

Hidalgo Early College District Toolkit

SOUTH TEXAS COLLEGE
Division of Liberal Arts and Social Sciences
History Department Syllabus
Spring 2011

Instructor's Information:

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Course Information:

1. Course Name: U.S. History II
2. Course #: History 1302-S

Course Description:

1. This is a survey of the political, social, economic, military, cultural and intellectual history of the United States from Reconstruction to Present.

2. Prerequisites: A passing score of 78+ on the Reading ACCUPLACER Exam or equivalent; or completion of READ 0090 with a grade of "C" or better.

3. Program Learning Outcomes:

- Student will demonstrate a familiarity with the history of the Americas

4. Course Learning Outcomes:

- To understand the evolution of and role of the U.S. from the Reconstruction to Present.
- To differentiate and analyze historical evidence and different points of view regarding the U.S. from Reconstruction to Present.
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research regarding the U.S. from Reconstruction to Present.

5. Exemplary Educational Objectives for Core Component Area

- To understand the evolution and current role of the U.S. in the world
- To differentiate and analyze historical evidence (documentary and statistical) and differing points of view
- To recognize and apply reasonable criteria for the acceptability of historical evidence and social research

6. Intellectual Competencies

Reading—By paraphrasing material present in the text, handouts, journals, and/or articles.

Writing—By constructing essay answers on examinations, written assignments, and research projects.

Speaking—By explaining ideas in an organized way with adequate grammar and sentence construction during classroom interaction and oral presentations.

Listening—By following verbal directions and delivering appropriate comments in the classroom during instructor/student interaction

Critical Thinking—By analyzing and critiquing an issue in essays, term papers, or projects.

Computer Skills—By handing in word-processed papers or research projects with at least one source from an internet source.

7. Perspectives

- Showing respect for other cultures and in gender issues by using utmost caution and being sensitive to such issues while presenting opinions on issues in History
- Accomplishing assignments on time, cooperating with group assignments, and attending classes for the full time period.
- Using technology in the presentation of class assignments, exploring the wide variety of information on History issues available through the use of technology, and using technology properly such as turning off cell phones and observing copyright laws when using technology.
- Demonstrating ethical behavior through active group participation, avoidance of plagiarism and cheating by copying and distributing other students' work or instructors' exams or assignments.
- Displaying aesthetic judgment by presentation of organized and typed written assignments in properly prepared formats.

- Exhibiting problem solving ability through critical thinking and self-evaluation on homework and other class assignments.
- Confirming the importance of interdisciplinary skills by using written communication (English), language arts (Communication), philosophical analysis (Philosophy), historical events (History), government issues (Government), word processing (Computer Science), and sociological theories (Sociology) to complete homework assignments, to participate in classroom discuss, and to respond to examination questions.

Instructor outcomes:

All homework is designed to allow an in depth discussion and lecture of the chapters and is mandatory. Note taking, Levels of Questioning Activities, and Quizzes will be used to assess work. In-class participation will factor into consideration when grades fall on a borderline.

Cheating is in no way tolerated in this course. For that reason, complete silence is required during testing. If you are caught cheating, parents and the school counselor will be notified and the test receives a zero. The same policy holds true for homework assignments. Doing work together should not be confused with copying work from one another. Use group work to help each other and teach each other. Plagiarism on any writing assignment is also considered cheating. (Copy/Paste) This policy does include improper use of the Internet.

Late Work: All assignments must be turned in on the date specified on your course outline or on the date announced in class. Late work will not be accepted except in case of absence. Materials can always be turned in late for the purpose of learning and it will be read and graded (although not recorded). All of the work is designed to help the student pass the AP exam, therefore even work that does not receive credit is vital to test preparation.

Attendance: Because this is an Advanced Placement/Dual Enrollment class and since we must cover so much information, attendance is essential to success. Be prepared for lengthy and long-term assignments (Reading assignments and assessment). In this class students are expected to be responsible for some of their own learning. Late work in case of absence follows the general policy of Hidalgo Early College High School. It is the student's responsibility to check in and find out what was missed or to turn in work if they missed a deadline due to sickness/family emergency.

If a student misses class on the day of a test, it is imperative that the student make up the test within two days of their return to class. History 1302 moves at an extremely fast pace, therefore, it actually hurts the student if they wait too long to take any outstanding tests. Under extreme cases, a test may be missed and the following test will count as double to compensate for a missing test grade.

Department Course Requirements:

Blackboard: Participation with the Course Homepage on Blackboard is MANDATORY. During the first two weeks you are required to login to the homepage. If you do not know how to do this, ask the instructor. All Blackboard elements *can* be done from the free computer labs on campus, from any public library computer and from your home.

Grading:

Chp. Exams 40%	Quizzes 10%
Sem. Exam 20%	Participation 5%
Project 10%	Folder/Binder 5%
Essays 10%	

Evaluation:

- a.Evaluation method for exemplary educational objectives
- b.Grading criteria

Required Textbook: Kennedy, David et al. *The American Pageant* 12th edition. 2002

Supplemental Readings:

To be provided by the Instructor.

