

# McLennan C O M M U N I T Y C O L L E G E

WACO, TEXAS

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## **COURSE SYLLABUS AND INSTRUCTOR PLAN**

**United States History II  
HIST 1302 95**

Ashley Cruseturner

**Note: This is a 16-week online course.**

### **COVID 19 Notice:**

McLennan Community College is committed to providing you with every resource you need to reach your academic goals including your safety. We will continue to monitor the evolving situation with COVID 19 and adjust our safety guidelines to make sure we offer a safe environment for you and our faculty. Please make sure to consult your faculty and the MCC website at <https://www.mclennan.edu/crisis-management/coronavirus-updates/index.html> on any changes to these guidelines.

## United States History II

HIST 1302

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### **Course Description:**

A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

### **Prerequisites and/or Corequisites:**

Prerequisite: Must have passed the reading portion of the TSI Assessment or have credit for INRW 0402. Semester Hours 3

### **Instructor Information:**

Ashley Cruseturner  
acruseturner@mclennan.edu  
(254) 299-8920  
MAC 332  
Conference Hours:  
MTWTH 11:30-12:30  
(and other times by appointment)

### **Required Text & Materials:**

~~Scantron 882-E is required for all exams~~

#### ***Give Me Liberty***

Brief (MCC Custom) 6th Edition

Author: Eric Foner

ISBN: 9780393445954

Copyright Year: 2020

Publisher: W. W. Norton & Company, Incorporated

***Charles A Lindbergh: Lone Eagle***

Edition: 3rd

Author: Walter Hixson

ISBN: 9780321093233

Copyright Year: 2007

Publisher: Longman

***Warriors Don't Cry***

Edition: (Trade Ed)

Author: Melba Patillo Beals

ISBN: 9780671866396

Copyright Year: 1994

Publisher: Pocket

MCC Bookstore Website: <http://www.mclennan.edu/bookstore/>

[Click Here for the MCC Attendance/Absences Policy](https://www.mclennan.edu/highlander-guide/policies.html)  
(<https://www.mclennan.edu/highlander-guide/policies.html>)

Click on the link above for the college policies on attendance and absences. Your instructor may have additional guidelines specific to this course.

**Methods of Teaching and Learning:**

A variety of methods will be used in teaching United States History II, including the use of lecture, discussion, written assignments and various projects. Student assessment will include objective exams, readings of primary and secondary sources, discussions, subjective and objective essays, projects and portfolios. These measures will assess critical thinking, communication, social responsibility and personal responsibility. A departmental rubric may be used to assess different aspects of the course objectives (see below).

**Communication:** Measures such as objective tests, written assignments, discussions, portfolios and presentations may be used to measure the student's ability to communicate.

**Social Responsibility:** Because the teaching of history involves evoking examples of successes and failures in social responsibility, and the continual importance of this issue politically and personally

today, social responsibility naturally is emphasized. Assessment measures may include readings, primary document exams, discussions, projects and essays.

**Personal Responsibility:** Because the teaching of history also involves evoking examples of successes and failures in personal responsibility, and the consequences that personal choices can have, personal responsibility is also naturally emphasized. Assessment measures may include participation, readings, primary document exams, discussions, projects and essays.

**Official Learning Outcomes. Upon successful completion of this course, students will:**

Create an argument through the use of historical evidence.

Analyze and interpret primary and secondary sources.

Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Unofficial Goals of this Course:**

Students should acquire a working knowledge of the American narrative from the Civil War to the present, understand how history complements citizenship, and develop critical thinking skills through reading, discussing, and thinking about history.

1. Primary Objective: offer a coherent and compelling American narrative from colonization to 1877; that is, a basic outline or framework of the essential facts, people, places, and ideas relevant to this time period and place.

Students will be able to:

- Identify essential historical actors
- Describe the evolution of American political culture over time
- Describe the basic elements of American constitutional Development, justice, and democracy
- Identify significant movements that contributed to change over time

2. Offer context and background for the narrative; introduce appropriate and relevant methodologies and perspectives that color the telling of the story (as well as individual reception and perception of the story). Convey how the telling and the interpretation of the story affects the story itself and changes over time.

Students will be able to:

- Compare and contrast competing interpretations and points of view basic to the understanding of the narrative.
- Compare and contrast the American narrative(s) within the context of competing narratives

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- Identify various and appropriate methodologies and theories of history
- Identify basic and significant ideologies that contributed to the culture

3. Facilitate an environment in which we provide appropriate tools for critical analysis of historical facts, offer concepts as well as facts, and encourage students to draw their own conclusions based on evidence and logic.

Students will be able to:

- Identify primary and secondary sources
- Identify multiple motivations within various actors
- Describe multiple causes for various events
- Compare and contrast various perspective

4. Promote citizenship in the sense that informed participation is necessary/essential/indispensable/critical/vital to self-government; offer students tools to participate effectively in our political system as well as succeeding and contributing in greater society.

