

**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**

**History 1302 C02**

**Dr. Bryan C. Maine**

**NOTE: This is a 16-week 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

History 1302 C02

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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.

Upon successful completion of this course, students will:

1. Create an argument through the use of historical evidence.
2. Analyze and interpret primary and secondary sources.
3. Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

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

Prerequisite: Must have passed the reading section of the THEA or approved alternative test or credit for READ 0302.

### **Course Notes and Instructor Recommendations:**

Students should have an understanding of how to access and use Brightspace and MCC email.

### **Instructor Information:**

Instructor Name: Dr. Bryan C. Maine

MCC E-mail: [bmaine@mcclennan.edu](mailto:bmaine@mcclennan.edu)

Office Location: MAC 340

Office Hours: by appointment, or through Zoom

(ID 360373850) <https://mcclennan.zoom.us/j/3600373850>

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

Title: *Give Me Liberty!*

Author: Eric Foner

Edition: 6th

Publisher: Norton

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Title: *They Called Us Enemy*

Author: George Takei

Publisher: Top Shelf Productions

ISBN: 9781603094504

Any documents posted on Brightspace (B)

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

### **Methods of Teaching and Learning:**

This course will use a variety of teaching methods including, but not limited to lectures, discussions, and written assignments.

### **Course Objectives and/or Competencies:**

1. Students will be able to identify important ideas, events, and individuals in this period of United States history.
2. Students will learn how to analyze and critique primary and secondary sources.
3. Students will be able to analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States History.

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

**Foner: *Give Me Liberty***

**B: Brightspace**

Date	Topic	Assignment
1/10 (M)	Course Introduction	Syllabus
1/13 (W)	Why Study History?	
1/17 (M)	<b>Martin Luther King</b>	<b>Day</b>

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1/19 (W)	The Gilded Age and Industrialization	Foner, 501-504, 470-486, 521-529, 542-547 Andrew Carnegie (B) Henry George (B)
1/24 (M)	Western Expansion and the South	Foner, 486-501, 514-521 Chester A. Arthur (B) Turning Hawk & American Horse (B) Laura C. Kellogg (B)
1/26 (W)	Imperialism	Foner, 530-538 Albert Beveridge (B) Emilio Aguinaldo (B) Mark Twain (B)
1/31 (M)	Progressivism	Foner 507-514, 556-570, 573-578 Jane Addams, "Why Women Should Vote" (B) Jane Addams, "The Subjective Necessity for Social Settlements" (B) Theodore Roosevelt (B)
2/2 (W)	Progressivism Paterson, 1913 Preparation	<i>Paterson, 1913</i> , 5-22, 36-59
2/7 (M)	Progressivism Patterson, 1913 Session 1	Role Sheet <i>Paterson, 1913</i> , 38-52 <b>Character Essay</b>
2/9 (W)	Progressivism Patterson, 1913 Session 2	Role Sheet <i>Paterson, 1913</i> , 53-58
2/14 (M)	Progressivism Paterson 1913 Debriefing	<i>The Clarion, Summer 1913</i> <b>Reflection Essay</b>
2/16 (W)	World War I	Foner 578-604 Woodrow Wilson (B) Emma Goldman (B) The Sedition Act of 1918 (B)
2/21 (M)	Roaring Twenties	Foner 607-629 Hiram Evans (B) Crystal Eastman (B) Alain Lock (B)

