

Syllabus

History 222.01 American History II

3 hrs. credit Office Hours: M—2-4; T-Th—1-5

Fall 2012 Dr. Vernon L. Williams, ADMIN 324

The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Department of History is to provide a strong academic program designed to prepare students for Christian service through a knowledge of and appreciation for their own heritage and the heritage of peoples throughout the world.

History 222: American History II fits into the core curriculum for most liberal arts degrees at Abilene Christian University by providing the student with a basic understanding of the major themes and institutions of American History. It is a survey of cultural, economic, and political dimensions of America from Reconstruction to the present.

COURSE GOAL: Students who complete this course should be able to identify the themes and patterns of the historical period following the Civil War and understand the impact of those historical trends on the American people and their future. Students will be able to draw upon these historical chronicles and apply the lessons of the past to current and future problems relating to the social, economic, and political development of our world.

REQUIRED BOOKS:

Texts: (Student Must Purchase)

- 1) *Understanding the American Promise: A Brief History, Volume II From 1865 (2011)*
(your Blackboard website has a textbook resource section filled with study guides and helpful preparation tools.)

Supplemental Reading Books Assignments: (Student Must Purchase)

- 2) WilliamsBLieutenant Patton (See review sheet on your Blackboard course site)

OVERALL GRADE COMPUTATION:

Chapter Quizzes	20 % of course grade
Oral History Project	20% of course grade
Discussion Boards	20% of course grade
Mid-Term Exam	20% of course grade
Final Exam	20% of course grade

GRADE SCALE: There are no curves in this course.

A= 90-100 B= 80-89 C= 70-79 D= 60-69 F= 0-59
(There are no curves in this course. The grade scale above will be used to assign grades.)

ASSESSMENT DETAILS:

Chapter Quizzes

Chapter quizzes will include objective questions (multiple choice and true or false) over the chapter reading assignments. Use the companion website for drills and study preparations. (www.bedfordstmartins.com/roarkunderstanding) Use the website only after reading the chapter and taking a good set of notes. There are also practice tests that are useful. If you do not have good reading comprehension skills, the website is especially helpful in understanding the basic content of the chapter and the major themes presented therein. Good scores on chapter quizzes do not come from a hastily read chapter or last minute efforts. I will drop the two lowest chapter quizzes.

Mid-Term Exam

The Mid-Term Exam will include objective questions (multiple choice, true or false, and/or matching), identification, and essays over lectures and class materials and activities. The Mid-Term Exam covers class materials during the first half of the course. There will also be questions over the *Ragged Rebel* paperback included on this exam. A review sheet for the Mid-Term Exam will be posted on your MyACU Files folder "Class Info" one week before the scheduled Mid-Term Exam. No textbook reading material will be included on the Mid-Term Exam.

Final Exam

The Final Exam will include objective questions (multiple choice, true or false, and/or matching), identification, and essays over lectures and class materials and activities. The Final Exam covers class materials since the Mid-Term Exam and is NOT comprehensive. A review sheet for the Final Exam will be posted on your MyACU Files folder "Class Info" one week before the scheduled Final Exam. No textbook reading material will be included on the Final Exam.

Late Exams

EXAMS MUST BE TAKEN ON ANNOUNCED EXAM DATES OR STUDENT IS SUBJECT TO RECEIVING A ZERO ON THE EXAM. Make ups on exams or quizzes will be given only in an emergency situation. Students must call the instructor on or before the exam session if such a situation arises.

Discussion Boards

There will be two Discussion Board assignments over course topics as published by the professor and one Discussion board assignment for the Oral History Project. The discussion forum is used to develop a scholarly discourse over major themes and questions relating to American history since Reconstruction. In a discussion forum, students post comments to a discussion topic, react to other students' comments, post thoughts and experiences related to the topic, and respond to ideas shared by others in the discussion forum.

Students are expected to respond to other postings by:

- Making references to lectures, videos, and other class presentations and activities

- Textbook and other readings
- Bringing in outside research on the topic being discussed
- Supporting and challenging one another

Your initial posting should be submitted in the discussion forum on the day the Discussion Board opens and responses to others should also be done as soon as you see them. As a general rule, discussion of new topics should begin when the module opens and you see the discussion assignment and then discussion activity should continue throughout the announced time frame for the forum. Overall, the discussion assignment continues until that discussion assignment closes.

