

<b>Semester and Year</b>	Spring 2017
<b>CRN</b>	CRN 22830
<b>Course Prefix, Num. and Title</b>	HIST 1302-912 - United States History II
<b>Instructor</b>	C.J. Bibus, Ed.D.
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<b>Email / Webpage</b>	bibusc@wcjc.edu <a href="http://facultyweb.wcjc.edu/cbibus/">Faculty Web Page (opens in same window/tab)</a> http://facultyweb.wcjc.edu/cbibus/
<b>Office Hours / Location</b>	Richmond, 240G: 10-10:50 AM (Monday, Wednesday, Friday). Sugar Land, 234: 12:50-1:50 PM (Monday, Wednesday), 9:25-10:40 AM (Tuesday, Thursday), 12:15-2:15 PM (Tuesday), and 12:15-1:15 (Thursday). Or by appointment.
<b>Class Days / Time / Location</b>	Tuesday-Thursday / 8:00-9:15 AM / SUGUH 165
<b>Course Catalog Description</b>	A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.
<b>Instructor's Grading Formula</b>	Objective work includes 8 Evidence Quizzes, 3 Unit Concept Exams, 3 Unit Objective Exams, and a Departmental Final Exam. Written work includes 5 short, in-class written assignments, introductory writing with a primary, a peer review, and an Analysis of Primaries, including its plan. See the syllabus for course policies, exam dates, grading policies, and points for types of assignments and for the final letter grade.
<b>Instructor's Grading Scale</b>	895 – 1000, A (exceptional) 795 – 894, B (above average) 695 – 794, C (average) 595 – 694, D (below average) Below 595, F (failing)
<b>Instructor's Attendance Policy</b>	Attendance will be taken daily at the beginning of the class using a seating chart.
<b>ADA Statement</b>	The college will make reasonable accommodations for students with documented disabilities. Students wishing to receive accommodations must contact the Office of Disability Services, located in the Pioneer Student Center, Room 313, at the Wharton campus or by phone at (979) 532-6384. Students must request accommodations from the Office of Disability Services prior to each semester. Please note that accommodations provided are not retroactive. Additional information can be found on the web at the <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">Office of Disability Services (opens in same window/tab)</a> . Link Address: <a href="http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx">http://wcjc.edu/About-Us/administration/offices/student-services/disability-services.aspx</a> .
<b>Misconduct Statement</b>	Misconduct for which discipline may be administered at WCJC includes, but is not limited to, cheating, plagiarism, or knowingly furnishing false information to the college (plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help in a test, copying tests, assignments, reports, or term papers).
<b>Last Day to Drop with a "W"</b>	4/12/2017

## Course Overview and Goals

**Prerequisite:** TSI satisfied in Reading and Writing, HIST 1301 recommended but not required.

**Course Description:** A survey of the social, political, economic, cultural, and intellectual history of the United States from the Civil War/Reconstruction era to the present. United States History II examines industrialization, immigration, world wars, the Great Depression, Cold War and post-Cold War eras. Themes that may be addressed in United States History II include: American culture, religion, civil and human rights, technological change, economic change, immigration and migration, urbanization and suburbanization, the expansion of the federal government, and the study of U.S. foreign policy.

**Course Objectives:** Upon successful completion of this course, students will:

- 1) Create an argument through the use of historical evidence.
- 2) Analyze and interpret primary and secondary sources.
- 3) Analyze the effects of historical, social, political, economic, cultural, and global forces on this period of United States history.

**Academic and Personal Integrity:** WCJC's Student Handbook explains student responsibilities and provides examples of misconduct. It states "plagiarism and cheating refer to the use of unauthorized books, notes, or otherwise securing help during a test; copying tests [or] assignments...." The Handbook provides details on college-level policies. In this course, copying any part of an assignment from the Internet or another source is a zero (**0**) on the assignment.

