to [1] representing as one's own work a paper, speech, or report written in whole or in part by someone else (from the uncredited use of significant phrases to the uncredited use of larger portions of material), [2] failing to provide appropriate recognition of the sources of borrowed material through the proper use of quotation marks, proper attribution of paraphrases, and proper citations. Paraphrase is the direct use of others' ideas, data, or structures of thought stated in language substantially different from the source upon which they depend, and therefore not requiring quotation marks even though the substance of the

material is borrowed. As borrowed material, appropriate recognition of the source must be given.

Any student caught committing academic misconduct on any assignment, quiz or exam in this class will earn a zero for that assignment, quiz or exam. Furthermore, that student will come under the auspices of the Academic Conduct Policy of CMU. It is the student's responsibility to review and understand the CMU Academic Conduct Policy. The University will discipline students for infractions of the Academic Honesty Policy with various sanctions which it deems appropriate, up to and including suspension or expulsion from the University. Penalties internal to a course, including grades and expulsion from the course, are at the discretion of the instructor. Students can appeal instructors' internal course penalties to the Committee on Academic Standards and Admissions, whose decision is final. Instructors must report all penalties which they impose for academic dishonesty, with a brief account of the offense, to the Dean of the College, so that all violations are recorded. For serious or repeated offenses, the Dean may impose further penalties beyond the course penalty. These penalties include but are not limited to notations in the student's file, notations on the student's transcript, probation, suspension, and expulsion. A decision by the Dean of the College can be appealed to the Faculty Committee on Academic Standards and Admissions, whose decision is final.

### **Classroom Management Plan**

#### **Classroom Do's:**

- Be on time and in your seat when class begins.
- Be prepared for class each day (bring book, paper, pen/pencil, assignments, etc.)
- Attend class when at all possible
- Keep up on all assignments
- Do your own work
- Take part in class discussions
- Ask any relevant questions you may have
- Bring an open mind

#### **Classroom Don'ts:**

- Talk out of turn, or conduct private conversations
- Use profanity in words or gestures
- Threaten or intimidate anyone
- Eat, drink, or sleep in class
- Copy other students' work
- Deface or incapacitate furniture and/or equipment

#### **Class Expectations:**

- All assignments are to be turned in on time

- Tests must be taken on test day. Make-ups will be allowed only with prior arrangement or doctor's excuse

### Lecture/Reading Schedule

**Note:** Reading selections should be completed **prior** to the date listed. All dates are tentative and subject to change based on how the class progresses through the information. Reading the textbook is crucial, however, for filling in the gaps that are not covered in class.

<i>Week</i>	<i>Date</i>	<i>Topics/Pages</i>	<i>Chapter</i>
1	01/16/2018	Reconstruction/445 - 455	17
	01/18/18	Impeachment of Johnson/Grant's Presidency/455 - 469	17
	01/19/18	Conquest of the West/470 - 488	18
2	01/23/18	Industrialization and Politics/488 - 497	18
	01/25/18	A National Market and Culture/498 - 511	19
	01/26/18	Rise of Labor/511 - 523	19
3	01/30/18	<b>Populism Activity</b>	19
	02/01/18	Economic Growth/524 - 531	20
	02/02/18	Ethnic America/531 - 550	20
4	02/06/18	<b>Unit 1 Exam</b>	17 - 20
	02/08/18	Progressivism/551 - 559	21
	02/09/18	Political Reform/559 - 572	21
5	02/13/18	Presidential Politics/572 - 579	21
	02/15/18	Becoming a World Power/580 - 588	22
	02/16/18	Geopolitics/588 - 600	22
6	02/20/18	Taft and Wilson/600 - 604	22
	02/22/18	<b>Anti-Suffragist Activity</b>	22
	02/23/18	Beginnings of WWI/605 - 611	23
7	02/27/18	American Intervention/611 - 619	23
	03/01/18	Post-war Peace/619 - 630	23
	03/02/18	<b>Unit 2 Exam</b>	21 - 23
8	03/06/18	Prosperity/631 - 640	24
	03/08/18	Politics of Business/640 - 658	24
	03/09/18	Crisis/659 - 666	25

