

Dr. D.A. Sandoval

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Office Hours: 8-9am MWF and 1-2 pm MWF; Other times by appointment

HT 202 SYLLABUS—Spring 2009

The U.S. to 1877 (K4), “United States from Reconstruction Era to the mid-twentieth Century.”

Text: Alan Brinkley, American History, A Survey Vol. II: Since 1865. Twelfth Edition. New York: McGraw-Hill, 2007.

Section 3 Call # 3153 9:00-9:50, MWF, Psych 223

Section 1 Call, # 3150 10:00-10:50, MWF, Psych 220

GENERAL CLASS POLICIES

Plagiarism or cheating in ANY fashion will result in immediate failure or withdrawal from the class. I suggest that you acquire the “Standards of Conduct” developed by the Division of Student Life in respect to behavior. In addition, you should not have a telephone, or any other item that could go off and disturb the class. An item that disturbs the class is subject to confiscation.

Any student eligible for and needing academic adjustment or accommodations because of disability must make this known to the professor no later than the first week of classes. Verification of the disability and accommodations must be made through the appropriate office. This University abides by the Americans with Disabilities Act and Section 504 of the rehabilitation act of 1973, which stipulates that no student shall be denied the benefits of an education “solely by reason of a handicap.” If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the instructor as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to, the Disability Services Office, which is located in the Psychology Building, room 232.

The Gen Ed Tutoring Center provides help with general education courses. One-on-one math tutoring is available on either a walk-in or appointment basis. Tutoring for all other subjects is available by appointment or through group tutoring. Help with any type of writing is also available through the Writing Room. The Gen Ed Tutoring Center and Writing Room are located in the Psychology Building, room 232. Tutoring is available from 8:00 a.m. to 5:00 p.m. Monday through Friday. For more information call 549-2581. Tutoring for both math and writing will be available in the Belmont Residence Hall several evenings a week (for exact time and location contact Keli Hibbert at 549-2756).

Tardies: It is extremely important that we begin on time, with a minimum of disruption--please be considerate and be on time. Roll will be taken every class period. Notify the instructor of your presence immediately after class if you miss roll--I will not change my class records in this regard at any other time. I will not tolerate tardiness for the final exam—if a person shows up late on that date, they will be informed that they missed the test.

Absences: Excused absences fall in the realm of late registration, illness, death in the family, a significant appointment which cannot be rescheduled, or a verifiable emergency situation. Simple timely notification of an absence should not be considered as an excused absence--if in doubt, come in and we will talk about it. If you have an excused absence you will be allowed to make up any work missed due to the absence. It is due on the date of your return. If you have an unexcused absence, you will not be allowed to make up any work. I will take roll everyday. If you come in late, it is your responsibility to make sure that I have marked you late instead of absent.

A person with twelve total excused or unexcused session absences will not receive a passing grade; I may withdraw a student from class when this number of classes is missed during the allowable period. W or F will be recorded as the final grade, depending upon university regulations.

Extra Credit: The purpose of extra credit is to encourage a more complete experience, NOT to ensure better or passing grades. I will present, as an option, an opportunity to submit a single paragraph report of a video for a possible maximum value of five points.

All materials generated outside of class must be typed or computer generated and double spaced as I will not accept hand-written materials at all.

A paragraph should be viewed as a fundamental building block in writing. This is an opportunity to develop that skill. If you commit a literacy error, I will deduct one point from a possible five. If you commit ten literacy errors, I will still deduct a single point. Of course, I will note those errors so that you can work on your skills.

If you fail to comply with double space direction, I will deduct one point. A paragraph usually has a theme, a topic, a point. In a classic paragraph this is the first sentence. It is followed by supporting sentences related to the theme, and it ends with a summary sentence designed to ensure that the reader has gotten the point. There are other kinds of paragraphs as well such as the “Salesman” paragraph where the first sentences are designed to lead the reader to the topic sentence. This is your opportunity to develop skills that will serve you in any endeavor you undertake.

No individual extra credit will be available. Some videos are available through the Audio-Visual Department in the Library, located at the front check out desk. I will make attempts to show the videos in class, however if I need the time to complete the lectures, I will rely on your independent viewing of the video.