The discussion assignments will be assessed using the rubric on page 7.

Oral History Interview Project

Each student will complete an Oral History Interview Project that will focus on World War II. Students will find one person in their community who was an adult during World War II (born in the 1920s or before) and do a video interview with that person using a mobile device like the iPhone or a video camera such as the Flip Video. Students can use family members or find an interviewee in local retirement centers, nursing homes, churches, or any other place where older citizens gather or live. See the sections in the Oral History Interview Project Guide on the course Blackboard for valuable information over the project basics, the first steps to follow in getting the interview project off the ground, and the forms that will be needed to complete the project.

The Oral History Interview Project assignment will be assessed using the rubric on page 8.

ASSIGNMENTS AND THE COURSE GOAL:

The readings, lectures, presentations, discussion boards and the course assignments will assist students in identifying the themes and patterns of the historical period since Reconstruction and understand the impact of those historical trends on the American people and their future. Students will be able to draw upon these historical chronicles and apply the lessons of the past to current and future problems relating to the social, economic, and political development of our world.

ATTENDANCE POLICY:

Each student is required to attend every class meeting. Failure to attend at least 80 percent of the classes in a semester will result in a grade of F, **no matter what the cause of the absences**. Six (6) T-TR classes constitute 20 percent of a semester's classes and are the maximum number of absences allowed for a passing grade.

Attendance Curve: If your point total at the end of the course is at the 8 or 9 digit level of the tens scale, good attendance will result in a curve up to the next highest letter grade. For example, if your average at the end of the course happened to be 58 or 59, 68 or 69, 78 or 79, 88 or 89, you would be eligible to be considered for the curve. **GOOD ATTENDANCE IS DEFINED AS HAVING NOT MORE THAN TWO ABSENCES AND NOT MORE THAN TWO TARDIES**. If a student violates either category, in other words misses three or more classes or is tardy three or more times, he or she will not be eligible for the curve.

You are tardy if you arrive after the instructor takes the official roll. If you are tardy you must notify the professor at the end of class and request the absence on the official roll be changed to a tardy **BEFORE THE PROFESSOR LEAVES THE CLASSROOM.** Otherwise the absence will stand.

Course Topic Schedule

Module	Topic
1	Introduction
1	The Contested West
2	Defining the Gilded Age of Business and Politics
3	The Growth of American Cities
4	A Decade of Dissent, Depression, and War
5	Progressivism from the Grass Roots Up
6	World War I
7	From New Era to Great Depression
8	Forging the New Deal
9	The United States and the Second World War
10	The Truman Era
11	The Eisenhower Era—The Politics and Culture of Abundance
12	Reform, Rebellion and Reaction
13	Vietnam and the Limits of Power
14	The Conservative Turn

Course Competencies

	Competency	Measurement Instrument	Measurement Standard
1	Demonstrate the application of research in historical presentation, and the interview process to develop new primary sources that expands our knowledge of historical eras	1. Oral History Interview Project 2. Abstract Assignment 3. Index Assignment	1. See Grading Rubric for Oral History Interview Project
2	Demonstrate an understanding of the major themes and patterns of American history from Reconstruction to 2000	1. Chapter Quizzes 2. Mid-Term Exam 3. Final Exam 4. Discussion Boards	1. See Grading Rubric for Discussion Boards 2. Chapter Quizzes 3. Mid-Term Exam 4. Final Exam
3	Explain how problems that existed in society influenced decision making and the impact that each era made on the future.	1. Chapter Quizzes 2. Mid-Term Exam 3. Final Exam 4. Discussion Boards	1. Chapter Quizzes 2. Mid-Term Exam 3. Final Exam 4. See Grading Rubrics for Discussion Boards
4	Demonstrate how media can be a delivery system for disseminating historical information and telling the historical story.	1. Oral History Interview Project 2. Mid-Term Exam 3. Final Exam 4. Discussion Boards	1. Discussion Boards 2. Mid-Term Exam 3. Final Exam 4. See Grading Rubric for Oral History Interview Project

ACADEMIC INTEGRITY:

Violations of academic integrity and other forms of cheating involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying. As Christians, the norms for our behavior flow from the nature of God (Deuteronomy 6:4-5). God does not lie (1 Samuel 15:29, Titus 1:2); therefore, those who claim His name should not lie. God is described as the one whose Son is “*the way, the truth, and the life*” (John 14:6) and as one whose Spirit is “*the Spirit of truth*” who guides “*into all truth*” (John 16:13). If we, as people of God, strive to be like Him, then we will be about truth and truthfulness (Ephesians 4:20-25).

