

HS 122 Late American History GB\*  
**DONNELLY COLLEGE**  
Spring 2018  
Tuesdays/Thursdays 11:30-12:45 pm  
[Enter Room]  
Three credit Hours

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**INSTRUCTOR INFORMATION:**

Name:  
Office:  
Office hours:  
Telephone:  
E-mail address:

**COURSE DESCRIPTION:**

This course is a survey of American history from Reconstruction to the present time. The contributions of all Americans will be emphasized in this course.

This is a Great Books section of HS 122 and so will require readings from the Great Books.

**PREREQUISITES:**

A grade of C or better in EN 111

**REQUIRED TEXTBOOK & SUPPLIES:**

Norton, Mary Beth, et. al. *A People and a Nation, Vol. II: Since 1865*. Brief Tenth Edition, Cengage, 2015.  
DuBois, W.E.B. *The Souls of Black Folk*. Dover Publications, 1994.  
King, Martin Luther, Jr. *I Have a Dream and Letter from a Birmingham Jail*. Perfection Learning, 1990.  
Kennan, George. *American Diplomacy: Expanded Edition*. University of Chicago Press, 2012.  
Handouts of Supreme Court Decisions: Plessy vs. Ferguson and Brown vs. Board of Education.  
Flash drive, blue or black pens, notebook/binder with college ruled paper

**PHILOSOPHY OF GENERAL EDUCATION:**

Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities which will enable them to become educated participants in a diverse global community.

**DONNELLY COLLEGE LEARNING OUTCOMES:**

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

**LIBERAL ARTS AND SCIENCES PROGRAM LEARNING OUTCOMES:**

In addition to the general education learning outcomes-communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values-upon successful completion of the Associate of Arts in Liberal Arts or the Associate of Science, the graduate should be able to demonstrate:

1. Proficiency and creativity in written and verbal communication.
2. Effective use of current technology in support of academic work.
3. Proficient use of qualitative and quantitative methods in problem solving.
4. Critical and analytic thinking across a range of disciplines.
5. A commitment to ethics and integrity in academic and professional relationships, within the community and the environment.
- 6a. The ability to conduct research using sources, strategies, and approaches across disciplines. (AA)
- 6b. Use of the scientific method.

**STUDENT LEARNING OUTCOMES:**

Upon completion of HS 122, students will have the ability to

1. Engage in discussions concerning the roles of race, class, ethnicity, and gender in U.S. history.
2. Provide evidence of research as to persons, events, global developments and institutions that have shaped U.S. history from 1865 to the present.
3. Compose essays analyzing the causes, origins and impacts of movements and values that have shaped the lives of various groups in the U.S. since 1865.

<b>Donnelly College Learning Outcomes</b>	<b>Program Learning Outcomes<sup>1</sup></b>	<b>Student Learning Outcomes<sup>2</sup></b>	<b>Application and Assessment<sup>3</sup></b>
Students will communicate effectively in writing and speaking.	Students will demonstrate proficiency and creativity in written and verbal communication.	Students will have the ability to engage in discussions concerning the roles of race, class, ethnicity, and gender in U.S. history.	Students will orally summarize significant events in US History.
Students will demonstrate proficiency in information literacy skills.	Students will demonstrate effective use of current technology in support of academic work		
Students will demonstrate competency in qualitative and quantitative problem solving.	Students will demonstrate proficient use of qualitative and quantitative methods in problem solving.		
Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	Students will demonstrate critical and analytic thinking across a range of disciplines.		
Students will develop an understanding across cultural differences locally, nationally, and internationally.	Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.		Students will demonstrate correct use of sources and integrity in class essays.

Students will engage independently and effectively in lifelong learning.	Students will demonstrate the ability to conduct research using sources, strategies, and approaches across disciplines.		
Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	(repeated) Students will demonstrate a commitment to ethics and integrity in academic and professional relationships, within the community and the environment.	Students will have the ability to provide evidence of research into persons, events, global developments and institutions that have shaped U.S. history from 1865 to the present.	

**COURSE REQUIREMENTS:**

1. Reading and comprehension of the texts
2. Notetaking on all reading material
3. Eight quizzes completed while each using one side of a page of reading notes from the chapters
4. Four 3-4 page essays with indication by signature that the student has visited the Tutoring Center for a review. These essays must be on the assigned Great Books readings and not from the textbook.
5. MLA format is required for the essays.
6. Class activities and discussion require perfect attendance. There will be no makeup work for missing these activities.

**GRADING POLICY:**

Class activities/discussions:	100 points
Quizzes (50 points each)	400 points
Essays (100 each)	400 points
Final Exam	200 points

**ESSAY RUBRIC**

Category	Exemplary	Good	Fair	Unacceptable
Summary and Analysis 30 points	Excellent summary and analysis of the major points of the reading.	Very good summary but a few of the major points are missing.	Summary is very general and there is and some major points are lacking	Summary is incomplete and little comprehension of the reading is indicated.
Evaluation of the reading/document 30 points	Outstanding evaluation of the significance of the reading or document.	Very good evaluation of the impact of the reading and most of the significance is present.	Evaluation of the document is evident, but some historical significance is lacking.	Inadequate evaluation of the document or reading with little relation to its historical significance.
Organization 20 points	The ideas are arranged logically to support the topic. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.	The ideas are arranged logically to support the topic. They are mostly clearly linked to each other. The reader can follow the line of reasoning for the most part.	In general, the writing is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what the writer intends.	The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.

