

History 12 / The Political and Social History of the United States II

Prof. Dave Smith

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Office Hours: By appointment

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Email at work: smithdc@wlaac.edu - when emailing, please write your full name, course & subject. e.g "Jane Doe, HIST 11, # 8185" Only use if you are not getting a reply from me through Private Messages on the etudes site

Required Readings:

Henretta, *America: A Concise History, Volume II: From 1865*, 6th ed.

Text and/or video lectures created by the instructor accompanying the Slideshares

Course Requirements

790 points - Examinations - there will be three exams, the first two to be worth 250 points each, or 25% of the final grade, and the third exam to be worth 290 points, or 29% of the final grade -- the third exam will have some questions from the first two, so it will be, to a degree, a cumulative exam. OR: it may have an essay question - I will decide later and let you know. These will be objective exams, composed of multiple choice and true-false questions. The exams will be based on the material from the book as well as the posted text lectures from the Slideshares; comprehensive study guides will be provided well in advance of each exam. There will be no late exams, except in extraordinary circumstances.

140 points - Chapter Questions - For each chapter there will be a series of questions you will be required to answer, in your own words, based on the readings in the Henretta book. These Chapter Questions are to be found in Modules, and your answers will be written in the Assignments section of the course site. Each chapter's questions will be worth 10 points - 14 chapters, 140 points. Skipped questions will result in a loss of points equaling 1 pt per question, or, in the case of many skipped questions, it may come down to a loss of a percentage of that chapter's potential points. As with the exams, there will be no late questions accepted.

At the top of each set of Chapter Questions in Modules there will be a link that will take you to a Slideshares presentation that contains a great deal of "visual information," e.g. photos, paintings, political cartoons, maps, graphs, etc. There will also be one or more "lectures" there in written form, and maybe video form (working on it). This information is not simply supplementary -- it is essential to the course and a great deal of of the Exam material will be derived from it, so be sure to take it seriously.

70 points - Discussion - For each chapter read in the book (14), you will create a post on one of the Discussion Topics; other students will reply to your post, agree, disagree, and you will do the same for their posts; for each chapter you must also respond to a post. Fourteen chapters means Fourteen posts of your own, and

fourteen replies to the posts of others, and for each 'post and reply' you will be earning up to 5 points, for a total of 70 points. **IMPORTANT NOTE:** I will NOT be grading discussion posts on a weekly, or even a monthly, basis. They will all be graded at the end of the semester in one big batch. You will need to keep your own log of activity, so you will know that you have done each 'post and reply' each week. This is a participation grade, so you do not need to worry about your posts being good enough to earn the full points UNLESS I send you a Private Message telling you that you need to raise your game.

I will, however, read through all of your posts each week, and draft a series of responses into a sort of essay, wherein I will talk over some of the things you talked about, correct erroneous thinking, elaborate on certain topics - this takes the place of the sort of in-class discussion you have with the instructor in a class on campus. These responses of mine will appear no less than bi-weekly, meaning at least eight times per semester. Anyone who wishes may then, in the following week, earn some of their 'post and reply' points by starting a discussion thread of their own wherein they respond to something I wrote, or reply to someone responding to something I wrote, etc. If you choose to do this in any given week, it would take the place of your Discussion obligation for that week, so long as you post a comment as well as a reply.

Extra Credit - At times you will need to email me with questions. But I have spoken with colleagues who teach online, and they have told me some days you get 50 students all emailing with the same question. I have a potential solution to that potentially nightmarish (for me) problem. Unless your question is 100% personal (in which case, please send me a Private Message), then I want you to post the question in Discussions and Private Messages under Questions. I want you to wait 24 hours for a reply -- you will have one within that time. Either I will reply, or one of your fellow classmates will reply for extra credit.