9	03/13/18	The First New Deal/666 - 676	25
	03/15/18	The Second New Deal/676 - 691	25
	03/16/18	<b>New Deal Activity</b>	25
10	03/20/18	Road to War/692 - 699	26
	03/22/18	The War/699 - 711	26
	03/23/18	Social Issues and Peace/711 - 722	26
11	03/27/18	<b>Unit 3 Exam</b>	24 - 26
	03/29/18	A National Security State/723 - 729	27
	03/30/18	Korean War and National Security/729 - 737	27
12	04/03/18	Containment/737 - 751	27
	04/05/18	Foreign Policy/752 - 758	28
	04/06/18	Affluence and Discrimination/758 - 773	28
13	04/10/18	Kennedy/773 - 785	28
	04/12/18	<b>Montgomery Bus Boycott Activity</b>	28
	04/13/18	Great Society/786 - 796	29
14	04/17/18	War at Home/796 - 807	29
	04/19/18	The Nixon Years/807 - 820	29
	04/20/18	<b>Unit 4 Exam</b>	27 - 29
15	04/24/18	Jimmy Carter/821 - 829	30
	04/26/18	Reagan and Bush/829 - 843	30
	04/27/18	Activism/843 - 855	30
16	05/01/18	Transformations/856 - 869	31
	05/03/18	Media and Culture/869 - 879	31
	05/04/18	Bill Clinton/880 - 887	32
17	05/08/17	George W. Bush/888 - 903	32
	05/10/18	<b>Final Exam</b>	30-32
	05/11/18		

### Learning Objectives

#### Chapter 17 - Reconstruction, 1863 - 1877

- 1). Compare presidential Reconstruction under Lincoln and Johnson with congressional Reconstruction.
- 2). Describe life and labor in the South after Civil War for whites and African Americans.
- 3). Discuss the purposes, provisions, and results of the three Reconstruction amendments to the Constitution.
- 4). Analyze the Grant administration.

- 5). Examine Reconstruction in the South from both the southern and northern points of view.
- 6). Describe the election of 1876 and compromise of 1877.

### **Chapter 18 - A Transformed Nation: The West and the New South, 1865 - 1900**

- 1). Describe the settlement of the West by farmers, miners, and cattlemen.
- 2). Discuss the decline of the Plains Indians.
- 3). Describe the problems of southern agriculture and the declining position of African Americans in the region.
- 4). Compare the presidential and vice-presidential candidates from both major parties in the age of political stalemate.

### **Chapter 19 - The Emergence of Corporate America, 1865 - 1900**

- 1). Discuss the factors that led to the nation's economic growth during the last third of the nineteenth century.
- 2). Explain the importance of labor violence in America.
- 3). Compare the Knights of Labor and the American Federation of Labor.
- 4). Analyze the effects of the economic depression on American life.
- 5). Describe the basic issues in the currency problem and why it became a major question.
- 6). Describe the problems of southern and western farmers, their organizations, and their political platforms.
- 7). Discuss the election of 1896, including issues, candidates, and outcome. Why was this a major election?

### **Chapter 20 - An Industrial Society, 1900 - 1920**

- 1). Explain the sources of economic growth, especially the role of technology, scientific management, and new forms of corporate management.
- 2). Describe how corporations and workers responded to the social and economic turmoil of the nineteenth century.
- 3). Describe the growth and changes in immigration.
- 4). Describe the development of ethnic communities and the role of minorities in the growing cities.
- 5). Explain the role of unions in the early twentieth century.
- 6). Discuss the rise of the new woman.

