

**Takoma Park/Silver Spring Campus****Department of Humanities****HIST201 History of the United States, a Survey Course: from 1865 to the present****Spring, 2015**

CRN 31153-HIST201-011

Mondays 6:30-9:10

Room: CM112

Instructor: Professor Karl T. Smith

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Office: North Pavilion 223

Office hours:

Mondays: 4:00-5:30

Thursdays: 4:00-5:30

(Or by appointment)

**Course Description:**

One of two related courses (with HIST200), which may be taken in either order. Post-Civil War Reconstruction; the industrial revolution and rise of the city; the new immigration; the social, cultural, and political responses to these changes; the emergence of the United States as a more active world power. American society in the 1920s, the Great Depression, the Cold War, and the controversies over the American role in world affairs; new developments in modern American society and culture. *Assessment levels: ENGL101/101A, READ120. Three hours lecture/discussion each week. Formerly HS201.*

**HIST 201 fulfills a General Education Program Humanities**

**Distribution requirement.** Montgomery College's General Education Program is designed to ensure that students have the skills, knowledge and attitudes to carry them successfully through their work and personal lives. This course provides multiple opportunities to develop two or more of the following competencies: written and oral communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. For more information, please see [www.montgomerycollege.edu/gened](http://www.montgomerycollege.edu/gened)

**Required course material:** Foner, Eric, Give Me Liberty! Seagull Edition, Volume 2, 4<sup>th</sup> Seagull Edition. ISBN→9780393920314

Additional readings **will be required** by the instructor.

## **Instructional Objectives:**

By the end of this course students will:

- (1) identify and define key events, social changes, political issues, and personalities which had an impact on the United States from the end of the Civil War to the present.
- (2) summarize the causes and effects of the key events, social changes, and political issues in American history from the end of the Civil War to the present.
- (3) Identify the main themes in U.S. foreign policy with special emphasis on WWI, WWII and the Cold War.
- (4) explain the emergence of the United States as a superpower.
- (5) formulate a picture of events, decisions and viewpoints of U.S. history based on the different perspectives of the variety of people that lived in the past.
- (6) analyze how the events in the recent past affect the direction of the U.S. in our contemporary setting and how they can shape future developments of the U.S.

## Teaching procedure:

**To achieve these objectives** we will be making use of selective readings, readings, videos, music, film, guest speakers and field trips, in an attempt to create an active learning environment. Furthermore students are asked to role-play, participate in discussions, and at times move around the classroom, because all of these activities enhance learning.

The class will focus on pivotal events in American history in a chronological order. *The amount of time we will spend on each period will vary depending on the amount of important and relevant events that take place in that period, and the amount of knowledge you already have on it.* The course will not be a straight lecture of your book, nor consist of memorizing dates of events and names of leaders. Rather, students will take an active role in searching for evidence, examining viewpoints, analyzing cause and effect, making conjecture and understanding the relevance of US history.

### **Assessment & Grading Policy**

Students' grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page 2 of the syllabus. Students' grade for this course will depend on their ability to demonstrate their understanding and measurement of the outcome listed in page 2 of the syllabus.

## Grading Policy

The following grading standard will be used:

Four tests .....	400
Mid-term Cumulative Essay.....	100
Final Project.....	100
Participation (including quizzes).....	200
Extra credit.....	TBD (40 points maximum)
	<b>800 total points</b>

**720-800 points=A**

**640-719 points =B**

**560-639 points=C**

**480-559 points=D**

**0-479 points =F**

A	Superior work; student demonstrates comprehensive knowledge and understanding of subject matter and course objectives
B	Good; student demonstrates moderately broad knowledge and understanding of course objectives
C	Average; reasonable knowledge and understanding of course objectives
D	Pass without recommendation; minimum knowledge and understanding of course objectives
F	Failure; unacceptable low level of knowledge and understanding of subject matter. F is also for excessive absences, academic dishonesty or misconduct.

**Four tests (including mid-term and final).....400 points**

Part of the test will be on details and terms using multiple choice or cloze items (fill-in-the-blank) true, false clarification statements, map identification, or short essays. Each tests will cover approximately three chapters of the textbook (except for the final exam). This is your opportunity to analyze events and demonstrate your knowledge and material covered.

*Please note: All tests will be reviewed in class, but students will not be allowed to keep test questions.*

**Mid-term Cumulative Essay.....100 points**

This essay is your chance to reflect on material covered in the first half of the course.

For this assignment students will choose a question from a menu of questions related to the course material from the first half of the course (approximately up to the 1920's).

Students must look beyond their textbook and notes to answer these questions.

Cumulative Essays must be 4-5 pages long.

**Final Project.....100 points****For the Final Project you have a choice of two possibilities:**

**Option 1-Museum Visit-** The Smithsonian American History Museum offers the casual visitor a chance to review many exhibits, and memorabilia reflecting American history. Much thought goes into the design and presentation of these exhibits. But there is a lot to cover and some elements of American history are just not as developed as others. *Your task will be to choose a topic in American history from our focus period (end of Civil War to the present) and design an exhibit for that event or person. Or, critique an existing exhibit.* In a paper you can explain why you think the person or event deserves attention, and what and how you would tell the general public about your subject, or how you would improve the design of a particular exhibit.