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2/23 (W)	The Great Depression & New Deal	Foner, 629-635, 638-668 Meridel Le Sueur (B) Herbert Hoover (B) Franklin Roosevelt (B)
2/28 (M)		<b>Exam I</b>
3/2 (W)	World War II	Foner, 671-703 Charles Lindbergh (B) Franklin Roosevelt (B) <b>Reading Response Paper</b>
3/7 (M)	<b>Spring</b>	<b>Break</b>
3/9 (W)	<b>Spring</b>	<b>Break</b>
3/14 (M)	Beginnings of the Cold War	Foner, 706-734 Truman Doctrine (B) NSC-68 (1950) (B)
3/16 (W)	Cold War in the 50s & 60s	Foner, 735-741, 742-749, 751-753, 762-764, 770-773 Nixon-Khrushchev (B) John F. Kennedy (B) Nikita Khrushchev (B)
3/21 (M)	Cold War Cuban Missile Crisis	Role Sheet <b>Advisor Brief</b>
3/23 (W)	Civil Rights I	Foner, 731-732, 741-742, 753-762, 767-770 Martin Luther King, Jr. (B) Malcolm X (1963) (B) Malcolm X (1964) (B)
3/28 (M)	Civil Rights II	Foner, 773-782, 792-801 Kenner Report, 1968 (B) Black Panther Ten Point Plan (B) <b>Character Debrief</b>

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3/30 (W)	Vietnam War	Foner 749-751, 783-792, 811-813 Lyndon B. Johnson ( <b>B</b> ) John Kerry ( <b>B</b> )
4/4 (M)	The 60s Chicago, 1968 Preparation	Preparation <i>Chicago, 1968</i> , 4-39 <b>Character Questionnaire</b>
4/6 (W)	The 60s Chicago, 1968 Session 1	Role Sheet
4/11 (M)	The 60s Chicago, 1968 Session 2	Role Sheet
4/13 (W)	The 60s Chicago, 1968 Session 3	Role Sheet
4/18 (M)	<b>Bad Weather Day</b>	<b>No Class</b>
4/20 (W)	The 60s Chicago, 1968 Session 4	Role Sheet
4/22 (F)	The 60s Chicago, 1968 Debriefing	<b>Character Reflection Essay</b>
4/25 (M)	Nixon & the 1970s	<i>Give Me Liberty</i> , 804-811, 813-824 Smoking Gun ( <b>B</b> )
4/27 (W)	Reagan and the 1980s	Foner 824-838 Jerry Falwell ( <b>B</b> ) Gloria Steinem ( <b>B</b> ) Phyllis Schlafly ( <b>B</b> ) Statements of AIDS Patients ( <b>B</b> )
5/1 (M)		<b>Exam 2</b>

### Course Grading Information:

You will earn your course grade based on the following assignments:

1. **Weekly Reading Quizzes:** Each week, there will be a reading quiz. The quizzes will be based over the material assigned for that week. The quizzes must be completed each Friday by 11:59 PM.

2. **Reading Response Paper:** Students will write a response paper to *They Called Us Enemy* by George Takei which will serve as a basis for discussion. This paper will be at least 2 pages in length, double spaced, with 12-point Times New Romans, and 1-inch margins. The paper will answer one of two prompts that are available on Brightspace. The paper must include an introduction with a thesis that answers one of the prompts, three supporting paragraphs, and a conclusion. No outside sources should be used beyond that of the book, your textbook, and lecture notes. Feel free to use quotations from the book to provide evidence for your claims, but all should be followed by a parenthetical citation with the page number on which it is found. No bibliography is necessary. **This assignment is due March 2.**

1. How did Japanese Americans respond to the trauma of the internment camps?
2. How did White Americans justify the internment of Japanese Americans?

3. **Exams:** Over the course of the semester, there will be two essay exams. For each exam, students will be provided topics on which to write.

- The essay must include an introduction with thesis, two-three body paragraphs and conclusion.
- Your answer will be based on the assigned readings and class discussions.

4. **Cuban Missile Crisis Simulation:** The Cuban Missile Crisis was one of the most dangerous periods in the Cold War, as the United States and the Soviet Union teetered on precipice of nuclear war. Assuming the roles of real people during the crisis, students will try to find a solution that avoids annihilation, while also supporting policy goals. Through this simulation, students will explore the tension that surrounded the Cold War, the role that small actors played in superpower relations, and the need to juggle multiple interests, ideologies, and personalities as negotiations occurred through formal and informal channels. Students will also explore the nature of bureaucratic politics, the importance of crisis management, and the lack of control that often is present in international politics.

