

# History of the United States, 1865-Present

HIST-017B–AHS02 / Fall 2020

## Course Syllabus<sup>1</sup>

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<b>Instructor:</b>	Mr. Olen Budke
<b>Meeting Time:</b>	M/W 3pm-4pm
<b>Meeting Place:</b>	Online (Canvas & Zoom)
<b>Contact Info:</b>	Email: <a href="mailto:OlenBudke@whccd.edu">OlenBudke@whccd.edu</a>
<b>Catalog Description:</b>	History 17B is a historical survey of the United States from the end of the Civil War to the present. (C-ID HIST 140)
<b>Prerequisite:</b>	ENG 051A
<b>Textbook:</b>	<i>U.S. History</i> , by OpenStax
<b>Course Credits:</b>	3.00

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Welcome to History 17B! I'm pleased to lead this learning community as we explore the key events, figures, and ideas that have influenced the development of the United States.

Please review the course syllabus and contact me if you have any questions or concerns.

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### **Course Objectives:**

*Upon completion of the course the student will be able to meet the following objectives:*

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<sup>1</sup> The syllabus may be changed throughout the semester subject to prior notice given to the class.

- A. Describe the effects of the Reconstruction period upon the nation.
  - B. Understand the influence of industrial and technological development on the political, economic, and social aspects of the United States.
  - C. Demonstrate the ability to interpret primary and secondary sources, and to compose an argument that uses them, as appropriate, for support.
  - D. Demonstrate an understanding of U.S. history through multiple analytical categories such as race, class, gender, and ethnicity.
  - E. Demonstrate an understanding of America's growth in a global context.
  - F. Explain the major economic, technological, and scientific developments and their historical significance.
  - G. Analyze major political trends, attitudes, conflicts, and events—including both mainstream and reform efforts—and explain their historical significance.
  - H. Explain the major social and cultural developments, their causes and effects, and their historical significance.
  - I. Analyze the relevance of history in today's world.
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**Student Learning Outcomes:**

- 1. The student will identify, explain, and analyze the role of important historical figures, events, and ideas to United States history since 1865.
  - 2. The student will recognize and analyze the causes of important historical events and the effects of those events on United States history since 1865.
  - 3. The student will interpret, analyze, and evaluate historical research, including primary and secondary sources, maps, and archaeological evidence.
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## **Keys to Success**

Your success is important to me so I've included these helpful tips about how to best approach your time in this course.

✓ **ENGAGE THE CLASS EVERY SESSION.** A big part of succeeding in life is the act of simply showing up and putting forth a good effort, especially in those times when we'd rather not. We'll be unpacking a lot of information each and every day we meet. To succeed, you'll need to complete your reading and take-home assignments on time, in preparation for every session. Many of our in-class assignments include share and respond discussions, so it's important to come to class prepared to contribute to your peers' learning experiences.

✓ **PLAN EFFECTIVELY.** We all have our own way of working and planning, and let's be honest, some of us are just better planners than others. In a college course, planning is key. Effective planning involves more than just knowing the due dates. It involves setting aside time each day and throughout the week to engage the content and complete the assigned work. Investing enough time each week will improve your learning experience and the quality of your work, and will likely reduce your stress level as well. Whether you prefer to use a physical calendar or a digital calendar, it's really important to have a system in place that works for you and empowers you to succeed.

✓ **FORM A COMMUNITY.** Help each other. Study together. The more you share in the learning process, the more you'll get out of the course. Working together in person is perhaps the best method, but you can also connect with each other through the Student Lounge discussion board in Canvas.

✓ **READ THOROUGHLY.** Actively read the textbook and supplemental reading materials every week. Assignments, quizzes, and exams will be based heavily on the weekly readings.