**Classroom Civility:** Disruptive behavior that is a consistent problem will result in the student's dismissal from this course. The term "classroom disruption" means behavior a reasonable person would view as substantially or repeatedly interfering with the conduct, instruction, and education of a class. Examples include resorting to physical threats or personal insults, coming to class under the influence of alcohol or a controlled substance other than prescriptions, or abusing students or instructors with offensive remarks. They also include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized. (See WCJC's Student Handbook.)

**Attendance Policy:** WCJC's Student Handbook explains responsibilities for attendance and when a student should withdraw from the course. I will consider **active** attendance throughout the course favorably when computing final grades that are borderline. (Details provided in class.) Active attendance means 4 things: 1) reading carefully and determining what you need help on **before** class, 2) using that preparation to participate positively in problem solving **in** class, 3) taking notes, and 4) removing all distractions. Using a cell phone, smartwatch, computer, or other device during class makes **active** attendance improbable. **Put up all** of these devices **before** class starts. Your self-management in class during each of the 3 Units is measured for a grade. (Details are provided below.) If you cannot resist using your cell phone—for example—during class, then you will not only lose the points for the Unit, but also before the beginning of the next class you will need to place the device in a safe location provided by the instructor and then pick up your device at the end of class.

Exceptions: If you have a family emergency or equivalent event that requires your being able to respond to cell phone messages during a class, then see me **before** class. If counseling has confirmed that you need to use a computer during class and if you use it only for work going on in **this** class, then provide their form to me and talk with me privately.

**Attendance Policy and the Seating Chart and the Beginning of Class:** Attendance will be taken **once** daily at the beginning of the class. If you come into class after it has begun (after the seating chart is complete), you are not marked as attending for the day. Students who frequently come to class after the class has begun tend to make very low grades for the course. For example, they miss announcements about topics for the day and they do not hear other students' questions about upcoming assignments. With out-of-class assignments, work is due at the beginning of class. For example, if you arrive after the seating chart is complete, you **cannot** hand in your paper copy of a Turnitin Assignment. If you cannot come to class, have the printed copy timestamped at the reception area **before** the class starts.

On the date in the Course Schedule (at the end of this syllabus), you choose your preferred seat; however, students who chat after class starts will be moved to another seat on the **next** class day.

**Due Dates, the Course Schedule (at the end of this syllabus), and Your Responsibilities:** It is your responsibility:

1. To talk to me if you do not know what to do or need help. The earlier we talk, the better your chances of success.
2. To use the Course Schedule to determine:
  - What chapters we are covering in the coming week and therefore what chapter you should start
  - What is DUE—including preparation and what you print and bring to class before the seating chart is completed.
3. To recognize your responsibility for due dates. With due dates for any assignment, including high-point assignments such as Unit Exams or the out-of-class Analysis of Primaries, there are no extensions unless it is appropriate to make an extension available to all of you. You have these responsibilities:
  - If your planning at the **beginning** of the term shows you cannot do your required Exam or writing assignment on time, such as having previously scheduled a trip, tell me immediately and suggest an **earlier** date for you do the assignment. If you have a schedule change outside of your control **and** verifiable in writing, call **and** email me immediately to see **if** an alternative hour is available. (Example: a wreck on the way to class.)
  - If something happens that you cannot plan for, such as suddenly becoming very ill (doctor's note required) or having a death in the family, call **and** email me immediately and provide a valid, written excuse.

With a **valid, written excuse**, these rules apply.

- If you miss a Unit Exam, your make-up exam is all essay and is taken during my office hours.
- If you miss the out-of-class writing assignment, you receive an extension, set by me, with no penalty.

**Note:** You cannot make up in-class, 20-point writing assignments; however, out of the 7 required in-class writings, Blackboard will automatically drop the 2 lowest grades.

**Six Course Drop Limit:** Under section 51.907 of the Texas Education Code, “an institution of higher education may not permit a student to drop more than six courses, including any course a transfer student has dropped at another institution of higher education.” This statute was enacted by the State of Texas in spring 2007 and applies to students who enroll in a public institution of higher education as a first-time freshman in Spring 2007 or later. See WCJC’s current catalog for details.

