

History 1302:1 (3660)  
History of the United States from 1877  
Course Syllabus

**Instructor:** John McLemore  
**Classroom Hours:** MTWT--9:30 to 11:35 am  
**Classroom:** DH 215  
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**Communications:** The best method of communication is via e-mail at the above address—I teach internet courses so I check my e-mail several times a day. On campus appointments can be arranged either before or after class each day.

**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

*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 and so we will attempt to make this course somewhat more visual itself.

**The Odessa College Student Success Coaches** will help you stay focused and on track to complete your educational goals. If an instructor sees that you might need additional help

or success coaching, he or she may submit a Retention Alert or a Starfish Alert. A Student Success Coach will contact you to work toward a solution.

## **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 effects will become apparent and how they have played a role in the society with share today. 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 goals, as the 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. My goal is for students to become thinkers and I use history to hopefully achieve this goal.

## ***Requirements for the Course:***

**Notebooks** are due on August 12, 2013 by the close of class. Notebooks turned in after the close of class on August 12, 2013 will have **a severe late penalty of 140 points deducted from the assignment**—this equals 7 points for each day of the semester. Notebooks must have the following content:

- 1. Cartoons:** political cartoons will be divided into four sections and each section will have two cartoons. The cartoon sections will be **1877 to 1920, 1921 to 1945, 1946 to 1975** and **1975 to 2013**. The cartoons will follow the guidelines given at the end of this syllabus. ***Worth 100 points per section for a course total of 400 points.***
- 2. Film Review:** there will be no choice in the film reviewed—all students will write a review of the documentary series we watch in class. The documentary will cover from 1880 to 1996. Students will address several issues as pointed out in the film. The question will not be about historical accuracy but historical point of view. Students will review the documentary and in a two page paper point out at least five areas that you disagree or would question about the view taken by the film maker or narrator. ***Worth 200 points.***

**Two Exams:** Each exam will come on the date posted in this syllabus and each one will be ***worth 200 points each.*** They will be essay exams and a blue examination book will be required for the exam. The first one will cover chapters 16 to 22 and will happen on **July 30**. The second exam will be the Final and will cover chapters 23 to 31 and will happen on **August 15 (Thursday) at 9:30 am.** Both exams will cover the textbook readings, class lecture, and the documentary film so attendance is important.

**Attendance:** as the State now requires attendance to be kept for each student it is now part of the grade in this class. We will meet ***20 times as a class and each classroom meeting is worth 5.00***

*points for a total of 100 points.* This is the easiest and most optional part of your possible points. You must decide whether or not to come to class.

**Grades: there are not any extra credit or make-up assignments to replace the work required—to make the desired grade the work must be completed and submitted by the due day.**

990 to 1100 = A  
880 to 989 = B  
770 to 879 = C  
660 to 769 = D  
Below 659 = F

**Keys to success: You have signed up for a course that last only One Month of which you will be in class 20 days. This means this course will move quickly and you will be required to do some sort of work every day—even weekends. If you can't or won't be able to put in the time required this course will be a struggle, but if you follow the dos of this course it should be no problem.**

1. **DO** all the work for the notebook—the notebook makes up 55% of the grade of the course grade so it is imperative this notebook be completed and turned in on time. The notebook is due on **August 12**. The notebook is considered late unless it is turned in BEFORE the class dismisses on August 12. Late notebooks will be accepted but with a severe late penalty of 20% or 140 points off. **LATE is anything after the close of class on August 12.**
2. **READ** your textbook—no lecture or film can give you all the information you need so reading the material for the course is important.
3. **PREPARE** for the exams. There will be a review given for each exam one week before it scheduled. Take the review and use it to prepare for the exam.
4. **ASK** questions about things you need or want to know. All questions are accepted and will be answered.
5. **ATTEND** class as this is the easiest part of any course. Be on time and be prepared and everything should go well.