### **Chapter 21 - Progressivism**

- 1). Describe the role of the muckrakers, settlement houses, and socialists in the development of the progressive movement.
- 2). Explain the issues and accomplishments in local, state, and national government that were supported by the Progressives.
- 3). Characterize the relationship between progressivism and the Protestant churches.
- 4). Describe the Progressives' view of the "people" and how it helped determine which people they thought should participate in government.
- 5). Describe the role of women in the Progressive era and their influence on both the movement and how Americans viewed women.
- 6). Compare the domestic reforms of Presidents Theodore Roosevelt and Woodrow Wilson.

### **Chapter 22 - Becoming a World Power**

- 1). Understand the leading groups interested in expanding America's role abroad and their motivations.
- 2). Describe the causes and effects of the Spanish-American War.
- 3). Analyze how racism affected foreign affairs, including how the United States viewed some groups and how it influenced the military abroad.
- 4). Compare the different approaches of the presidents during this period and how those differences affected American activities abroad.
- 5). Understand the role of American leaders in Central America and the Caribbean and why that area was considered so important to the United States.

### **Chapter 23 - War and Society, 1914 - 1920**

- 1). Describe the outbreak of World War I in Europe and how the different stages evolved.
- 2). Explain the strong ties between the United States and Great Britain.
- 3). Analyze America's role as a neutral.
- 4). Explore the question of how Wilson's administration organized the economy and home front for the war and how well the various agencies worked.
- 5). Discuss the activities of the Committee on Public Information and the results of these activities.
- 6). Describe the role of the Republicans in the ratification of the Treaty of Versailles.
- 7). Analyze the "red scare and the repression of different groups.

### **Chapter 24 - The 1920s**

- 1). Explain the role of prosperity on the lifestyles the 1920s, including the role of advertising and consumer credit.
- 2). Examine the role of women in the 1920s.
- 3). Describe the close connection between business and government in the 1920s.
- 4). Compare the ideas and effects of associationalism and laissez-faire on foreign affairs.
- 5). Describe the ways rural Americans tried to protect their way of life.
- 6). Examine the revival of racism and religious bigotry during the 1920s.
- 7). Describe the development of ethnic cultures in the cities among immigrants, African Americans, and Mexican Americans. Compare their political involvement, societal acceptance, economic success, and cultural developments.

### **Chapter 25 - The Great Depression and the New Deal, 1929 - 1939**

- 1). Discuss the reasons for the depth and length of the Depression.
- 2). Compare Herbert Hoover and Franklin Roosevelt on such issues as the role of government in public relief and use of federal agencies to help with the Depression. Explain how their backgrounds affected their views of federal activities.
- 3). Explain the rise of opposition to Roosevelt and the New Deal and describe the effects it had.
- 4). Compare and contrast the philosophical views and activities of the First and Second New Deal.
- 5). Describe how the Depression affected gender roles in the United States and how it changed the way women were perceived and how men viewed themselves.
- 6). Discuss how the New Deal dealt with minority groups and which ones benefited from it and which ones did not.

**Chapter 26 - America During the Second World War**

- 1). Describe the outbreak of World War II in Asia and Europe and how the American government and people reacted to it.
- 2). Discuss the major trends and problems in the war in Europe and the Pacific. How were they different and similar?
- 3). Trace the controversy over the use of the atomic bomb.
- 4). Explore the role of women in the war and how they were portrayed during the war. Describe the differences between what they did and how they were portrayed
- 5). Discuss the shortage of labor on the home front and how it affected business, women African Americans, Native Americans, and Mexican Americans.
- 6). Examine and explain the ways the war was portrayed on the home front.
- 7). Describe the postwar international settlements.