**Dropping a Course with a Grade of “W”:** In the History Department, instructors may **not** drop students. Students must drop their course. WCJC sets the last date for a student to drop a course. That date is on the first page of this syllabus and also on the Course Schedule at the end.

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### Method of Instruction

History is not only a required course, but also helps you succeed in your future. Understanding history:

- Provides useful information that can help you in all of the roles you will have in your life—family member, student, worker who may have to retrain many times in a rapidly changing world, and decision maker about your own life and about your own vote.
- Develops useful skills in reading, analysis, decision-making, and practical writing that are necessary for **all** of those roles.

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### Required Textbook – Required When You Write about History and Used When I Grade

This textbook is required: David E. Shi and George Brown Tindall, *America, The Essential Learning Edition*. It is the one-volume edition containing 30 chapters. The ISBN is 978-0-393-93587-5.

You must use your textbook and required primaries and other resources provided in the course as your only source of facts for your written assignments.

- For all out-of-class written assignments, you must cite a specific page from the textbook or primary for your facts.
- For in-class written assignments, if asked, you must be able to show the specific page.

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## Blackboard and Its Use in This Class

In this course, you need to use Blackboard for five things:

- 1) Using resources including links, maps, and primary sources (sources created during the period we are examining).
- 2) Taking the 8 required Evidence Quizzes.
- 3) Taking optional but recommended self-tests. Self-tests earn small extra credits and are available in Required Concepts and within Chapters in the Units. With a self-test, you first take a quiz to measure what you know and do not know; then Blackboard displays the test again. You can take it for unlimited times with the highest score counting.
- 4) Submitting written assignments to Turnitin within Blackboard. **Caution:** You must be in Blackboard to submit.
- 5) Using Blackboard's My Grades to see your grades throughout the course and, if needed, your instructor's Comment to you about that grade as guidance on what **you** need to do.

**If you have limited Internet or computer access, see me** for ways to work with less time online.

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## Organization of the Course

United States History II covers from 1877 to the 21st Century. The course is split into three Units, or major time periods, that reveal shifts in our history. The three time periods are:

- Unit 1: Creating a New America from 1860 to 1913
- Unit 2: Moving to the World Stage – America from 1890 to 1945
- Unit 3: Transformations – America from 1945 to the Present

The link Unit Study Guide at the top of each unit lists all items required for the Objective Exam. When used with the index at the back of the book, it also helps you read efficiently. See the Course Plan for tips.

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## Course Evaluation and the Grading Scale for the Final Letter Grade

This is a 1000-point course, with points added as you earn them. You can see your current total in Blackboard. At the end of each Unit, I post an Announcement in Blackboard to help you determine your current letter grade. If the grade is lower than you want, please ask for help.

The Final Letter Grade is determined by this scale:

895 – 1000	A (exceptional)
795 – 894	B (above average)
695 – 794	C (average)
595 – 694	D (below average)
Below 595	F (failing)

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## Course Evaluation and Overview of Types of Assignments

The 1000-point course consists of these points, with the first 2 being general assignments, the middle 4 being objective assignments, and the last 4 being written assignments:

- 30 – Getting Started activities (How you start frequently determines your success at the end)
- 90 – Participation and Self-Management to Help Both Objective and Written Work
  
- 80 – 8 Evidence Quizzes @ 10 points each
- 150 – 3 Unit Concept Exams @ 50 points each
- 300 – 3 Unit Objective Exams @ 100 points each
- 100 – Comprehensive Final Exam– Departmental policy is an F for the **course** if you do not take it.
  
