

TO: UNDER GRADUATE STUDENTS
2014 Spring Semester
FROM: Octavia Jones- Reed, Professor
SUBJECT: 1302 United States History CRN 75858
United States History from 1877 – Present
Tuesday and Thursday 9:30a.m. - 11:00a.m.
North East Houston Community, North Line Center

SYLLABUS

The purpose of this course is to acquaint the students with a clear, relevant, and balanced history of the United States; as an unfolding story of national and international developments, from **THE POST CIVIL WAR TO THE PRESENT.**

The premise for the study of the United States History provides an understanding and appreciation of our American heritage, culture ideals, and how they developed. Throughout this study, students will be able to see how events of our country's past influence the present and will obviously affect the future.

A study of United States History ultimately prepares students to be informed citizens who participate effectively in our society. During this study, students will actively engage in THEMES covering the entire summation and documentation of The American Promise; A History of the United States. The themes enable students to learn course materials at an analytical level of understanding such as, those found in Bloom's Taxonomy. Students will analyze topics that correlates to the THEMES stated below:

Post War Era:

- (1) Reconstruction, 1863-1877
- (2) Dissent , Depression, and War, 1890-1900
- (3) Progressivism from the Grass Roots to the White House, 1890-1916
- (4) World War 1:The Crusade for Democracy At Home
- (5) The Crash of 1929; Stock Market Collapses
- (6) Roosevelt Conquers The Fears; The Alphabet Programs
- (7) The Holocaust
- (8) Atomic Warfare
- (9) Nuclear Strategy
- (10) Hydrogen Bomb
- (11) Alliance Of Containment
- (12) Truman Doctrine
- (13) Marshall Plan, NATO
- (14) Peace Accord

Causes and Effects of Wars, Uprising, and Rebellions

- (1) Spanish American War
- (2) World War I
- (3) World War II
- (4) Korean War
- (5) Bay of Pigs
- (6) Vietnam Conflict
- (7) Persian Gulf War
- (8) Iraq War
- (9) Cultural Wars (Immigration)

Politics

- (1) Major Political Parties
- (2) Third Parties
- (3) Electoral College System
- (4) Blue/Red States
- (5) Amendments to the Constitution (13th -27th)
- (6) Federal Impeachments and Resignations
- (7) Appointments and Confirmation of Political Officers

What were the Sources and Significance of the "Rights Revolution", 1960-21ST Century

- (1) Human Rights
- (2) Civil Rights
- (3) Social Rights
- (4) Second Reconstruction

Terrorism, Terrorist Acts

- (1) Bombing of Federal Building in Oklahoma City, 1995
- (2) September 11, 2001
- (3) Ku Klux Klan, Post Civil War – Present
- (4) Pan American Flight blown up over Scotland, 1988
- (5) World Trade Center Bombed, 1993

TEXTBOOK:

Roark, Johnson, Cohen, Stage, Hartmann
The American Promise: The History of The United States
Fifth Edition

COURSE READING(s):

My History Lab, e Reader
Davis, Kenneth: Don't Know Much About History;
Random House-Website @www.randomhouseaudio.com
Johnson P. Michael, Reading The American Past;
Selected Historical Documents, Fifth Edition
Volume 2: From 1865

COURSE DOCUMENTS: You Tube; Historical Documentations

COURSE REQUIREMENTS, COURSE ASSIGNMENTS, AND VALUES GUIDELINES FOR CHAPTER ANALYSIS (WRITTEN)

COURSE REQUIREMENTS, COURSE ASSIGNMENTS AND VALUES

- | | |
|--|----------------------|
| 1. Chapter Assessment | 100 pts. |
| 2. Chapter Assessment | 100 pts. |
| 3. Critical Reviews (Oral/written) | 50/50 pts. = 100pts. |
| 4. Mid-Term Examination | 100 pts. |
| 5. Final Examination | 100 pts. |
| 6. Class Participation –Current Events | 40 pts. |

7. Notebook Amenities: 15pts.
- a. Folder
 - b. Cover Sheet
 - c. Signature Sheet (Name Sheet)
 - d. Contents (Dates, Objectives, Assignments, Activities, Grades)
 - e. Current Abstracts/Events
 - f. Handouts
 - g. Notes
 - h. Peer Analysis Paper

*** An Essay will be applied on or before each assessment e Reader Materials will be applied.**

GRADES WILL BE DETERMINED BY THE FOLLOWING SCALE:

POINT SYSTEM

500 - 555	A
400 - 499	B
300 - 399	C
200 - 299	D
100 - 0	F

Assessments and Reports are equivalent to 100%

TENTATIVE SCHEDULE (Subject to change)