Here is how it works: if you are a sharp student, and want to earn some points to really try to get over the hump to that A, B, or C, then check into Questions on a daily basis, and answer your classmate's questions, but only if you KNOW the answer. KNOW IT. Like this: "Where do I find the answer to #3, Ch. 3? I'M LOST, HELP!?" If you know where the answer is, give them the page number -- don't give them the answer, but tell them where to go -- that's what I would do, and it's what I will do, because I'll be looking in on a daily basis, and if a Questions needs answering, a lot of times I will be the first one to get to it. If the Question is: "How do I know when the Chapter Questions are due???" Tell them, "Hey, look here on the Syllabus..." Anytime you answer a Question, make a note of it on a record you will keep: Day, Time, and Who you helped. At the end of the semester, send that information to me, and you will get some Extra Credit points, to be determined by me -- the Extra Credit you receive will be based on how much you helped others, as well as the effort I saw you exert during the semester. These points will not be a great deal, but for the student who is just a few points away from the next letter grade, they could mean a great deal, especially if you are in the 'D' category and trying to reach the 'C.'

And another thing on email Q and A -- if I see the same question being asked by multiple students, then I will post an Announcement addressing it. So please, before you ask a question, make sure it has not already been answered on the Announcement page by me, or in the Questions by me or one of your fellow students.

NOTE: All students must sign (electronically) the syllabus contract by the due date. Otherwise, Etudes will not allow you to continue with the course.

Student Expectations

- Complete the assigned readings and chapter questions on time

- Complete your Discussion posts and replies in a timely manner. I would try and complete 1-2 of them each week in the early weeks, that way they will not pile up on you toward the end when you will be wanting as much time as possible to study for that mammoth final -- worth 40% of your grade
- Study thoroughly, regularly, and well for each exam
- Please bring a sense of curiosity to the readings and discussions -- a knowledge of history, and the ability to ask questions of it, is essential to your, and your children's future well-being. How can you fill out an informed and conscientious ballot when election time rolls around if you do not know the history of your people, of your country? Leave your cynicism at the door -- your vote does affect the status quo, and has the power to move mountains when combined with the votes of others. If you doubt this, then you clearly know little about history -- now's the time to learn!

One last thing to bear in mind: studies have suggested that to do well in a class, for every hour of class-time, twice that much time must be spent on homework and studying; thus, for a regular 54-hour, 16-week semester, a student would be spending something like 150 hours outside of class (or 9+ hours weekly) devoting time and energy to passing that class. For this class that translates into about 200 hours over sixteen weeks; or about 12.25 hours devoted to the class each week. This may seem like too much (it would to me -- I'd have jumped ship at this point in the syllabus when I was in college!), and different students need varying amounts of study time. I am only trying to make one point: in this class you will need to exert maximum effort over the next sixteen weeks to pass the class.

Attendance

You will be expected to log-in at least once EACH WEEK to the ETUDES platform. This is how I take weekly attendance. Failure to log-in is considered an absence and will have a negative impact on your grade. You are subject to exclusion if you miss more than three weeks. Vacations and not having access to a computer is not an excuse for failure to log-in on a weekly basis.

Also, it is not my job to drop you, but it is YOUR responsibility to officially drop the class if you decide not to continue. If you just decide to bail out after a few days, but do not drop, then you will receive an 'F' which will enter your official transcript and affect your GPA, in turn affecting your ability to get into the university of your choice.

Students With Disabilities

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services, HLRC room 119, or call (310) 287 4550 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

Grading

The coursework is equal to 1000 points, with each assignment worth a specific number of points directly equal to that percentage of the grade, as outlined above. Content and form are not separate in terms of grading. There is no excuse for poor writing at the college level. If you have trouble with your writing, please see me for recommendations to the Learning Resource Center (LRC), located in the library, if you live within visiting range of WLAC.

The grade you receive will be directly related to your mastery of the course material, as illustrated by your work and participation. I will not "give" an 'A' to one and an 'F' to another; rather, each student earns the

grade they receive. As the instructor, I am a guide on the path to learning, and a fair judge of your progress - but it is your responsibility to master the material, and provide evidence of that mastery in your work and on the exams. What you leave the course with is what you have put into it.