- 20 – 1<sup>st</sup> Primary Writing (**Caution:** you must do the 1<sup>st</sup> Primary Writing to do the peer review.)
- 40 – Peer review of another student's paper on the primary
- 100 – 5 in-class writings @ 20 points each (There are 7 possible assignments; 2 will be dropped.)
- 30 – Analysis of Primaries—the plan
- 60 – Analysis of Primaries—the plan

### ***Your Course Plan and Extra Credit for How You Work and Opportunities to Improve a Weak Grade***

This course does not offer extra credit or other opportunities to help a few people make a higher grade. It does offer **both to all** students. Because these offers require that you do things at a specific time or way, the steps are covered in the Course Plan that you do in Getting Started.

This is an overview:

- Small extra credits are available with Evidence Quizzes.
- Self-tests that earn small extra credits are available in Required Concepts and within Chapters in the Units. With a self-test, you first take a quiz to measure what you know and do not know; then Blackboard displays the test again. You can take it for unlimited times with the highest score counting.
- You have an opportunities to improve a score on an Evidence Quiz or to replace a 0 for the 5 Good Habits for Evidence for a writing assignment.

### ***Caution about the History Department's Course Objectives and the Requirement for 25% Writing***

The History Department has course objectives (listed on page 2) that require writing based on evidence and your use of primaries as well as secondaries. The Course Plan that you submit during Getting Started provides a link to explain those objectives, including the meaning of the terms primary and secondary. Do use that link.

The written work must be over 25 percent of your final grade, a requirement for all history instructors. That minimum means writing assignments are essential to pass. The Course Plan that you submit during Getting Started provides a link to show you math examples so you can see how that 25% writing requirements makes writing essential. Use that link.

### ***How This Course Tries to Help Different Types of Students Succeed with History***

For many students, a United States history course is the first time they have had to write about something that is **real**—not just opinion—and that therefore requires **verifiable** evidence from a **reliable source**. Other students have never had United States history before so most things are new to them. Other students are very uncomfortable and inexperienced with writing.

Also, history is cognitively like biology: both disciplines are real and both are also detailed, complex, and interconnected. That means you have plenty of ways to be wrong. Many students seem to have problems with both of these disciplines.

To try to help students with the issues above, this course does three things. First, it provides information and quizzes on these basic rules of evidence so you can find out what you do not know about evidence before you write. Second, it uses one rubric for all written assignments and your feedback on that rubric tells you which of the 5 Good Habits for Evidence—which way of working—you may need to change. Third, with permission of the History Department to do this experiment to try to help students, it divides written grades in two parts:

- One part of the grade for the content of the written assignment itself
- One part for following the 5 Good Habits for Evidence that are introduced in Getting Started

The Course Plan that you submit during Getting Started provides a link to show you how dividing written grades in those two parts can help your grade—and your skills. Use that link.

### ***How This Course Tries to Help Different Types of Students Succeed with Self-Management***

Factual accuracy is a key to success with assignments based on evidence, not opinion. Being able to focus on factual accuracy in class requires self-management by the class. To encourage self-management, the seating chart is a way to record distracted or distracting behavior and—the ideal—focused behavior. (Examples of distracted or distracting behaviors are in Classroom Civility and Attendance Policy on page 2.)

If you read carefully before class, your focused participation can help the class dialog as part of the lecture. Good participation is useful to others and means such behaviors as:

- 1) No guessing and no use of information other than from the textbook or sources within the course
- 2) No answers that are off topic
- 3) Asking questions that are on topic (You can always ask general questions at the beginning of class.)
- 4) No hogging or bullying (examples available)
- 5) No use of electronics, including no attempts to hide them while using them

Each Unit has a Self-Management grade @ 30 points for a total of 90 points (9%) of your final grade. A mark on the seating chart in **orange** means no points for the Unit; no marks at all, 23.9; and one or more marks in **blue**, the grades shown below.