✓ **TAKE NOTES.** While the most effective means of learning and retention is active engagement with the course materials and content,

taking notes (especially handwritten notes) has been proven time and again to contribute to better learning and retention. Not all of us can write our notes by hand, but whatever our method—whether it be writing, typing, voice recording, or any other means—converting information into notes provides an additional means of engaging the content. Effective note taking should be an active, cognitive process in which we think about the information, make sense of it, and make connections to prior knowledge. In contrast, if we simply refer to a text for information or transcribe a lecture verbatim we're only participating in a passive process that does not require as much cognitive engagement.

Here's more information on the value of taking notes:

<https://www.medicaldaily.com/why-using-pen-and-paper-not-laptops-boosts-memory-writing-notes-helps-recall-concepts-ability-268770>

<https://www.pbs.org/wgbh/nova/article/taking-notes-by-hand-could-improve-memory-wt/>

<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>

✓ **GET SOME EXTRA HELP WHENEVER YOU NEED IT.** Your instructor and your peers are here to support you in achieving your learning goals, but if you need additional support beyond the classroom, you're not alone. There are many great resources West Hills College provides to give students the additional tools needed for success. Please take full advantage of any college resource that can assist you in any way. WHCCD resources include:

**Tutoring**

**Disabled Students Program and Services (DSPS)**

**College Assistance Migrant Program (CAMP)**

**Extended Opportunity Program and Services (EOPS)**

**CalWORKS**

**Veterans Services**

Please start by looking at the many services available through the following link so that you know what's available to you:

<https://www.westhillscollge.com/coalinga/resources/>

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### **Course Work Expectations**

Please use **all** of the following resources when completing assignments in this course:

- The textbook: *U.S. History*
- Notes from instructor lectures
- Supplemental materials provided by the instructor
- Your analytical skills
- Your experiences
- Your mind
- Your peers

As historians, we'll examine a variety of sources, both ***primary*** (created at or around the time of the event being studied) and ***secondary*** (written after the event being studied). Using multiple sources is the key to analyzing the causes and impacts of historical events and capturing as many perspectives and voices as possible. But *your voice* is also important. After reviewing the sources, you'll be asked to analyze them. Your own words and your perspective, when combined with research and facts, can make a powerful statement! These are opportunities for you to contribute to historical discussions. What *you* think truly matters!

On the topic of sources, let's quickly consider the college policy on Academic Honesty. It's important that you know what plagiarism is (using ideas or quotes from a source without citing it) and that it's prohibited under the college's Academic Honesty policy because it treats other people's work as if it were your own. All writers work hard to produce written works and we always need to give credit where credit is due.

For more information regarding student conduct, please review the

following West Hills College policies:

### **Academic Honesty**

<https://www.westhillscollege.com/district/administration/board-of-trustees/documents/bp5505academichonesty.pdf>

### **Acceptable Use of Electronic Resources**

<https://www.westhillscollege.com/district/administration/board-of-trustees/documents/713acceptableuseofelectronicresources.pdf>

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### **Classroom Expectations**

Respectful interactions serve as the foundation of our course. Many of our assignments involve peer-to-peer engagement. Respectful and thoughtful engagement is required in order to maintain a healthy and productive learning community.

Talking and cellphone usage is not allowed during class sessions because such actions can cause a distraction to others and impede the learning experience.

### **Student Support**

West Hills College is committed to providing access to education for students with disabilities. If you have a disability or medical condition that requires an accommodation, please let the instructor know as soon as possible so that the appropriate accommodation(s) can be made to support you in your pursuit of academic excellence.