If you ever wish to get a sense of where you are in the course, simply add the points you have received and divide them into the number of points possible to that point in the semester; this will give you your % on a 100% scale, and as the course is worth 1000 points, you need then only multiply your score by 10 to get a good sense of your grade.

I grade on a bit of a curve, so the breakdown for the final grade will look something like this:

A - 1000-901 pts

B - 900-791 pts

C - 790-681 pts

D - 680-581 pts

F - 580 - 0.0 ("Zero...point...zero." any *Animal House* fans out there? Well then check it out on youtube!)

There is no way to plan in advance for automotive mishap, alien abduction, relationship drama, computer issues, or the outbreak of the zombie apocalypse etc. on or before scheduled due dates for Assignments or Exams. Having said that, **PLEASE keep in mind - ABSOLUTELY NO MAKE-UPS, PERIOD!** Truly, I am sympathetic and feel compassion for your life challenges, however, please keep in mind, there are MANY of you, and one of me. If you are running into difficulties, you may need to drop and re-take the course at another time. One missed Assignment may not hurt you, but multiple missed Assignments will almost certainly crush you.

Academic Integrity

All students are expected to do their own work. Any sort of cheating and/or plagiarism are punishable in ways too grim to mention, but they would begin with being dropped from the course, and referred to both the Dean of Academic Affairs and the Vice-President of Student Services. This does not take into consideration the negative weight attached to your universal karma -- bad trip, believe me. PLEASE: if you think that a course of action MAY be wrong, consult with me before taking it.

Course Objectives

The purpose of this class is to make the student conversant in the main features of modern American history, from the era of the Reconstruction of the South following the Civil War through the era of the reconstruction of Iraq and the transformation of the Middle East in the present day. By the end of the semester the student will be able to list and define major cultural, economic, social, and political patterns of American historical development; identify important events, trends, thought and ideas in the history of the modern United States Americas by writing and discussing them critically; be able to locate and relate the course of events on the North American continent and around the world where necessary; give the student insight into such defining themes of this period as race/ethnicity, class, gender, imperialism, et al; and further the development of skills of objective analysis by writing papers, reports, and examinations on salient topics and issues.

In addition to the above, the course will address many of the Institutional Student Learning Outcomes codified by West Los Angeles College, among them:

- Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences. In this class the student will be required to use historical facts to support written arguments.
- Cultural Diversity: Respectfully engage with other cultures in an effort to understand them. In this class the student will be required to analyze the contributions of various ethnic groups to the historical development of the society(ies) under discussion, and examine the positive and negative interactions of said groups.

Please take the time to review this syllabus carefully. Do not rely upon the instructor to remind you when assignments are due. This is a learning institution, and one that you are paying for, and attending (virtually), by choice. You are responsible for your grade. Please help make the "classroom" experience for you and everyone else a positive one. If you do not feel you can live up to the course requirements, in terms of both assignments and conduct, please arrange to take this course at another time, or choose another course entirely.

One last thing before the Course Schedule -- it is your responsibility to know what is in the syllabus. If you email me with obvious questions ("I don't know what book I am supposed to get!") that are answered here in the syllabus, I will not even bother to reply. I can't be wasting time on questions that you should know the answer to -- in an on-campus class when this happens, I give the student a look and put the 'L' for 'LOSER' on my forehead, and pretty quickly, the students figure it out: this means I should know, and that means it's in the syllabus. I can't 'L' you guys here, but you get the idea. Before you email me with questions like that, read the syllabus again, and/or ask your fellow students in Questions.

