

History 1302.F2C

History of the United States from 1877

Course Syllabus

**Instructor:** John McLemore

**Classroom Hours:** 11 am to 1:50 pm MW

**E-mail address:** [jmclemore@odessa.edu](mailto:jmclemore@odessa.edu)

**Emergency contact:** 559-8820

**Classroom:** ET-104 & OC Blackboard

**Communications:** The best method of communication outside of class is via e-mail at the above address. I answer most e-mails within 6 to 8 hours depending on the time of day they are sent but I will answer all e-mails within 12 hrs.

**Text:** *The Unfinished Nation 7<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
- 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 and 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. We need American thinkers as technological advances continue to speed up and shrink our world all at one time.

### **Requirements:**

**2 Political Cartoons will be analyzed by the students. The cartoons will be supplied by the instructor and will be submitted through blackboard. The cartoons will have the analysis tools supplied by the instructor. The cartoons are worth 100 points each for a total of 200 points and are due September 8, and October 6. Late work will be accepted but with a 5% per day reduction.**

**Film Review: we will review some documentary film in class and there will be some available online through Blackboard. Students will view this film and write 2 short 500 to 1000 word essay analysis of the film. The key ingredients of the papers will be discussed, in detail, in class. They are due September 15 and October 13. They are worth 150 points each for a total of 300 points. These are to be well organized, well thought out and well written papers. I am not your English instructor but construction does count to some degree.**

There will be **four major exams** in this course. These are already scheduled and will come on **September 3, September 17, October 1 & October 15** and they are posted on the assignment sheet. The exam on **October 15** will be **the Final and it will not be comprehensive.** It is imperative students maintain their reading. Each exam will cover 4 chapters.

**Make up Exam:** Any student that misses the scheduled exam **MUST** be prepared to take the exam at the **NEXT** class meeting. It is the responsibility of the student to ask about making up the exam not the job of the instructor.

**Attendance:** the state requires that attendance is kept and so a sign in sheet will be used for each class period. Because of that state regulation I have made attendance part of the grade in this course. We meet only 15 times. Attendance will be worth 100 total points in this course so each absence is valued at 6.67 points. This is the easiest part of the grade—**COME TO CLASS!**

The semester will move more quickly than one anticipates and procrastination will only cause hardships for those that choose to wait till the last minute to do the work. This course is only 8 weeks long and it is imperative that all the reading and outside work is maintained.

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

**4 exams will be worth 100 points each = 400**

**2 Political cartoons are worth 100 each for 200 points**

**2 Film Reviews—each worth 150 for 300 points**

**Attendance is worth 100 points**

A = 900 to 1000 points

B = 800 to 899 points

C = 700 to 799 points

D = 600 to 699 points

F = anything below 600 points

### **Requirements to be successful in History 1302**

- 1 .My class begins at 11 and I expect everyone to be here on time.
2. If you are late—don't make a production about coming in and taking your seat
3. You phones should be on silent before they ring and disturb the class
- 4 .If you have to take a call—do not begin the conversation until you have left the room
- 5 .Texting, Facebooking, or any other form of electronic media during lecture or film is unacceptable and if you do those things you may be ask to leave the class and counted absent for the day.
- 6, All my exams require a blue exam book and they can be purchased at the bookstore. No Blue Book – No EXAM!

7. Come to class prepared, participate in the discussion (express your opinions respectfully), do the required readings.
8. THINK—form an opinion, learn to express it and defend your position.

**Required Computer Tools:**

- Internet access—a solid connection
- Ability to send/receive email
- Ability to browse the Internet
- Ability to attach documents
- Ability to cut and paste material into Word documents
- Ability to send/receive discussion postings

**Assignments:**

Class Begins.....	August 25
Cartoon #1 Posted.....	August 25
<b>EXAM 1</b> (Chapters 17, 18, 19 & 20.....	September 3
<i><b>Cartoon #1 Due</b></i> .....	September 8
<b>Film Review One</b> .....	September 15
<b>EXAM 2</b> (Chapters 21, 22, 23 & 24).....	September 17
Cartoon #2 Posted.....	September 18
<b>EXAM 3</b> (Chapters 25, 26, 27 & 28).....	October 1
<i><b>Cartoon # 2 Due</b></i> .....	October 6
<b>Film Review # 2 Due</b> .....	October 13
<b>FINAL EXAM</b> (Chapters 29, 30, 31 & 32).....	October 15

**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.

## 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 to this issue.**