Exams: Students are expected to take exams at the regularly scheduled times. Exams will not be allowed to be made up for an unexcused absence and exams will not be scheduled to accommodate vacation plans or personal preferences. If an assignment is missed due to an excused absence, the assignment is due upon the first day of the student's return and an exam must be made up before the next regularly scheduled exam. As I will have to develop a different exam, I will require at least two days notice. Exams are based on reading assignments and lecture presentations.

Assignments/grades: Assignments will not be accepted after the due date and should be submitted in double spaced typed form. An assignment is due on a specific date and will be accepted if submitted before 4:45 p.m. that day--placed in my mail slot in the Reception area. Assigned readings will be more valuable if you finish before the class lecture on the topic.

Scale: You will notice that I do not give a minus grade. The reason I do not give a minus grade is that the Records Office notes a minus grade as less than the letter grade itself. It is my position that a B grade is a 3.0 or better up until 4.0, and while I believe that a plus grade is useful, as are minus grades, when a minus grade is calculated as less than the letter grade itself, I refuse to conform to that system. So, I use a hybrid type of plus/minus grades with no minus grades given.

Percentages	700 pt. Base
90-100 = A;	700-630
89-87=B+;	629-609
86-80=B;	608-560
79-77=C+;	559-539
76-70=C;	538-490
69-67=D+;	489-469
66-60=D;	468-420
59-0 = F	419-0

HISTORY

The discipline of history has several different types of goals, objectives, and skills. History is a literary art--therefore, it is requisite that a person who examines history be a literate person. History also requires that an individual develop skills that enable the person to synthesize tremendous amounts of material through a methodology.

History provides for the acquisition of self-knowledge through the study of a historical consciousness. As George Santayana, the Harvard philosopher admonished, forget the past--be condemned to repeat it. The point was to transcend the past through knowledge.

Given that history is not an exact science, the process of studying history allows for divergent conceptions of truth as the significance of history changes for each generation.

While the focus of an American History survey class is on the logical inquiry of historical events, key to discipline goals is the ability for a student to intelligently solve problems through analysis. The student displays creativity when they begin to examine the various reasons for generational history and when they address the various issues posed by American society. For example, a student who examines the Reagan Revolution determines the focus on issues brought to the national agenda by Reagan and applies the creative tools of an historian, including judgment and ethical values, to the significance of the era. The student will have to understand the grass-roots nature of populist presidents and the nature of reform social Darwinism as applied at the turn of the century in order to understand the impact of the Reagan legacy.

History enables a society to chart the course of human affairs, to satisfy its psychological curiosity, to measure order and predictability, to examine cause and effect, to study and create the identity of a people, to calculate the anticipated consequences of our own acts, to understand what and why, and most important, to understand the significance of society. History can liberate or it can oppress.

OBJECTIVES

Affective objectives: The student should be able to appreciate and understand the complex societal forces that shaped American society from Reconstruction to the current era. The student will be able to understand various personalities and public policies that shape contemporary American society. Emphasis includes a culturally pluralistic approach. The student will develop a national memory that enables the student to intelligently realize citizenship responsibilities.

Cognitive objectives: Generally, the student will demonstrate knowledge of, and the ability to discuss as well as write about American history.

MEASUREMENT

Five exams valued at 100 points each, one comprehensive final, two essays valued at 50 points each, 700 points base.

The semester exams will combine multiple-choice with short answer essay questions. The primary method of measurement for cognitive objectives includes national tests devised for university students. The short answer essay questions are designed to develop the skill of covering a great amount of material and getting to the significance of it all.

Exam I will cover Brinkley, Chapters 16-18
Exam II will cover Brinkley, Chapters 19-22
Exam III will cover Brinkley, Chapters 23-25

Exam IV will cover Brinkley, Chapters 26-28
Exam V will cover Brinkley, Chapters 29-31

Students are expected to stay abreast of assigned readings and to be able to discuss issues addressed within the topic areas in class. Because of requisite participation by students, the attendance policy specifies tolerance to absences. The instructor calls on students to discuss the items under discussion, so be prepared. I presume participation if the student attends class and a person cannot participate if they are not there.