*If you choose to do a museum visit, your grade will depend on how well you do the following:*

- Describe the current museum exhibit
- Exploration of the historical context of the museum exhibit
- Rationale for changing the current exhibit
- Description of proposed improvements
- Quality of research
- Quality of writing

**Option 2-Final chapter presentation-**Inevitably there is more to American history than we have time to cover. Your Final Project can be a presentation to the class on a critical event or person in the last fifteen years of American history (roughly late 1990s to the present). You will demonstrate your knowledge by making a presentation. A list of events and eras will be distributed later in the semester. You can work alone or with one or two partners.

*If you choose to do a presentation, your grade will depend on how well you do the following:*

- Presentation style
- Presentation organization
- Quality of research
- Explore of alternate viewpoints
- Explanation of the cause and events leading to the event
- Exploration of relevance
- Quality of material and handouts.

### **Participation (including quizzes) .....200 points**

Participation is a critically important aspect of the class. Even if talking is difficult, asking questions and participating in is a good way to demonstrate interest and participation.

Participation points come from unannounced pop quizzes, completion of in-class assignments (debates, chapter summaries, film reviews, writing exercises, or quizzes). Normally, participation exercises are worth five to twenty points. There is no make-up for missed participation exercises.

### **Your curiosity Questions... (2 extra credit points each)**

As you read through the textbook you may come across ideas, concepts or themes you have questions about. Questions can be used for discussion in class and as test material.

The more interesting questions you make the more interesting the class can be!

Your question can be posted on the MyMC Message Board or printed out. *Either way, make sure to put your name the date and the chapter number on the top of the page with the question.* Your Curiosity Questions are due on Mondays. Meaningful, thoughtful questions only, please. Questions copied from the study guide will not be counted.

## **Attendance policy**

Good attendance is essential. Students who accumulate more than two consecutive absences may be dropped from the course at the instructor's discretion.

Anyone more than 30 minutes late is considered absent.

**Students with 4.5 or more *total* absences cannot get a participation score of more than 70% (C).**

**Students with no more than 1.5 *total* absences will automatically get 10 points added to their participation score.**

**Attendance** is a necessary part of this course because much of the test material comes from the class lectures, in addition to the participation assignments.

*There will be 15 class meetings for this course. If you think you will have problems to attend at least 11 of the 15 sessions you should seriously consider dropping.*

*\*\*Please note: missing one class will have only a minor impact on your attendance score; consider it a personal day. There is no need to present doctor's notes, doctor appointments, etc. for missing a class and getting an excused absence. Missing class is a part of adult life. It is the measure of your resolve to figure out how to make up for missing class: do you have a classmate that you can get notes from? If you missed a participation exercise, do you have a plan for doing extra credit to make up the missing points? If your car dies and you have already missed a class, what's your 'plan B'? And if you miss a test, there are no make-up exams. **However, as mentioned above, if you see yourself missing two or more classes, you should consider withdrawing.***

## **Make-up policy**

If you have a situation where you can't come to class on a scheduled test date, please inform me beforehand so I can arrange for alternative time to take the test at the Assessment Center. There are no make-up tests.

**Late work-** Assignments, papers, etc. are due at the beginning of class on the respective due date. Any papers must be printed. E-mails and/or attachments will not be accepted.

Reviewing late work slows down the grading process and is not fair to students who turned assignments in on time. ***Therefore, in order to be fair to other students, I will not take papers once grading has begun, usually no more than 24 hours after the due date.***

## **Academic Integrity**

*\*\*College guidelines for academic integrity are strictly enforced. Copying materials or otherwise using the words, thoughts, audio/video/graphic files of others is plagiarism, which could result in various penalties ranging from project failure to course failure. Please refer to the Student Code of Conduct in the Student Handbook.*

## **Classroom Behavior Policies**

### **Please follow these guidelines:**

- ❖ Come to class on time and prepared.
- ❖ Do not invite outside guests without the professor's prior knowledge.
- ❖ Keep the classroom clean and orderly. Food and drinks are not permitted in the classroom.
- ❖ We are in a democratic and diverse culture- that means you may have life or learning experiences that will broaden our understanding of U.S. history. I will expect to hear reasoned and thoughtful insights from you that can contribute to the course. *So people can feel comfortable expressing their opinion, it is important to be respectful of other people's ideas, values and beliefs.*
- ❖ Speaking up is encouraged. The only stupid question is the unasked one!
- ❖ Out of respect for all the students, please switch off cell phones during class. If you are an emergency contact, please let me know at the beginning of class, switch your phone to vibrate, excuse yourself if you have to take a call, and take the call outside. Repeated cell phone use in class will result in an absence.



**Cancellation of Classes:** Please call **(240) 567-5000** or go to [www.montgomerycollege.edu](http://www.montgomerycollege.edu) when there is bad weather to learn if the college has cancelled classes. Please note: Montgomery College is not part of the Montgomery County Public Schools and therefore follows a different schedule. In the event that your instructor has a last-minute emergency or illness and cannot come to class, please consult MyMC course bulletin board or your MC email for instructions and assignments.

**Academic Support/Learning Disabilities**

A student who may need an accommodation due to a disability should make an appointment to see me after class or during office hours. A letter from Disability support Services (Room ST120) authorizing your accommodation will be needed. Any student who may need assistance in the event of an emergency evacuation must identify themselves to the Disability Support Service Office; guidelines for emergency evacuations for individuals with disabilities are found at: [www.montgomerycollege.edu/dss/evacprocedures.htm](http://www.montgomerycollege.edu/dss/evacprocedures.htm).

- Please be aware that the Reading/ Writing/Language Center has many tutors available to you to help with writing problems.
- The Social Science Lab can assist you with doing a paper and/or doing research.