Students will be able to:

- Identify basic elements of our Constitutional/governmental structure
- Describe the evolution of various and ideas and movements within our system
- Identify the intentions and expectations of various players that contributed to change over time
- Define the basic elements of American citizenship over time

5. Require college-level reading and comprehension.

Students will be able to identify, describe, and define basic ideas contained within assigned readings

6. Convey the ethnic, cultural, and intellectual diversity of the American story over time.

Students will be able to:

- Identify various movements and leaders who expanded the meaning of freedom and citizenship
- Compare and contrast the experience of various groups within society
- Describe the evolution of American citizenship and community
- Define diversity and inclusivity

### **Course Outline or Schedule:**

#### **Orientation Week: Introductions & Operations**

- **Professor email assignment**
- **Book Check assignment**
- **Communicating**

**Week #1: Reconstruction**

- Foner, Chapter 15 quiz, “What Is Freedom? Reconstruction, 1868-1877”
- 13th, 14th & 15th Amendments quiz, Appendix pp. D-15--D-16

**Week #2: A Gilded Age and Maturing American Power**

- Foner, Chapter 16 quiz, “America’s Gilded Age. 1870-1890
- Foner, Chapter 17 quiz, “Freedom’s Boundaries, At Home and Abroad, 1890-1900

**Week #3: The Progressive Impulse**

- Foner, Chapter 18 quiz, “The Progressive Era. 1900-16

**Week #4: Total War and the Progressive Impulse Writ Large**

- Foner, Chapter 19 quiz, “Safe for Democracy: the United States and World War II. 1916-20

**Week #5: Prosperity, Cultures Wars, and the Modern Age**

- Foner, Chapter 20 quiz, “From Business Culture to Great Depression: The Twenties, 1920-1932

**Week #6: Charles Lindbergh**

- *Lone Eagle: Charles Lindbergh* quiz, read all

**Week #7: Spring Break**

- No Assignments

**Week #8: Boom, Bust, and Fundamental Transformation**

- Foner, Chapter 21 quiz, “The New Deal, 1932-1940”

**Week #9: A Gathering Storm and A World at War**

- Foner, Chapter 22 quiz, “Fighting For the Four Freedoms: World War II, 1974-1945”
- Four Freedoms comprehension quiz

**Week #10: A Cold War**

- Foner, Chapter 23 quiz, “The United States and the Cold War, 1945-1953”

**Week #11: "Happy Days"**

- Foner, Chapter 24 quiz, “An Affluent Society, 1953-1960”

**Week #12: A Crisis in Little Rock**

- *Warriors Don't Cry* quiz

**Week #13: The New Frontier Gives Way to the Stormy Sixties**

- JFK Inaugural Address quiz
- Foner, Chapter 25 quiz, “The Sixties, 1960-1968”

**Week #14: To Secure these Rights**

**"Letter From a Birmingham Jail" quiz**

**Week #15: Stagnation and Resurgence**

- Foner, Chapter 26, “The Triumph of Conservatism, 1968-1988”

**Finals Week: Final Exam**

- Final Exam

**Course Grading Information:**

**COURSE WORK:**

1. Readings: Completion of the reading assignments from the textbook, this website, and attached links.
2. Writing: Completion of a limited number of short answer writing assignments based on the books and internet sources contained **within** the quizzes and final exam.
3. Quizzes on the assigned chapters in the textbook: Completion of regular objective quizzes to be taken on Brightspace will test your comprehension of the reading in the Foner text. These quizzes will be composed of choice-type questions and will be based on material found in the textbook.
4. Two quizzes on the two monographs, which you will take online.
5. Three quizzes on three documents, which you will take online.
6. You will also have a comprehensive final, which you will take online.
7. Completion of the mandatory MCC student evaluation when available.

**Late Work, Attendance, and Make Up Work Policies:**

**Exam dates** are not negotiable. Exceptions are for extraordinary circumstances and are granted on a case-by-case basis. Please consult me personally, and as soon as possible, when an emergency arises.

**Student Behavioral Expectations or Conduct Policy:**

**Courtesy and consideration** for classmates and the instructor is mandatory. Students must come to class on time. They should actively listen. Chatting with other students during class time is unacceptable behavior. Other examples of unacceptable behavior include cell phone use in class, sleeping in class, or “packing up” materials before class is dismissed.

**Academic Integrity Statement (in a nutshell):**

Cheating in any form is unacceptable. The consequences of cheating are severe. See below for official comprehensive policy.



# McLennan

C O M M U N I T Y

## COLLEGE

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## ACADEMIC RESOURCES/POLICIES

### **Accommodations/ADA Statement:**

Any student who is a qualified individual with a disability may request reasonable accommodations to assist with providing equal access to educational opportunities. Students should contact the Accommodations Coordinator as soon as possible to provide documentation and make necessary arrangements. Once that process is completed, appropriate verification will be provided to the student and instructor. Please note that instructors are not required to provide classroom accommodations to students until appropriate verification has been provided by the Accommodations Coordinator. For additional information, please visit [www.mclennan.edu/disability](http://www.mclennan.edu/disability).