Each student will assume the role of an individual in the Cuban Missile Crisis. In preparation for the simulation, students will write an Advisor Brief. This will be a short, but formal statement of at least 50 words articulating your reaction to the stationing of missiles in Cuba. **The Advisor Brief is due March 21 by the start of class.**

After the simulation, the student will write a direct, gloves off assessment of *your* actions and decisions during the Cuban Missile Crisis. Did your character meet their objectives? Why or why not? **This assignment is due March 23.** This 300 word reflection should demonstrate:

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- Familiarity with the scenario, your character's biases, personality, etc., and factors shaping the faction's performance.
- Your own active, plausible participation in the role play. Cite specific interactions with other specific characters.
- The ability to take responsibility for your actions—and their consequences.
- Awareness of the historical context: the tensions, personalities and events.
- Professional communication skills.

Students will also be graded on their character performance during the simulation. This will be based on the active participation of their character in the deliberations, staying in character, and the effectiveness of their communication. This simulation is worth 10% of your grade with 5% coming from the Advisor Brief and Character Debrief and 5% coming from your character performance during the simulation.

**5. Historical Debates:** Students will participate in two historical debates in which students will examine a historical event by immersing themselves in the past. Within these debates, students will examine primary sources, engage in debate, and work toward a common goal. In the process, students will develop analytical skills through writing and oral presentations, as well as debating, bargaining, making alliances, negotiating, and making deals. A student's grade will be determined through an online quiz, written assignments, and oral participation. More information about each module is available on Brightspace

**6. Class Participation:** Your grade will be based on your attendance, completion of the assigned readings, and class discussion.

#### Assignment Values

#### Grading Scale

Class Participation:	5%	A = 90 - 100%
Cuban Missile Crisis:	10%	B = 80 - 89%
Weekly Reading Quizzes:	10%	C = 70 - 79%
Reading Response Paper:	15%	D = 60 - 69%
Exams:	25%	F = 59% and below
Historical Debates:	35%	

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

All readings, assignments, and exams are due on the day listed in the course schedule. Late work will not be accepted, unless there is a documented excused absence. In such cases, it is the responsibility of the student to contact the instructor as soon as possible to schedule new due dates. Make-up exams must be taken within **two weeks** of the original scheduled date



**Student Behavioral Expectations or Conduct Policy:**

1. All participants are expected to treat each other with respect. This includes giving full attention to whoever is speaking in the form of a lecture or class discussion and showing proper consideration for another's viewpoint.
2. Punctual attendance is expected for all scheduled class sessions. Per the attendance policy, students absent 25% of scheduled sessions (**7 absences**) and who are passing will be withdrawn from the course with a grade of **W**. Those who are not passing will receive a grade of **F**.
3. **Students are strongly encouraged to take notes by hand. Studies have shown that students who use this method retain information better than those who use technology for note taking.**
4. Students are expected to come to class prepared to discuss the material assigned for that day.
5. However, laptops and tablets are permitted in class for the sole purpose of taking notes on the class lecture. After two infractions, a student will be banned for using their laptop or tablet in class.
3. Cell phones must be silenced and stored away during class. A student with extenuating circumstances for which a cell phone is necessary must speak with the instructor before class in order to use their phone. Students using their cell phone in class without authorization will be counted **absent** for the day.
4. Students caught sleeping or working on other class work will be counted absent.
5. Food is not permitted in class. Drinks are permitted, but must be in a container with a lid.

**Academic Integrity**

Students are expected to abide by the MCC Academic Integrity Statement. With regard to cheating, plagiarism or other forms of academic dishonesty, the term **"cheating" includes, but is not limited to:** (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources beyond those authorized by the professor in writing papers, preparing reports, solving problems or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the MCC faculty or staff. **The term "plagiarism" includes, but is not limited to,** the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. Plagiarism includes the failure to place three or more words from an outside source in quotation marks. It also includes the unacknowledged use of materials

prepared by another person or agency engaged in the selling of term papers or other academic materials. **Plagiarism and cheating will result in an automatic fail for the quiz, assignment, or exam, and the student will be reported to Student Discipline. A second infraction will result in the student receiving an F for the course and being reported to Student Discipline.**

[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.

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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.