Points	Letter Grade	What Do You Do to Earn It?	How Is It Measured?	Quantity Required
23.9	C++ averaging as a B-	In class, no distracted or distracting behaviors	No <b>orange</b> dots in your seating chart for the Unit.	0 (Absolutely not 1 time during the Unit)
25.5	Averages as a mid-B	Does the above <b>and</b> also does focused participation in class dialog within lecture	1 <b>blue</b> dot in your seating chart for the Unit	At least 1 time
27.0	Averages as an A-	Does both things above	2 <b>blue</b> dots	At least 2 times
30	100%	Does both things above	3 or more <b>blue</b> dots	At least 3 times

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## Brief Explanation of Assignments Other than Writing Assignments

### ***Getting Started Activities***

The Getting Started activities are provided in the top of Lesson Units. If you come in after the due date, you must still do at least your Course Plan, but I will record—temporarily—a 1.11 for the grade. At the end of the term, you email me that you have not been late with other assignments and I will gladly change the grade to match what I have entered in the Comment for that grade.

### ***8 Evidence Quizzes and How You Must Apply These Basics When You Write***

The Evidence Quizzes and other materials to help you are in Evidence Requirements at the bottom of Lesson Units and on the Course Menu. These quizzes occur in Unit 1 and Unit 2.

The content of the Evidence Quizzes comes primarily from a tutorial on the 5 Good Habits for Evidence, with some additional content provided with it. To try to help you think about the evidence requirements, not just memorize the answers to some questions:

- These quizzes ask questions in sets (so questions vary from person to person) and pull from earlier quizzes (so you have to keep remembering the old as you learn something new).
- The grading of the writing assignment is on how you apply these basics.

### ***3 Unit Concepts Exams***

The lists of concepts required for each Unit, a free but usable online dictionary, essential definitions collected by your instructor, and other materials to help you are in Required Concepts at the bottom of Lesson Units and on the Course Menu.

The questions in the Unit Concepts Exam are pulled from the list of possible concepts that are used in a Unit. The questions vary from multiple choice to short answer. The questions are in sets (so questions vary from person to person). The words used in questions are not the same as the dictionary definitions or the words in the textbook, but the content is.

### ***3 Unit Objective Exams***

The folders for Unit 1, Unit 2, and Unit 3 are on Lesson Units. Those Units open on the dates listed in the Course Schedule. The Course Schedule also states which chapters of the textbook are covered in each Unit.

Each Unit begins with a Study Guide that lists facts required for each Unit. When used with the index at the back of the textbook, you can read the textbook more efficiently. (The Course Plan provides tips.) Within each Unit, Blackboard also contains resources for each textbook chapter, such as maps, primaries, and links from your instructor that can help you see interconnections in history.

Facts on the Study Guide and the exam are pulled from the textbook chapters and the instructor's links. There are 25 questions in sets (so questions vary from person to person). The words used in questions are not the same as the textbook, but the content is.

### **Departmental Final Exam—F for the Course If Not Taken**

There is a review for the Final Exam provided in the course in a Learning Module at the bottom of Learning Units, It has 50 questions, at 2 points each, in the Departmental Final Exam were written directly or chosen by the History Department...

**Caution:** Departmental policy is an F for the **course** if you do not take the Final. In other words, if you have an A average for all of the prior work in the course and if you do not take the Final Exam, I am required to enter an F for your final LETTER grade for the course.

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### **Brief Explanation of Writing Assignments**

#### ***Paper on the Required Primary – an Introduction to All Skills Required in Writing in History***

The instructions, the required primary, the rubric, and all other resources you need are in Writing with Primaries at the bottom of Lesson Units and on the Course Menu. All students write a paper on the same required primary. This is an introduction to skills required for writing in history, including the Good Habits for Evidence and primaries and concepts. (**Caution:** you must do the 1<sup>st</sup> Primary Writing to do the peer review.)

#### ***Peer Review of Another Student's Paper on the Primary***

To help you succeed at this assignment, you do it **after** you receive feedback on your own paper. (Because of that, this assignment is listed in the Course Schedule as TBD for To Be Determined.) This will be anonymous and done on paper, not through Turnitin. (See the Course Plan for the term peer review.)