Chapter Assessment	February 4, 2014
Chapter Assessment	February 27, 2014
Mid-Term Assessment	March 18, 2014
Critical Review Reports	April 8, 10, 15, and 17, 2014
Final Assessment	May 8, 2014
Class Participation	Daily News & Attendance
Notebook: Abstracts & Notes	May 1, 2014

ATTENDANCE POLICY

Students in case of an emergency and you are unable to attend class, please contact me at © **281-460-7923** or e-mail Octavia.jonesreed@hccs.edu. Remember, it is your responsibility to contact me for make-up assignments or you may contact one of your colleagues .Attendance will be checked daily. I urge you to drop the course for non-attendance. However, the instructor has full authority to drop a student for excessive absences; 5 or more days.

I encourage you to also study, read your textbook and course readings, listen, take notes, highlight your text if needed and get involve by participating in class. Your class participation points will be based on your attendance and involvement. Students must be familiar with current issues. (Local, State, National and International).

GUIDELINES FOR CRITICAL REVIEW (CHAPTER ANALYSIS – WRITTEN)

Chapters: 27-31 will be chosen or selected from Roark, Johnson, Cohen, Stage, Hartmann
The American Promise: the History of the United States; Fifth Edition,

Students must be able to follow these guidelines:

1. Analyze Chapters 27-31
2. Outline the selected chapters
3. Select peers to work with
4. Oral presentation/feedback will be presented by each member within the group (Fishbowl with Revision) Reciprocal Teaching Technique.
5. Allotted time will be scheduled for students to work on their projects
6. Each group will assign a Captain and Secretary.
7. Each member will be assigned a designated section of the chapter to analyze
8. The Captain will submit one outline for the entire group.
9. Each group member will initial his or her section at the top of the paper on the right hand side.
10. Students must be able to use three (3) references pertaining to the assigned chapter. (The American Promise and two other references/work cites)
11. Upon submitting your report, you must have:
 - A) Folder
 - B) Cover Sheet/Fly Sheet
 - C) Signature Sheet (Name Sheet)
 - D) Introduction, Body of the Paper and Conclusion
 - E) Work Cite/Reference(s) (3)
 - F) **ALL PAPERS MUST BE TYPED**

PLEASE FOLLOW THE OUTLINE FORMAT GUIDELINES FOR CHAPTER ANALYSIS (WRITTEN)

INTRODUCTION: _____

- I. _____
- A. _____
- B. _____
1. _____
2. _____
3. _____
- a. _____
- b. _____

II.

CONCLUSION: _____

Paper must consist of amenities such as:

1. Typed
2. Double Space
3. Arial – Font 12
4. Spell Check
5. Justify
6. Primary and Secondary Sources

Instructor must approve and confirm chapters chosen by students.
Students will be able to work in groups.

GUIDELINES FOR CHAPTER & CRITICAL REVIEWS (ORAL)

THE CRITERIA FOR CHAPTER & CRITICAL REVIEW ORAL ANALYSIS WILL CONSIST OF:

1. Organization of written materials (Thinking Critically)
2. Eye Contact
3. Volume (VOICE, CLEAR, ARTICULATION AND DISTINCT)
4. Force and Enthusiasm
5. Conclusion, Summary
6. Footnote-References (Minimum 3; Primary and Secondary Sources)

COURSE READINGS HAVE BEEN ASSIGNED: Students must be able to read, listen and correlate the analysis of each author's point of view as their interpretation of history.

IMPORTANT INFORMATION

Learning Technique will consist of:

1. **Buzz Groups – Discussion Techniques- Adapted from Barkley, Cross, and Major**
2. **“In The News” – Being able to discuss what is in the news as an icebreaker to compare and contrast History – (To make History more relevant and to compare the past historical events with the present.)
Adapted by Octavia Jones-Reed**
3. **Note-Taking Pairs – Reciprocal Teaching Technique Adapted from Barkley, Cross, and Major**
4. **Fish Bowl with a Revisions**
5. **Eamon, Michael, “Toolkit” Defining Primary and Secondary Sources
The Learning Centre-Library and A page 1-5**
6. **You Tube Documentations**
7. **Students Outlines will be submitted on the day of the report.**
8. **EGLS, EVALUATION FOR GREATER LEARNING STUDENT SURVEY SYSTEM OR SHORTENED. EVALUATE YOUR INSTRUCTOR: EGLS
Students will be allowed to go to the computer Lab to implement the evaluation.**

HAVE A GREAT SEMESTER
Professor Octavia Jones-Reed