Students with questions or who require assistance with disabilities involving physical, classroom, or testing accommodations should contact:

[disabilities@mclennan.edu](mailto:disabilities@mclennan.edu)

254-299-8122

Room 319, Student Services Center

### **Title IX:**

We care about your safety, and value an environment where students and instructors can successfully teach and learn together. If you or someone you know experiences unwelcomed behavior, we are here to help. Individuals who would like to report an incident of sexual misconduct are encouraged to immediately contact the Title IX Coordinator at [titleix@mclennan.edu](mailto:titleix@mclennan.edu) or by calling Dr. Drew Canham (Chief of Staff for Diversity, Equity & Inclusion/Title IX) at (254) 299-8645. Individuals also may contact the MCC Police Department at 299-8911 or the MCC Student Counseling Center at MCC at (254) 299-8210. The MCC Student Counseling Center is a confidential resource for students. Any student or employee may report sexual harassment anonymously by visiting <http://www.lighthouse-services.com/mclennan/>.

Go to McLennan's Title IX webpage at [www.mclennan.edu/titleix/](http://www.mclennan.edu/titleix/). It contains more information about definitions, reporting, confidentiality, resources, and what to do if you or someone you know is a victim of sexual misconduct, gender-based violence or the crimes of rape, acquaintance rape, sexual assault, sexual harassment, stalking, dating violence, or domestic violence.

**Student Support/Resources:**

MCC provides a variety of services to support student success in the classroom and in your academic pursuits to include counseling, tutors, technology help desk, advising, financial aid, etc. A listing of these and the many other services available to our students is available at <http://www.mclennan.edu/campus-resource-guide/>

College personnel recognize that food, housing, and transportation are essential for student success. If you are having trouble securing these resources or want to explore strategies for balancing life and school, we encourage you to contact a Success Coach by calling (254) 299-8226 or emailing [SuccessCoach@mclennan.edu](mailto:SuccessCoach@mclennan.edu). Students may visit the Completion Center Monday-Friday from 8 a.m.-5 p.m. to schedule a meeting with a Success Coach and receive additional resources and support to help reach academic and personal goals. Paulanne's Pantry (MCC's food pantry) provides free food by appointment to students, faculty and staff based on household size. Text (254) 870-7573 to schedule a pantry appointment. The Completion Center and pantry are located on the Second Floor of the Student Services Center (SSC).

**MCC Foundation Emergency Grant Fund:**

Unanticipated expenses, such as car repairs, medical bills, housing, or job loss can affect us all. Should an unexpected expense arise, the MCC Foundation has an emergency grant fund that may be able to assist you. Please go to <https://www.mclennan.edu/foundation/scholarships-and-resources/emergencygrant.html> to find out more about the emergency grant. The application can be found at [https://www.mclennan.edu/foundation/docs/Emergency\\_Grant\\_Application.pdf](https://www.mclennan.edu/foundation/docs/Emergency_Grant_Application.pdf).

**MCC Academic Integrity Statement:**

Go to [www.mclennan.edu/academic-integrity](http://www.mclennan.edu/academic-integrity) for information about academic integrity, dishonesty, and cheating.

**Minimum System Requirements to Utilize MCC's D2L|Brightspace:**

Go to <https://www.mclennan.edu/center-for-teaching-and-learning/Faculty-and-Staff-Commons/requirements.html> for information on the minimum system requirements needed to reliably access your courses in MCC's D2L|Brightspace learning management system.

**Minimum Technical Skills:**

Students should have basic computer skills, knowledge of word processing software, and a basic understanding of how to use search engines and common web browsers.

**Backup Plan for Technology:**

In the event MCC's technology systems are down, you will be notified via your MCC student email address. Please note that all assignments and activities will be due on the date specified in the Instructor Plan, unless otherwise noted by the instructor.

**Email Policy:**

McLennan Community College would like to remind you of the policy (<http://www.mclennan.edu/employees/policy-manual/docs/E-XXXI-B.pdf>) regarding college email. All students, faculty, and staff are encouraged to use their McLennan email addresses when conducting college business.

A student's McLennan email address is the preferred email address that college employees should use for official college information or business. Students are expected to read and, if needed, respond in a timely manner to college emails.

**Instructional Uses of Email:**

Faculty members can determine classroom use of email or electronic communications. Faculty should expect and encourage students to check the college email on a regular basis. Faculty should inform students in the course syllabus if another communication method is to be used and of any special or unusual expectations for electronic communications.

If a faculty member prefers not to communicate by email with their students, it should be reflected in the course syllabus and information should be provided for the preferred form of communication.

**Email on Mobile Devices:**

The College recommends that you set up your mobile device to receive McLennan emails. If you need assistance with set-up, you may email [Helpdesk@mclennan.edu](mailto:Helpdesk@mclennan.edu) for help.

**Forwarding Emails:**

You may forward emails that come to your McLennan address to alternate email addresses; however, the College will not be held responsible for emails forwarded to an alternate address that may be lost or placed in junk or spam filters.

**Disclaimer:**

The resources and policies listed above are merely for informational purposes and are subject to change without notice or obligation. The College reserves the right to change policies and other requirements in compliance with State and Federal laws. The provisions of this document do not constitute a contract.