

United States History II
Spring 2013 Course Syllabus
(Hist 1302.6245)



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Office Hours: Available most days - email or text me to schedule. My office is in the [OC Help Center](#) (SUB 204I).

Accountability Partner: _____ **Phone:** _____

Course Description

United States History II is a survey of the social, political, economic, cultural, and intellectual history of the United States from the Reconstruction to the present. The course examines industrialization, World Wars I and II, the Great Depression, and the Cold War through the lens of the 21st century. Themes addressed will include: American culture, religion, and consumerism; changes in civil and political rights; technological acceleration; economic challenges; immigration, urbanization and suburbanization; the rapid expansion of the federal government; and American globalization.

Unit One: Industrialism and Imperialism

(Chapters 17-20, Weeks 1-4)

Unit Two: Progressivism and the Great War

(Chapters 21-24, Weeks 5-8)

Unit Three: A Depression, a New Deal, and a Good War

(Chapters 25-28, Weeks 9-12)

Unit Four: Postwar America and the Cold War

(Chapters 29-32, Weeks 13-16)

Course Outcomes

Upon successful completion of this course, students should be able to create an argument that effectively uses historical evidence, interpret and criticize primary and secondary sources, and analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history

Textbook & Course Tools

You are expected to bring a course folder, a planner (paper or digital), a note-taking system (old-fashioned or newfangled) and Alan Brinkley's *The Unfinished Nation: A Concise History of the American People*, 6th edition, to each class meeting. Smartphones, tablets, and laptops, used responsibly, are welcome in the classroom.

Methods of Evaluation

Your final grade will be determined by points awarded for your active attendance and engagement in the course as well as points earned on your examinations, quizzes, in-class assignments, research paper and presentation.

Attendance & Participation	Assignments & Quizzes	Research Paper & Presentation	Four Examinations
100 points	100 points	200 points	600 points

Your grades should be available to you in real-time through the Odessa College Portal;
meet with a tutor in the Student Success Center if you have any trouble with access.

I will return all graded work back to you within one calendar week and will follow the following standard score ranges:

90-100% = **A** 80-89% = **B** 70-79% = **C**
60-69% = **D** 0-59% = **F**

Course Specifics

Assignments & Examinations

You will be graded on three unit examinations, short quizzes/assignments, and a combination unit/final exam. The unit examinations will be administered on **February 14th, March 14th, April 11th**, and the unit/final exam will occur during finals week. The quizzes will occur at random and any assignments will be completed in class. All eight exams are weighted equally, and the final exam will feature extra credit questions.

Research Paper & Presentation

The advent of new media underscores the essentiality of writing skills in the 21st century; writing is internalized conversation re-externalized, increasingly, for the world to see. After the first exam, you will begin to write a succinct argumentative research paper (3-5 pages) on a figure or topic of this historical era you find interesting; detailed instructions and rubric will be handed out in class on **February 21st**. In addition, you will be responsible for organizing and presenting your research to your classmates during the last week of class. The effective use of media and technology will be encouraged.

Civic Credit

Impress me with acts of good citizenship and I will award you up to *20 points* (a 2% boost to your final grade). Registering to vote, donating blood, writing a letter to one of your elected representatives, and participating in the Student Government Association are excellent examples of the sort of activities I will count. Tweet @STRAYDOGFREE or email me with a photo for credit.

Attendance / Late Work Policy

If you miss class it is solely your responsibility to catch up; utilize your accountability partner to ensure you do not fall behind. I do not differentiate between excused or unexcused absences. If you must miss a test contact me ahead of time to negotiate for alternate testing accommodations. Quizzes and assignments will occur in class and cannot be made up.

Academic Dishonesty

You are expected to do your individually-assigned work independently. Legitimate academic dishonesty will result in a failing grade for the course. When you submit a piece of writing that bears your name as author, you are claiming that all the words and ideas in that work are yours unless otherwise noted. Failure to identify and document outside sources of information constitutes academic dishonesty.

Odessa College Resources

Learning Resource Center

The Learning Resources Center (the OC Library) provides research assistance via the LRC's catalog and databases. Research guides, tutorials, and the "Ask a Librarian" service offer students a wealth of academic resources. Copies of the course reader (in English and in Spanish) are available for short-term check-out at the LRC

Student Success Center

Free group and one-to-one tutoring, use of the computer lab, help with online courses, and more is available at 432-335-MORE (6673).

Special Accommodations

Odessa College complies with Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. If you have any special needs or issues pertaining to your access to and participation in this or any other class at Odessa College, please contact me to discuss your accommodation options. You may also call or email the Office of Disability Services at 432-335-6861 or email Becky at brivera@odessa.edu

Crisis Intervention

Odessa College cares about the health and safety of all members of our campus community. Contact me directly or contact Student Success Coach Katherine Phillips, member of our Behavior Intervention Team, at 432-335-6478 if you are concerned about your own well-being or the well-being of a fellow student.

Odessa College Core Course Objectives

All courses at Odessa College seek to foster the following six values and skills in our students

- 1 – **CRITICAL THINKING SKILLS:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- 2 – **COMMUNICATION SKILLS:** To include effective development, interpretation and expression of ideas through written, oral and visual communication
- 3 – **EMPIRICAL & QUANTITATIVE SKILLS:** To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions
- 4 – **TEAMWORK:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose of goal
- 5 – **PERSONAL RESPONSIBILITY:** To include the ability to connect choice, actions and consequences to ethical decision-making
- 6 – **SOCIAL RESPONSIBILITY:** To include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Odessa College Expectations for Engagement – Face to Face Learning

To help make the learning experience fulfilling and rewarding, the following Expectations for Engagement provide the parameters for reasonable engagement between students and instructors for the learning environment.

Reasonable Expectations of Engagement for Instructors

1. As an instructor, I understand the importance of clear, timely communication with my students. In order to maintain sufficient communication, I will:
 - respond to all messages in a timely manner through text message, email, or next classroom contact; and,
 - notify students of any extended times that I will be unavailable and provide them with alternative contact information
2. As an instructor, I understand that my students will work to the best of their abilities to fulfill the course requirements. In order to help them in this area, I will:
 - provide clear information about grading policies and assignment requirements; and
 - appropriately communicate any changes to assignments and/or to the course calendar
3. As an instructor, I understand that I need to provide regular, timely feedback to students about their performance in the course. To keep students informed about their progress, I will
 - return all graded work within one week of the due date.

Reasonable Expectations of Engagement for Students

1. As a student, I understand that I am responsible for keeping up with the course. To help with this, I will:
 - attend the course regularly and line up alternative transportation in case of unexpected issues;
 - recognize that the college provides free WiFi, computer labs, and library resources during regular campus hours; and,
 - understand that my instructor does not have to accept my technical issues as a legitimate reason for late/missing work.
2. As a student, I understand that it is my responsibility to communicate quickly with the instructor any issue or emergency that will impact my involvement with or performance in the class. This includes, but is not limited to,
 - missing class when a major test is planned or a major assignment is due; having trouble submitting assignments; dealing with a traumatic personal event; and having my work or childcare schedule changed in a way that affects my ability to attend class meetings.
3. As a student, I understand that it is my responsibility to understand course material and requirements and to keep up with the course calendar. While my instructor is available for help and clarification, I will:
 - seek out help from my instructor, my Accountability Partner, and from tutors; ask questions when I have them; and, attend class regularly to keep up with assignments and announcements.