Course Schedule

Week 1, 8/31-9/4	<p>The Progressive Era</p> <p>READ: Ch. 19-20</p> <p>Be sure to access the Slideshare for the chapter, and read all the material that is there. Make sure you do this every week!</p>
Week 2, 9/7-11	<p>The Presidency of Theodore Roosevelt</p> <p>READ: Ch. 20</p> <p>Complete Chapter Questions, Chs. 19-20</p> <p>LAST DAY TO DROP WITHOUT A 'W' OR A FEE: 9/11</p>
Week 3, 9/14-18	<p>American Expansionism...or Imperialism?</p> <p>READ: Ch. 21</p> <p>Complete Chapter Questions, Ch. 21</p>

<p>Week 4, 9/21-25</p>	<p>The Roaring 20s and the Culture Wars</p> <p>READ: Ch. 22</p> <p>Complete Chapter Questions, Ch. 22</p> <p>DUE 9/27, by midnight: Chapter Question Assignments, Chs. 19-22</p>
<p>Week 5, 9/27-10/2</p>	<p>The Great Depression</p> <p>EXAM #1, Chs. 19-22 - Friday (study guide and details to come)</p>
<p>Week 6, 9/5-10/9</p>	<p>The New Deal</p> <p>READ: Ch. 23</p> <p>Complete Chapter Questions, Ch. 23</p>
<p>Week 7, 10/12-16</p>	<p>World War II</p> <p>READ: Ch. 24</p> <p>Complete Chapter Questions, Ch. 24</p>
<p>Week 8, 10/19-23</p>	<p>The Cold War</p> <p>READ: Ch. 25</p> <p>Complete Chapter Questions, Ch. 25</p>
<p>Week 9 10/26-30</p>	<p>The 1950s: Big Money, Big Problems</p> <p>READ: Ch. 26</p> <p>Complete Chapter Questions, Ch. 26</p>
<p>Week 10, 11/2-6</p>	<p>The Era of the Movements of Civil Rights</p>

	<p>READ: Ch. 27</p> <p>Complete Chapter Questions, Ch. 27</p> <p>EXAM #2, Chs. 23-27 - Friday (study guide and details to come)</p> <p>DUE 11/8, by midnight: Chapter Question Assignments, Chs. 23-27</p>
Week 11, 11/9-13	<p>JFK and LBJ: The Limits of Liberalism</p> <p>READ: Ch. 28</p> <p>Complete Chapter Questions, Ch. 28</p>
Week 12, 11/16-20	<p>The Nixon Years</p> <p>READ: Ch. 29</p> <p>Complete Chapter Questions, Ch. 29</p> <p>LAST DAY TO DROP CLASS WITH A 'W': 11/20</p>
Week 13, 11/23-27	<p>Conservatism Resurgent: The Reagan Era</p> <p>READ: Ch. 30</p> <p>Complete Chapter Questions, Ch. 30</p> <p>THANKSGIVING - Enjoy Turkey Day, and give Thanks to Squanto!</p>
Week 14, 11/30-4	<p>Our Lifetimes: From Bush the Elder to Obama</p> <p>READ: Ch. 31</p>

	Complete Chapter Questions, Ch. 31
Week 15, 12/7-11	Open Week to Ask Questions, Get Your Acts Together, and PASS! DUE 12/13, by midnight: Chapter Question Assignments, Chs. 28-31
Week 16, 12/14-20 (Monday of next week is the last day of finals)	EXAM #3 / FINAL, Chs. 28-31, 12/14 (study guide and details to come)

Etudes

Welcome to Etudes! ETUDES - Easy To Use Distance Education Software.

Please review the information on the website

Login: Your login ID is the first 2 letters of your first name + the first 2 letters of your last name + the last 5 digits of your Student ID Number (not your social security number). If you do not know your new Student Identification Number you can look it up using the Student Information System (SIS) at <http://www.laccd.edu/>

Password: If this is your first ETUDES class your password is your Month and Day of birth.

After you login you will see a list of the courses you are enrolled in on the top menu bar to the right of My Workspace. Just click on a course number/title to access a course. Once you have entered the course, use the left-side menu to navigate within the course. If you have any trouble, contact the help desk.