Grammar & Mechanics 20 points	The writing is free or almost free of errors. Sentences are well-phrased, varied in length and structure, and flow smoothly. Consistent and appropriate voice is used, with sophisticated and precise word choice.	There are occasional errors, but they do not distract or obscure meaning. Sentences are well-phrased with some variety in length and structure, and generally smooth flow. Voice is mostly consistent and appropriate with fairly effective word choice.	The writing has many errors, and the reader is distracted by them. Some sentences are awkwardly constructed so that the reader is occasionally distracted. Voice is somewhat consistent and appropriate with correct word choice.	There are so many errors that the meaning is obscured. Errors in sentence structure are frequent enough to be a major distraction to the reader.
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**GRADING SCALE:**

- A: 900-1000
- B: 800-890
- C: 700-790
- D: 600-690
- F: Below 600

**ACADEMIC INTEGRITY:** “...Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed.”

**PLAGIARISM:** Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one’s original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors. **For this class**, the first offense of plagiarism will result in a failing grade for the assignment. The second offense may result in a failing grade for the course. In **every** instance of plagiarism, notification will be sent to the student and the Vice President for Academic Affairs.

**ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

**CIVILITY & DECORUM:** As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

**ATTENDANCE POLICY:** Students are expected to attend every class session and be on time for every class session. Absences, late arrival, and early departures will contribute to the final grade a student earns. If a student has six (4) or more absences in a semester, the student risks administrative withdrawal from the class.

**WITHDRAWAL FROM COURSES OR FROM SCHOOL:** It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the

financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

**Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid.** Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

<b>Week</b>	<b>Topic</b>	<b>Reading/Assignments</b>
<i>1.16 &amp; 1.18</i>	Introduction to course; syllabus; requirements Reconstruction	Chapter 14 and notetaking; Begin reading The Souls of Black Folk
<i>1.23&amp; 1.25</i>	Reconstruction continued; The Ecology of the West and South 1865-1900 <b>Quiz #1 on chapter 14</b>	Chapter 15 Read The Souls of Black Folk
<i>1.30 &amp; 2.1</i>	Building Factories, Building Cities 1877-1920; Guilded Age Politics 1877-1900 <b>Quiz #2 on chapters 15 and 16</b>	Chapter 16 and 17 Read The Souls of Black Folk
<i>2.6 &amp; 2.8</i>	The Progressive Era 1895-1920 <b>Quiz #3 on chapter 17</b>	Chapter 18 Prepare Essay 1 on The Souls of Black Folk
<i>2.13 &amp; 2.15</i>	The Quest for Empire 1865-1914 <b>Essay 1 due</b>	Chapter 19 and 20 Read chapter 1 of American Diplomacy
<i>2. 20 &amp; 2.22</i>	Americans in the Great War, 1914-1920 <b>Quiz #4 on Chapters 18, 19, 20</b>	Chapters 21 and 22 Read chapter 4 of American Diplomacy
<i>2.27 &amp; 3.1</i>	The New Era, 1920-1929	Chapter 23 Read chapter 5 of American Diplomacy
<i>3.6 &amp; 3.8</i>	The Great Depression and the New Deal, 1929-1939 <b>Quiz #5 on Chapters 21, 22, 23</b>	Chapter 24 Read chapter 6 of American Diplomacy Prepare Essay 2 on American Diplomacy
<i>3.13 &amp; 3.15</i>	<b>Spring Break</b>	
<i>3.20 &amp; 3. 22</i>	The Second World War at Home and Abroad 1939-1945 <b>Essay 2 is due</b>	Chapter 25
<i>3.27 &amp; 3.29</i>	The Cold War and American Globalism, 1945-1960 <b>Quiz #6 on Chapters 24 and 25</b>	Chapter 26 Read Plessy vs. Ferguson and Brown vs. Board of Education
<i>4.3 &amp; 4.5</i>	America at Midcentury, 1945-1960	Prepare Essay 3 on Plessy vs. Ferguson and Brown vs Board of Education
<i>4.10 &amp; 4.12</i>	The Tumultuous Sixties, 1960-1968 <b>Essay 3 is due</b>	Chapter 27 Read "I Have a Dream" and "Letter from a Birmingham Jail"
<i>4.17 &amp; 4.19</i>	A Pivotal Era, 1960-1980 <b>Quiz #7 on Chapters 26 and 27</b>	Chapter 28 Prepare essay 4
<i>4.24 &amp; 4.26</i>	Conservatism Revived, 1980-1992	Chapter 29
<i>5.1 &amp; 5.3</i>	Into the Global Millennium, America Since 1992 <b>Quiz #8 on Chapters 28 and 29</b> <b>Essay 4 is due</b>	Prepare for Comprehensive Final Exam
<i>5.8</i>	<b>Final Exam-Tuesday 12:00-1:40 pm</b>	