Essays

You will be required to submit two essays during the course of the semester. You will be given four options, of which, you must pick two. They will be valued at 50 points each. Pick wisely as I will not allow a third essay to be submitted. The essays will be based on the text sections entitled “Where Historians Disagree.” They will be about 500 words long, or about two to three pages. All materials submitted for evaluation will be typed or computer generated.

I will evaluate your essays from two perspectives. The first is format. You will comply with 7th edition Kate Turabian’s Style format for paper writing. I will give you general directions during orientation, but any questions you may have regarding the paper you should reference Turabian. If you make a format error, you will not earn an A for your paper. If the error is as minor as 1/8th inch off on the margins, you will not earn an A. If you fail to account for all pages in the Turabian numbering system, you will not earn an A. If you do not submit a Title page in Turabian format, you will not earn an A. Follow directions given precisely and remember History is a discipline and we expect individuals to follow the rules of the discipline.

The second perspective will address content. I will be using the following criteria: 1, Unity and focus—clarity of main idea; 2, Development of supporting details; 3, Appropriateness of language usage; 4, Organization—the logical sequence of thoughts; 5, Sentence structure and mechanical considerations—spelling, syntax, etc.

Option 1—Where Historians Disagree: The Frontier and the West. page 450. The focus on this article is the Turner Frontier Thesis and the significance of the Frontier on American culture and history. Due on January 19.

Option 2—Where Historians Disagree: Progressive Reform, page 568. Due on February 11.

Option 3—Where Historians Disagree: The Question of Pearl Harbor, page 734. Due March 20.

Option 4—Where Historians Disagree: The Decision to Drop the Atomic Bomb, page 762. Due April 1.

Remember an Essay tells a story, it has a beginning, a middle and an end. I encourage creativity in essay writing and also wish to encourage different styles of writing such as the use of dialogue and/or historical fiction.

Week Eight

Monday, March 2 Chapter 24—"Conflict of Cultures"
 Wednesday, March 4 Chapter 25—"Depression"
 Friday, March 6 Chapter 25—"American Culture"

Week Nine

Monday, March 9 Review/Video I plan on showing a video in the class on this date, but if time constraints limit us, EC #3 will be based on VC 354 290 History of the 20th Century Series, #2 1910-1919 or #3 1920-1929. And it will be viewed in the A-V section of the library on the 1st floor.
 Wednesday, March 11 Exam III—EC #3 due
 Friday, March 13—**Last Day for W** Chapter 26—"New Deal"

Week Ten

Monday, March 16 Chapter 26—"Broker State"
 Wednesday, March 18 Chapter 27—"Global Crisis"
 Friday, March 20 Chapter 27—"Neutrality Abandoned" Essay
 Option 3 due

Week Eleven –Spring Break March 23 to March 27

Week Twelve

Monday, March 30 Chapter 28—"War on Two Fronts"
 Wednesday, April 1 Chapter 28—"Americans in Wartime" Essay
 Option 4 due
 Friday, April 3 Review/Video—I plan on showing a video in the class on this date, but if time constraints limit us, EC #4 will be based on VC 348 807 "Two Great Crusades (The New Deal and WW II).

Week Thirteen

Monday, April 6 Exam IV—EC #4 due
 Wednesday, April 8 Chapter 29—"Cold War"
 Friday, April 10 Chapter 29—"Crusade against Subversion"

Week Fourteen

Monday, April 13 Chapter 30—"Age of Affluence"
 Wednesday, April 15 Chapter 30—"Freedom sought"
 Friday, April 17 Chapter 31—"Battle for Racial Equality"

Week Fifteen

Monday, April 20 Chapter 31—"Traumas of 1968"
 Wednesday, April 22 Video/Review I plan on showing a video in class, "La Raza de Colorado—El Movimiento," but if time constraints change that plan, the EC #5 will be based on VC 347 245 Eyes on the Prize I, part 1, "Awakenings, 1954-59."
 Friday, April 24 Unit Five Exam, EC #5 due

Week Sixteen—FINALS WEEK

Section 3 will be on Friday, May 1 from 8 to 10:20

Section 1 will be on Tuesday, April 28 from 8 to 10:20

Please note that there are not two sections of the final, there are two different classes that use the same syllabus and two different finals.