#### ***In-Class Writing Assignments***

The type of questions for in-class written assignments include such things as concepts, issues with evidence, something you have been asked to read, or what was just covered in a class or in a video. The in-class written assignments are not announced and cannot be made up. On the other hand, there are 7 in-class written assignments and Blackboard will drop the 2 lowest ones.

#### ***Analysis of Primaries—Overview of the Plan and the Paper***

The course provides a topic and primaries in Blackboard that you may write about. The topic and the names of the primaries are provided in a file that you complete. You also may email that you want to choose your own issue and I will provide the file for that. Whether you do an issue that is provided in the course or choose your own, the plan requires careful reading of the primaries and selection of pages from the textbook that are appropriate for your planned analysis.

You submit that plan to the Turnitin Assignment in Blackboard and provide a print for my review. I give you feedback or—if it is complete—enter a grade so you can see the Turnitin Assignment for the analysis itself.

#### ***Tips:***

- I encourage students to submit papers multiple times for feedback from Turnitin on **plagiarism**. In that way, if you made a mistake, you have a chance to fix before it is graded.
- Because I do set up Turnitin to allow you to submit a file multiple times before the due date, I do not grade submissions until the due date.

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### **Course Schedule – General Information**

<b>Dates</b>	Last day for you to “Drop” the course with grade of “W” – 4/12/2017 Holidays during Spring term – TCCTA (2/24) Spring Break (3/13-3/17), UIL (3/24),and Easter (4/13-4/14)
<b>Dates in ( )</b>	All assignments are due on the date in the column Last Day Accepted. Evidence Quizzes, however, have a recommended date with each date in ( ) in the Course Schedule. If you do an Evidence Quiz by the recommended date, you not only earn an extra point, but you also qualify to improve your score if you follow the steps in the class plan.
<b>Passwords</b>	For Evidence Quizzes and all Exams – onetimeonly (no capitals, no spaces) For Self-tests – selftest (no capitals, no spaces, no punctuation)
<b>Meaning of the *</b>	An * after Evidence Quizzes, Collaborations, and each writing assignment indicates that there is an offer available to help students. See the overview on page 6 of the syllabus and the details in the Course Plan.

## General Information about Assignments in Turnitin in Blackboard

With Turnitin assignments in this class, you:

- Submit your file to Turnitin in Blackboard. (We do not use Turnitin at a separate website.)
- May resubmit your file many times until the Due Date. For example, you may submit to Turnitin for feedback on grammar and plagiarism, then correct the file, and resubmit it.

With these Turnitin assignments, you must do these two things for your work to be graded.

- 1) Submit your **file before 11:59 PM on the Due Date**. **Cautions**: Do not wait to the last minute. Be sure you see the digital receipt before you exit. If it seems to be taking an unusually long time to submit your file, it is usually safest to exit and resubmit.
- 2) Bring a **print of the paper to your instructor at the beginning of class** on your next class day **after** the Due Date.

## Course Schedule (Continued)

**TT 8:00-9:15**

- With Turnitin Assignments, your file must be submitted **before** 11:59 PM on the date listed (always a Sunday); your print must be to your instructor **before** the seating chart is complete on your next class day after the Due Date. See details on prior page.
- The footnotes with the Evidence Quizzes list recommended dates to stay current and to earn 1 extra point and qualify to earn more points if you follow the steps in the plan.
- Note: I use textbook content and additional content to reveal history and its interconnections: I do **not** repeat the textbook order.