For more information, please review the Disabled Students Program and Services (DSPS) section at the following link:

<https://www.westhillscollege.com/coalinga/resources/>

### **Grading Structure:**

This course will be based on a point system totaling 600 points. The points will be earned in the following categories:

Weekly Assignments	120 points
Weekly Notes	70 points
Weekly Quizzes	160 points
Research Paper	100 points
Midterm Exam	50 points
<u>Final Exam</u>	<u>100 points</u>
Total	600 points

Course grades will be calculated according to the following scale:

A	100% – 90%	(600 – 537 points)
B	89% – 80%	(536 – 477 points)
C	79% – 70%	(476 – 417 points)
D	69% – 60%	(416 – 357 points)
F	59% and below	(356 - 0 points)

All assignments will be submitted online through Canvas. If you cannot complete an assignment or quiz on time, please notify the instructor before the due date so alternative arrangements can be made. The acceptance of late assignments will be at the discretion of the instructor and will be subject to a possible reduction in points.

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## **Course Schedule**

Here's an idea of what to expect each week...

<b>Week</b>	<b>Date</b>	<b>Topic (Chapter)</b>	<b>Coursework (Due Date)</b>
1	8/31 – 9/05	The Era of Reconstruction, 1865-1877  Chapter 16	Meet & Greet Ice-Breaker (8/31-9/01)  Week 1 Discussion Assignment (9/02 & 9/04)  Chapter 16 Quiz (9/04)  Week 1 Notes (9/05)
2	9/07 – 9/12	Go West Young Man! Westward Expansion, 1840- 1900  Chapter 17	Week 2 Discussion Assignment (9/08 & 9/10)  <b>Research Paper Step 1 (9/11)</b>  Chapter 17 Quiz (9/11)  Week 2 Notes (9/12)



3	9/14 – 9/19	<p>Industrialization &amp; Urbanization, 1870-1900</p> <p>Chapters 18 &amp; 19</p>	<p>Week 3 Discussion Assignment (9/16 &amp; 9/18)</p> <p>Chapters 18 &amp; 19 Quiz (9/18)</p> <p>Week 3 Notes (9/19)</p>
4	9/21 – 9/26	<p>Politics in the Gilded Age</p> <p>Chapter 20</p>	<p>Research Paper Source Analysis (9/23 &amp; 9/25)</p> <p>Chapter 20 Quiz (9/25)</p> <p>Week 4 Notes (9/26)</p>
5	9/28 – 10/03	<p>Leading the Way: The Progressive Movement, 1890- 1920</p> <p>Chapter 21</p>	<p>Week 5 Discussion Assignment (9/30 &amp; 10/02)</p> <p>Chapter 21 Quiz (10/02)</p> <p>Week 5 Notes (10/03)</p>

6	10/05 – 10/10	<p>Age of Empire: American Foreign Policy, 1890-1914</p> <p>Chapter 22</p>	<p>Week 6 Discussion Assignment (10/07 &amp; 10/09)</p> <p>Chapter 22 Quiz (10/9)</p> <p>Week 6 Notes (10/10)</p>
7	10/12 – 10/17	<p>Americans and the Great War, 1914-1919</p> <p>Chapter 23</p>	<p><b>Research Paper Step 2 (10/16)</b></p> <p>Chapter 23 Quiz (10/16)</p> <p>Week 7 Notes (10/17)</p>
8	10/19 – 10/24	<p>The Jazz Age: Redefining the Nation, 1919-1929</p> <p>Chapter 24</p> <p><b>Midterm Exam</b></p> <p><b>50 Points</b></p> <p>50 Multiple Choice Questions Covering Weeks 1-10 (Chapters 16-24) @ 1 point each</p>	<p><b>Complete the Midterm Exam (10/23)</b></p> <p>Week 8 Notes (10/24)</p>