**Chapter 27 - The Age of Containment**

- 1). Discuss the onset of the Cold War.
- 2). Explain the policy of containment.
- 3). Describe the Truman Doctrine in Europe, including the Marshall Plan and the Berlin blockade, and the degree of success of the Truman Doctrine.
- 4). Describe the election of 1948.
- 5). Explore the Korean War as a part of American containment policy.
- 6). Examine how concerns about internal security affected many areas of postwar life.
- 7). Explain Truman's Fair Deal.
- 8). Describe the role of economic planning and the promise of economic growth in Truman's Fair Deal programs.
- 9). Explore life in the suburbs and how it varied depending on different groups.
- 10). Analyze the changing role of women in the postwar era.

**Chapter 28 - Affluence and its Discontents, 1953 - 1963**

- 1). Describe the role of the Eisenhower administration in foreign affairs in the 1950s, including the growing role of the CIA.
- 2). Describe the role of religion in the age of affluence and anticommunism.
- 3). Describe the effects of affluence on American life.
- 4). Examine youth culture and mass culture and their critics.
- 5). Discuss the election of 1960.
- 6). Describe the Kennedy administration's activities in foreign affairs and how they were similar and different from those of the Eisenhower administration.
- 7). Compare civil rights concerns during the Eisenhower and Kennedy administrations.

**Chapter 29 - America during its Longest War, 1963 - 1974**

- 1). Evaluate President Johnson's Great Society.
- 2). Describe the counterculture and its effects on the American people.
- 3). Describe 1968 as a year of violence abroad and at home.
- 4). Explain the economic problems of the Nixon era.
- 5). Evaluate the role of the Supreme Court in defining constitutional rights.
- 6). Describe Nixon's role in the Vietnam War and compare it with Johnson's.
- 7). Discuss Nixon's downfall.

**Chapter 30 – Economic and Social Change in the Late 20<sup>th</sup> Century**

- 1). Describe the rise of the Sunbelt.
- 2). Describe immigration in the late twentieth century.
- 3). Evaluate the technological revolution and its effects on American society.
- 4). Describe the growing environmental movement and its issues and demands.
- 5). Discuss the revolution in media culture, especially the role of television.
- 6). Describe the new Women's Movement and its issues.
- 7). Compare social activism among African Americans, Indians, Spanish-speaking groups, and Asian Americans.
- 8). Analyze the development and issues of the New Right.

**Chapter 31 – Power and Politics, 1974 – 1992**

- 1). Evaluate the administrations of Ford and Carter in economic matters and explain how serious economic problems affected those administrations.
- 2). Analyze foreign policy under Ford and Carter.
- 3). Describe US relations with Iran from Carter through Bush.
- 4). Compare the presidential campaigns of 1980 and 1984.
- 5). Contrast Reagan in his first and second administrations as to his personal style and domestic policies.
- 6). Analyze the end of the Cold War and its effects on the United States and its foreign policy.
- 7). Evaluate the different manner in which Carter and Bush handled problems in the Middle East.
- 8). Describe the use of the military for peacekeeping missions under Reagan, Bush, and Clinton.
- 9). Compare the ideology and views on social issues of Presidents Carter, Reagan, Bush, and Clinton.
- 10). Describe the changes in political alignment and philosophy that took place in the last years of the twentieth century.

**Chapter 32 – Politics of Hope and Fear, 1993 - 2009**

- 1). Summarize the Clinton presidency. What were its goals and objectives on the areas of foreign and domestic policy? Were these goals and objectives achieved?
- 2). Compare and contrast the administrations of Clinton and Bush in economic matters.
- 3). Analyze the effects September 11, 2001 had on American society. Think about: American reforms, Economic transformations, Cultural changes, Military activity
- 4). Describe the measures the United States has taken to combat terrorism.
- 5). What challenges did the United States face after the overthrow of Saddam Hussein?

**Constitutions – United States Constitution and Missouri State Constitution**

There will be a constitution portion to this course. You will need to know the overall layout and functions of the United States Constitution and the Missouri Constitution. You will be responsible for knowing the Articles, Bill of Rights, and the later Amendments of the US Constitution. We will go over this throughout the course.