## Getting Started - Course Documents and Orientation

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
Course Orientation and how to plan for your success and do your plan <b>Tip</b> : Type your plan ASAP. Ask questions the next class day.	–	–	1/17
<b>Your Preparation</b> : Bring a Scan-Tron and # 2 pencil. Sit where you plan to sit for this semester.	–	Pre-test	1/19
Concepts for the Gilded Age	16	–	1/24
<b>Your Preparation</b> : Type your 1-page plan. EITHER complete your orientation tasks in computer lab with me OR do it on your own before the end of the lab.	–	Your Course Plan – file submitted to Turnitin; print to instructor	TBD

## Unit 1: Creating a New America from 1860 to 1913

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
Gilded Age: Examining Labor and Big Business - continued	16	–	–
Gilded Age: Examining the South and the West	17	–	–
Gilded Age Politics, Reform, and the Elections of 1892 and 1896	18	–	–
Imperialism: Background Through 1916	19	–	–
<b>Your Assignment</b> : Read the required primary in Blackboard.	–	–	1/31
<b>Your Assignment</b> : Submit to Turnitin in Blackboard; bring print.	–	Primary paper	2/12
<b>Your Preparation</b> : Bring your textbook and a print of the reading.	–	Lecture/Class session	TBD
<b>Your Assignment</b> : Take Evidence Quiz 1, 2, 3, and 4 in Blackboard. <sup>1</sup>	–	Evidence Quizzes	2/23
<b>Your Preparation</b> : Bring a Scan-Tron and # 2 pencil for the Objective Exam and bring a pen for Concepts.	–	Unit 1 Objective and Unit 1 Concepts Exams	2/23

## Unit 2: Moving to the World Stage-America from 1890 to 1945 -Introduction to Your Analysis Plan -10/25

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
Progressivism, Patterns, and People	20	–	–
The Great War and the Transformative Twenties	21-22	–	–
Great Depression to the New Deal and to the New Challenges in the World	23	–	–
World War II to the U.S. at the “summit of the world”	24	–	–
<b>Your Assignment</b> : Submit to Turnitin in Blackboard; bring print.	–	Analysis Plan	3/26
<b>Your Assignment</b> : Take Evidence Quiz 5, 6, 7, and 8 in Blackboard. <sup>2</sup>	–	Evidence Quizzes	3/30
<b>Your Preparation</b> : Bring a Scan-Tron and # 2 pencil.	–	Unit 2 Objective and Unit 2 Concepts Exams	3/30

<sup>1</sup> Recommended dates: You gain 1 point extra credit if you take Quiz 1 by 1/29; Quiz 2 by 2/5; Quiz 3, by 2/12; and Quiz 4, by 2/19.

<sup>2</sup> Recommended dates: You gain 1 point extra credit if you take Quiz 5 by 2/26; Quiz 6 by 3/5; Quiz 7, by 3/19; and Quiz 8, by 3/26.



### Unit 3: Transformations–America from 1945 to the Present

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
The Big Shift: 1945-1960	25-26	–	–
The Big Shift Continues and Expands: 1960-1976	27-28	–	–
The Troubled Transformation and the Future You Will Help Make: 1977 to 2010s	29-30	–	–
<u>Your Assignment:</u> Submit to Turnitin in Blackboard; bring print.	–	Analysis paper	4/9
<u>Your Preparation:</u> Bring a Scan-Tron and # 2 pencil for the Objective Exam and a pen for the Concepts Exam.	–	Unit 3 Objective and Unit 3 Concepts Exams	5/4

### Final Exam: 1860 to the Present–Includes a Review –*Early open because map quizzes may help with Unit 3's exam.*

Lecture Title/Your Assignment or Preparation	Chapter #	Exam/Paper	Due Date
<u>Your Preparation:</u> Check all grades. If you think there is an error, email me before the Final Exam. Specify the exact grade name and the issue.	–	–	5/8
<u>Your Preparation:</u> Bring a Scan-Tron and # 2 pencil.	–	Final Exam <sup>3</sup> ; optional review quiz	5/9 -8:00-10:00 AM

*I reserve the right to modify the syllabus during the semester.*

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<sup>3</sup> **Caution:** If students do not take the Final Exam, History instructors are required to fail them for the entire **course**, not just the test.