Developmental Studies Policy Statement:

The College's Developmental Educational Plan requires students who have not met the college-level placement standard on an approved assessment instrument in reading, writing, and/or mathematics to enroll in Development Studies courses including College Success. Failure to attend these required classes may result in the student's withdrawal from ALL college courses.

Statement of Equal Opportunity: *No person shall be excluded from participation in, denied the benefits of, or be subject to discrimination under any program or activity sponsored or conducted by South Texas College on the basis of race, color, national origin, religion, sex, age, veteran status or disability.*

Alternative Format Statement: *This document is available in an alternative format upon request by calling (956)872-2094.*

ADA Statement: *Individuals with disabilities requiring assistance or access to receive services should contact disABILITY Support Services at (956) 872-2173.*

Office hours: I should be on campus during the hours of 7:30-4:00. My Conference is 7th period and will have Tutoring Tuesdays and Thursdays from 4:00-4:45pm. If you need to meet any other time, make arrangements with me.

Class Schedule

Week 1 (Jan. 5-7)**Chapter 23 *Political Paralysis in the Gilded Age***

The Gilded Age stalled governmental involvement in growing monopolies. Greed, graft, and corruption were common (e.i. Credit Modilier, Whiskey Ring). The rise of railroad pools and trust controlled American economics. In response, rise of Agrarian and labor unions to fight against corruption.

Week 2 (Jan. 10-14)**Chapter 24 *Industry Comes of Age***

Large Trusts control the economy. Steel and Oil trusts dominate the market. The railroad spurs industry and poor conditions led to various reforms and rise of unions. Industrialization brings the American economy to world levels. "Vertical" and "horizontal" integration.

Chapter 25 *America Moves to the City*

Late nineteenth century sees rise of urbanization. New Immigrants arrive starting in 1880s. Slums, settlement houses, African-Americans move towards civil rights, Washington and Dubois.

Jacob Riis' *How the Other Half Lives* demonstrates the poor conditions urbanization brought at the cost of Industrialization and economic gain.

Week 3 (Jan. 17-21)**Chapter 26 *The Great West and the Agricultural Revolution***

The end of the Frontier signified the end of Native American nomadic way of life. Populist Party moves to take political action. Farmers live in debtor dependency and are victims of an economic revolution. Urbanization and middle class come out on top. "Safety-valve theory," "Fingers of a hand" vs. "Top 10 percent," Muckrakers.

Frederick Turner's *The Significance of the Frontier in American History* shows the changing cultural life of the United States.

Booker T. Washington's *Up From Slavery* and W.E.B. Dubois' *The Soul of Black People* will show the different means to improve Civil Rights for Blacks.

Chapter 27 *The Path of Empire*

The Age of Imperialism starts with interest in Hawaii. Yellow journalism brings Cuban affairs to American attention. The Spanish-American War allows the U.S. to enter the World Stage of Empire with acquisition of Puerto Rico, Philippines, and Guam. Hay's Open Door Policy opens China to foreigners.

Test over Chapters 23-27

Week 4 (Jan 24-28)

Chapter 28 *America on the World Stage*

American involvement in World Affairs is shown through action in China, Philippines, and Latin America by the “Roosevelt Corollary” and the beginning of the building of the Panama Canal.

Alfred Thayer Mahan’s *The Influence of Sea Power Upon History: 1660-1783* on the modernization of the Navy.

Chapter 29 *Progressivism and the Republican Roosevelt*

Reform movements in the political arena start at the City and State levels that reached National levels under T. Roosevelt’s administration and his “Square Deal.” “Trust Busting” and regulation business.

Week 5 (Jan 31-Feb 4)

Chapter 30 *Wilsonian Progressivism at Home and Abroad*

Dollar Diplomacy changes to Moral Diplomacy under Wilson. What was the U.S. taking a stance of neutrality? The Ideological Administration of Wilson leads to isolation in world affairs. Economic gains through anti-trust legislation, labor regulations, and creation of the Federal Reserve.

Chapter 31 *The War to End War*

From a War to Make the World Safe for Democracy, to a War to End all War, Wilson’s idealism was lost at the Treaty of Versailles. Henry Cabot Lodge’s resolution added to the treaty met an unbending Wilson that led to a failure to accept the treaty and ultimately did not allow for American participation in the League of Nations.

Woodrow Wilson’s *14 Points*

Test over Chapter 28-31

Week 6 (Feb 7-11)

Monday: DBQ—American Diplomacy in the Great War

American foreign policy leading up to involvement in the First World War was greatly influenced by our definitions of the rights of neutrals and our assertions of “freedom of the seas.” At what point do you feel that Germany was justified in considering the United States an enemy and acting on that perception accordingly?

Chapter 32 *American Life in the “Roaring Twenties”*

The end of Progressive reforms leads to a return of *laissez-faire*. Immigration restrictions reflects the rise of Nativism. Women’s liberation is away from the Victorian model. “Speak-easies” and over-production brings about the conditions to the economic depression. The foreign market recession causes a drop in prices domestically. Lead into the Depression of the 1930s.