The most powerful motive for integrity and truthfulness comes from one’s desire to imitate God’s nature in our lives. As a community of Christian students and scholars, we are each responsible to expect behaviors from each other consistent with the nature of God, to respect the community, and to respect ourselves.

Academic integrity is essential to the most effective development of a person’s intellectual skills and abilities. In its work to prepare students for the future, ACU must introduce students to

the kind of professional censure they will encounter in the workforce. The university's enforcement of standards of academic integrity and academic consequences are set as a way of drawing students' attention to the greater consequences they will find in the professional world.

Expectations of academic honesty and integrity extend to both university employees and students. Every member of the community is responsible for protecting the integrity of learning, scholarship, and research. Being responsible requires action against violations in spite of peer pressure, loyalty, or compassion. Individuals must take responsibility for their own conduct and discourage misconduct by others. The full policy can be found at:

http://www.acu.edu/campusoffices/studentlife/judicial/Documents/Acad_Integ_Policy_20.pdf)

EMAIL CONVENTIONS:

Each email sent to the professor must have HIST 222 in the subject line. All emails must be signed with the complete name of the student in the body of the email. If your email has an attachment, describe the attachment in the body of your email.

Only ACU email addresses will be used by the professor. If you are using an third party email address, failure to properly forward your ACU mail will not be acceptable for this course.

All attachments relating to assignments must be in the Word (.doc) or Rich Text (.rtf) formats.

CHANGES TO THE SYLLABUS:

This syllabus is subject to change. If a change occurs in this syllabus document, you will be notified by email and an updated syllabus will be placed in Blackboard.

DISCUSSION BOARD ASSIGNMENTS RUBRIC

The discussion assignments will be assessed using the rubric below.

Criteria	Full Credit 90-100%	Partial 70-89%	Limited Credit: Less Than 70%	Possible Points
Content	Student posted a significant contribution to the discussion question. The contribution included important ideas drawn from readings, videos, and other module material.	Student posted a good contribution to the posted discussion question. The contribution included ideas drawn from a portion of the readings, videos, and other module material.	Student did not post a contribution to the discussion question or failed to contribute to the discussion with reasonable or adequate ideas.	40
	Student responded in the discussion board to 5 or more peer posts. Response was helpful, to the point, insightful, and demonstrated that the student had a strong grasp of the material surrounding the discussion question.	Student responded in the discussion board to 1-4 peer posts; and/or the response was limited or demonstrated that the student had an average grasp of the material surrounding the discussion question.	Student did not respond to discussion board post or response was not on topic or relevant.	40
Writing Standards				20
Total Points				100

ORAL HISTORY INTERVIEW PROJECT RUBRIC

The Oral History Interview Project assignment will be assessed using the rubric below.

Criteria	90-100%	80-89%	70-79%	60-69%	No Credit	Possible Points
Coverage of Interview Topics and Compliance with Interview Basics	Interview covers most of the topics in the topic list	Interview covers many of the topics in the topic list	Interview covers some of the topics in the topic list but many are not covered	Interview covers few of the topics in the topic list and has little value to history	Student did not do the interview or the interview was largely unrelated to the topic list	50
Video and Audio Quality	The video and audio quality was excellent	The video and audio quality was good.	The video and audio quality was average with some problems.	The video and audio quality was poor with problems that impacted the value of the interview	Student did not do the interview or the interview contained catastrophic flaws in the video and audio signals.	10
Abstract	Abstract was comprehensive	Abstract was inclusive but was missing one or two major interview themes	Abstract was average with more than two missing interview themes	Abstract was poor with many missing interview themes.	Student did not do the abstract or the abstract was not adequate in presenting the interview themes	10
Index	Index was comprehensive	Index was good but needs more description	Index was average with more description and detail	Index was poor with little description and time breakdown	Student did do the index or the index was not adequate	10
Oral History Discussion Board Postings	Video and postings excellent	Video and postings good	Video was good but postings needs to address more significant issues	Video not posted correctly and postings needs to address more significant issues	Video and postings not done or the video could not be used by others or the postings were inadequate and superficial	20
Total Points Possible						100