9	10/26 – 10/31	<p>Brother Can You Spare a Dime? The Great Depression, 1929-1932</p> <p>Chapter 25</p> <p>Franklin Roosevelt &amp; The New Deal, 1932-1941</p> <p>Chapter 26</p>	<p>Week 9 Discussion Assignment (10/28 &amp; 10/30)</p> <p>Chapters 25 &amp; 26 Quiz (10/30)</p> <p>Week 9 Notes (10/31)</p>
10	11/02 – 11/07	<p>Fighting the Good Fight in World War II, 1941-1945</p> <p>Chapter 27</p>	<p><b>Research Paper Step 3: Final Paper (11/06)</b></p> <p>Chapter 27 Quiz (11/06)</p> <p>Week 10 Notes (11/07)</p>
11	11/09 – 11/14	<p>Post-War Prosperity &amp; Cold War Fears, 1945-1960</p> <p>Chapter 28</p>	<p>Week 11 Discussion Assignment (11/11 &amp; 11/13)</p> <p>Chapter 28 Quiz (11/13)</p> <p>Week 11 Notes (11/14)</p>

12	11/16 – 11/21	<p>Contesting Futures: America in the 1960s</p> <p>Chapter 29</p>	<p>Week 12 Discussion Assignment (11/18 &amp; 11/20)</p> <p>Chapter 29 Quiz (11/20)</p> <p>Week 12 Notes (11/21)</p>
13	11/23 – 11/28	<b>Thanksgiving Break</b>	
14	11/30 – 12/05	<p>Political Storms at Home and Abroad, 1968-1980</p> <p>Chapter 30</p> <p>From Cold War to Culture Wars, 1980-2000</p> <p>Chapters 31</p>	<p>Week 14 Discussion Assignment (12/02 &amp; 12/04)</p> <p>Chapters 30 &amp; 31 Quiz (12/04)</p> <p>Week 14 Notes (12/05)</p>
15	12/07 – 12/12	<p>The Challenges of the Twenty-First Century</p> <p>Chapter 32</p>	<p>Week 15 Discussion Assignment (12/09 &amp; 12/11)</p> <p>Chapter 32 Quiz (12/11)</p> <p>Week 15 Notes (12/12)</p>

16	12/14 – 12/18	<p><b>Final Exam</b></p> <p><b>100 Points</b></p> <p>75 Multiple Choice Questions Covering Chapters 16 – 32 = 75 points</p> <p>&amp;</p> <p>1 Essay Question = 25 points</p>	<p><b>Final Exam</b> <b>(Due by</b> <b>Saturday,</b> <b>12/18)</b></p> <p>Congratulations!</p> <p>You've completed the course!</p>
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## **Research Paper Overview**

The HIST-17B research paper is designed to meet the Student Learning Outcomes.

The instructor will provide the research topic, the prompt (instructions), and all of the required sources.

The purpose of this paper is to examine a major event in U.S. History and World History: the dropping of the atomic bombs on Japan in August 1945. At the time, and ever since, the decision to drop the bombs has been debated. Was it done out of necessity to end World War 2? Or was it done for other reasons? Can the casualties be justified or not?

After reading and understanding the prompt, students will thoroughly read all six required sources; analyze each author's evidence, methodology, and viewpoint; discuss the effectiveness or ineffectiveness of each viewpoint; and conclude, with sound reasoning, which argument(s) proved to be most effective.

The project will be completed in three stages.

### **Step 1: Bibliography & Author Bios (10 pts.) – Due 9/11**

To successfully complete this step, the student must create a proper bibliographical citation for each source using the Chicago-style and create short biographies for each author. For a guide on how to create Chicago-style citations, please use the following link:

[https://www.chicagomanualofstyle.org/tools\\_citationguide/citation-guide-1.html](https://www.chicagomanualofstyle.org/tools_citationguide/citation-guide-1.html)

### **Step 2: Title, Introductory Paragraph, & Source Notes/Outline (20 pts.) – Due 10/16**

To complete this step, the student must create a title for the paper, must write their introductory paragraph, and must produce a detailed outline of notes that demonstrate an in-depth reading and analysis of every source.

### **Step 3: Final Paper (70 pts.) – Due 11/06**

To successfully complete this final step, the student must produce an original, 3-5 page paper that follows the paper prompt; analyzes and synthesizes the arguments and evidence found in each source; and includes the proper formatting (title, footnotes, bibliography, font, etc.).