Chapter 33 *The Politics of Boom and Bust*

Over-speculation in the market and an economic unilateralism abroad was pursued by pro-business interests. The Stock Market Crash in 1929 resisted Hoover’s attempts to restore the economy.

Week 7 (Feb 14-18)

Chapter 34 *The Great Depression and the New Deal*

The New Deal aims at “relief, recovery, reform” by bringing about massive federal spending programs to end the depression. 100 Day Congress, Conditions during the Depression, Bust Bowl, The “Court-packing bill,” and the balance of power among the three branches.

Studs Terkel’s *Hard Times: An oral History of the Great Depression*

Chapter 35 *Franklin D. Roosevelt and the Shadow of War*

Isolation for recovery turns to Neutrality in European war. Threats from totalitarian governments in Europe led to more intense trade with Allies. U.S. economically involved but Pearl Harbor made it a war with political and social backing.

4th Six Weeks Exam over Chapters 23-35

Week 8 (Feb 22-25)

Chapter 36 *America in World War II*

Mobilization of war effort changed the American society socially and economically. Women in total war effort, Rosie the Riveter, The Bracero movements and minority treatment, the war fronts: Pacific, European, African, and Home. The Manhattan Project and Truman's decision to use the A-bomb.

Chapter 37 *The Cold War Begins*

Two hegemonic forces emerge from WWII; U.S. and U.S.S.R. The ideological conflict between democracy and communism spreads throughout the world. Passive war in Korea and Truman's policy of "Containment" show the struggle between the two ideologies. American prosperity manifests itself in the baby boom, with migration to suburbs and rise of minorities and poor living in urban centers. The Marshall Plan as an economic and social rebuilding of Europe.

President Harry S Truman's Speech to Congress, March 12, 1947.

Week 9 (Feb 28-March 4)

Monday: FRQ— *Analyze the responses of Franklin D. Roosevelt's administration to the problems of the Great Depression How effective were these responses? How did they change the role of the federal government?*

TAKS ELA-March 1st

Chapter 38 *The Eisenhower Era*

Tensions continue in the Cold War. Domestic family-oriented perspective sees the developing Civil Rights movement as they are influenced by television and popular culture. Cold War fears fuel the second Red Scare in McCarthyism while technological innovation spurs forth the Space and Arms race.

Week 10 (March 7-11)

Chapter 39 *The Stormy Sixties*

From Kennedy's "New Frontier" to Johnson's "Great Society," the U.S. changed social under Civil and Labor Rights movements. "Flexible response" bore ill fruit in Cuba while increasing American involvement in Vietnam that Johnson "escalates." The war in Vietnam leads to domestic opposition that changed the social demographic of the era. The Civil Rights movement's triumph with the Civil and Voting Rights Acts is shadowed by MLK's assassination.

Select speeches from Martin Luther King, Jr.

Robert Kennedy's speech follow MLK's assassination.

Thursday: Exam over Chapters 36-39

Week 11

Spring Break – Assign President's List over Break

Week 12 (Jan 21-25)

Chapter 40 *The Stalemated Seventies*

Cold War strategy changes with Détente but trouble in the Middle East threatens American oil supply. Economic recession is meet with a women's social movement; feminism as they work towards an Equal Rights Amendment. Rachel Carson's *Silent Spring* calls for environmental measures to begin. Watergate tests the political system and American resolve. Civil Rights is upheld under affirmative action while the latter is challenged by Bakke.

Thursday: DBQ—New Deal vs. New Frontier and Great Society

In what ways and to what extent were the New Frontier and Great Society programs of the 1960s extensions of the New Deal Programs of the 1930s? Use the documents and your knowledge of the time periods to respond to this question. Ten articles.

Week 13 (March 28-April 1)

Review President's List Assignment Mon-Thurs.

Advanced Placement Exam: 80 MC Questions.

Week 14 (April 4-8)

AP Exam Review

Week 15 (April 11-15)

AP Exam Review

Week 16 (April 18-21)

AP/TAKS Review

Week 17 (April 25-29)

TAKS Week

Finals Week

May 7-13, 2011

Final Presentations and Exam-TBA

AP Continuation of Timeline-Discuss following Chapters for the remaining school term.

Chapter 41 *The Resurgence of Conservatism*

Reagan's "New Right" brought both economic growth and huge budget deficits. The return to Cold War sentiment is seen through S.D.I. (Star Wars) but is over by 1991. The global economy is expanding. Foreign conflict brings the U.S. to war in Persian Gulf I. American intervention in the Caribbean, Africa, and the Balkans raises concerns as to U.S. use of force in undeveloped or developing countries. The first Baby-boom President is elected. International relations are defined more by economic cooperation.

Chapter 42 *The American People Face a New Century*

The "information age" changes the demographic of the U.S. The role of family and women changes while the arrival of new immigrants changed American lifestyle. The United States on the stage of Globalization.