**DON'T for the course:**

1. Don't miss class unless it is unavoidable
2. Don't procrastinate getting your work done—get ahead and stay ahead.
3. Don't text, call or answer your phone during my class. If you must have it on (it should be on vibrate) and if you need to take a call then leave the room BEFORE you begin to talk. Laptops are welcome but they should also have the sound muted, used for notes, or materials pertaining to this class—not game time or internet surfing
4. Don't be tardy to class and if you must be late, then come in quietly without disturbing the class.
5. Don't be disrespectful to anyone in the class for any reason—everyone will act like the adults they are supposed to be.

## Political Cartoon Analysis

We've all heard the expression. "A picture is worth a thousand words."

**Once you make the analysis of the cartoon then you are ready to answer the seven questions that are required with each cartoon. Any question PLEASE e-mail and ask? Not every cartoon will address all seven questions but it will address many of them and ALL cartoons must be agreed or disagreed with.**



Creating editorial cartoons is one way opinions about current events are communicated to the general public. Editorial cartoons are graphic analyses that use drawings, words, symbols, exaggeration and humor to convey an idea or message. In the past these cartoons could influence public opinion even among less literate segments of society. While some cartoonists use them to portray the "ills" of society, others use them in an attempt to prescribe "cures" as well. Editorial cartoons can provide excellent sources of information about the past and present.

**Students will study the following terms to help analyze or explain their cartoons. They will answer the questions found at the end of the defined terms.**

**Symbolism**

After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

**Exaggeration**

When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration. Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.

**Labeling**

Cartoonists often **label** objects or people to make it clear exactly what they stand for. Watch out for the different labels that appear in a cartoon, and ask yourself why the cartoonist chose to label that particular person or object. Does the label make the meaning of the object clearer?

**Analogy**

After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point more clearly to you. An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

**Irony**

**Irony** is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue. When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What is the general subject of the cartoon?

- Who are the characters and what do they represent?
- What symbols are used and what do they represent?
- What outside knowledge and facts do you know about this subject?
- What is the cartoonist's opinion about the topic?
- What techniques did the cartoonist use?
- Do you agree or disagree with the cartoonist's opinion? Why?

### Explanation of the above example...

In the cartoon example above the cartoonist uses many of the items listed above. The donkey dressed in the suit symbolizes the Democratic Party as the donkey is the symbol of that party. President Obama's health care reform is symbolized as a hooker that will cost lots of money, i.e. the briefcase full of cash carried by the donkey. The cartoonist uses exaggeration by showing universal health care as prostitution. Labeling is used by placing a label of universal health care on the woman's clothing so readers cannot mistake the issue being discussed in this cartoon. The analogy here is that the Democratic Party is willing to spend whatever amount of cash necessary to achieve universal health care in this country and has the full backing of the White House which is symbolized by having it in the background window. The irony here expressed by the cartoonist is that universal health is a suckers' proposition and only by spending loads of money can it be achieved and the cartoonist believes the Democratic Party are being suckered into this issue.

### Rubric

#### Political Cartoons

- Description

The following rubric will be how your political cartoons are evaluated and scored.

- Rubric Detail

Criteria	Levels of Achievement		
	Novice (3 Points)	Competent (5 Points)	Proficient (7 Points)
Formatting	Failure to follow instructions on formatting but turning in the work	using the proper Word document but failing to use the proper format (rtf)	using the proper document form and format when the work is submitted
Organization	(3 Points)	(7 Points)	(12 Points)

**Levels of Achievement**

<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
	failure to use the proper time period and not answering all the required questions	using the proper time frame and answer at least 70% of the questions required	cartoons are in the proper time frame and all questions required are answered
	(2 Points)	(4 Points)	(6 Points)
<b>Grammar</b>	Failure to use proper sentence structure or punctuation.	Proper sentence structure but errors in spelling and punctuation.	Proper sentence structure, spelling and grammar throughout the exercise.