

History 1302 (Summer 2011)

History of the United States from 1877

Course Syllabus

**Instructor:** John McLemore

**Classroom Hours:** Deadrick Hall 215

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**Classroom:** Dh—room 215

**Communications:** The best method of communication is via e-mail at the above address or by appointment before or after class.

**Text:** *The Unfinished Nation 6<sup>th</sup> Edition*, Alan Brinkley, Columbia University, 2010.

**Course Objectives:** As a collegiate level survey course of United States History, this class seeks to examine the evolution of the United States as a country, world power and super power. The class will seek to gain knowledge of the establishment and development of the major political, social, economic, military, and intellectual streams of this nation's history. We will seek to discover the evolving characteristics that have given this country its distinctive history. Since the founding of our country the United States has struggled to provide equality for all its citizens, this course will examine the where, when, who, and how of that struggle. We will examine the changes (good and bad) brought about by that struggle in the 20<sup>th</sup> Century. We will also effort to achieve the General Education Curriculum Goals for American History Survey Courses as listed below:

- Examining social institutions and processes across a range of historical periods, social structures, and cultures
- Analyzing the effects of historical, social, political, economic, cultural, and global forces on the area under study
- Comprehending the origins and evolution of the United States with a focus on the growth of political institutions, the U.S. Constitution, federalism, civil liberties, and civil and human rights
- Understanding the evolution and current role of the United States in the world
- Differentiating and analyzing historical evidence and differing points of view
- Recognizing and applying reasonable criteria for the acceptability of historical evidence and social research
- Identifying and understanding differences and commonalities within diverse cultures

*History, as a discipline, is reading and writing intensive and as such this course will be no different.* However, as technology has made the society and educational system we live in more visual we will attempt to make this course somewhat more visual itself.

## **Introduction of John McLemore...**

As an instructor of American History, I believe it is important to look at history in as many different views as possible so we can form our own opinions. I believe there are some names and dates that are vital and must be learned because they help form a foundation of cause and effect and cause and effect is how I look at history. As we move through the semester I hope students will be able to discern the causes of different events and trends that have had long range effects. Our look at history will examine the social, political, institutional, and governmental changes that have come from the various causes and effects during the last one hundred and twenty five years of United States History. It is my goal, as an instructor, to have students advance their reading, writing, and thinking skills in an effort to form their own opinions about United States History. The ability to form intellectual opinions on the various events of history allows students to become better citizens.

### **Requirements:**

**An annotated timeline will be required to cover the entire course. Your timeline must start about 1877 and go until 2000. I would suggest you pick four or five important dates, events, or people from each chapter to build your timeline around.**

**1 Presidential ranking report—this will be explained in class. The presidents qualifying for this ranking begin with U.S. Grant and go up to Bill Clinton. George W. Bush and Barrack Obama cannot be included in the rankings regardless of your politics.**

**1 Movie Reviews—will be explained in class and by a handout. The movie must fall in the time period between 1877 and 2000. The movie list handout is not all encompassing but any movie picked not on the list must be approved.**

**12 Political Cartoons—will be discussed in class in some detail. These cartoons cannot be the same as ones in the textbook. The cartoons need to cover a major theme from each section of history as explained in class.**

There will be **two major exams** in this course. These are already scheduled and will come on **July 26, and August 10**, and they are posted on the assignment sheet. The exam on **August 10** will be **the Final and it will not be comprehensive.** It is imperative students maintain their reading.

**Notebook:** The notebook will contain the annotated timeline (first thing in the notebook) followed by the Presidential ranking report (this should be no more than two pages), then the one

movie review (again no more than two pages), and then the 12 political cartoons. This will consist of 12 pages with the cartoon and answered questions included on the same page. The grades for this notebook will follow the break down given above and will consist of 70% of the total grade for this course. The remaining 30% will come from two exams and the attendance grade. **The Notebook is due on August 9 by the end of class**—Notebooks turned in on the day of the final will be accepted but there will be a 50 point late penalty.

Summer moves very quickly and procrastination will only cause hardships for those that choose to wait till the last minute to do the work. You will be given ample time both during scheduled class time and after to get this work done—please choose to get it done so not to cause undo problems or penalties to be incurred.

**GRADES: There is no curve in this course or extra credit.**

**2 exams will be worth 100 points each = 200**

**1 Presidential ranking report worth 100 points**

**12 Political cartoons are worth 25 each for 300 points**

**1 Movie Reviews are worth 100 each for 100 points.**

**1 Timeline is worth 100 points**

**Attendance (19 classes, each class worth 5.26pts.) = 100 points**

A = 810 to 900 points

B = 720 to 809 points

C = 630 to 719 points

D = 540 to 629 points

F = anything below 540 point

**Academic Integrity:** All students are responsible for adhering to a certain standard of behavior when it comes to honesty and plagiarism. Any student who engages in scholastic dishonesty, which includes, but is not limited to cheating, plagiarism, and collusion will receive an “F” for the course. Academic dishonesty is unacceptable and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with Odessa College’s regulations and procedures. Any student violating this policy will be removed from this class.