

**COLORADO STATE UNIVERSITY - PUEBLO  
COURSE SYLLABUS**

**Course : HIS 202**

**Course Title: United States History II**

Section #1 call # 3150, 10-10:50 Psych 220

Section #5 call # 2154, 12-12:50 Psych 221

**Term: Spring 09**

**Credit Hours: 3**

**Contact Hours: 45**

**Faculty Information:**

**Name:** Sandra Simmons

**E-Mail Address:** [sandra.simmons@colostate-pueblo.edu](mailto:sandra.simmons@colostate-pueblo.edu)

**Home e-mail address:** [simmons22@earthlink.net](mailto:simmons22@earthlink.net)

**Office Location:** Psych room #121 ext. 2800

**Phone #:** 719-320-3714 cell

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

Turabian, Kate L. A Manual for Writers of Research Papers, Theses, and Dissertations. 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007.

**General Course Objectives:**

A. Four general goals integrate history with workplace skills:

Acquire information

How to break complex and multiple sources of information down into parts to create clearer understanding

How to understand the impact of time and space on perspective

How to develop narrative structures

B. Throughout the survey course, students should be introduced to course content, practice using course content, and demonstrate they can:

Identify trends, events, peoples, groups, cultures, and institutions covered in this course

Communicate orally and in writing about the content

Use library resources for historical research

Demonstrate that they can analyze secondary sources and recognize differences in historical interpretation

Identify the perspective of primary sources

Construct historical narratives by identifying patterns of continuity and change and referring to specific primary and secondary sources, maps, and/or artifacts

Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.

**Course Outline:**

- I. Reconstruction, 1863-1877
- II. Industrial America, 1877-1917
- III. Territorial Expansion, Imperialism, and War, 1867-1920
- IV. Prosperity, Depression, and War, 1920-1945
- V. Foreign Policy and the Cold War, 1945-1991
- VI. Vietnam Abroad and Civil Rights at Home, 1945-1975
- VII. Contemporary America, 1945-Present

**Course Guidelines:** Plagiarism or cheating in any fashion will result in at least failure of work in question and could lead to failure of the whole class. Cell phones are a distraction to the learning environment of others and must be turned off during class. Only registered students are permitted in the classroom. Please come to class prepared and on time.

**Attendance** will be taken at each class; students are expected to be on time. It is important that that we begin on time, with a minimum of disruptions - please be considerate and be on time. If you miss roll, please notify instructor of your presence immediately after class. Excused absences fall into the realm of late registration, illness, death in the family, a significant appointment that cannot be rescheduled, or a verifiable emergency situation. Please contact me as soon as possible to discuss an absence. Assignments and make-up exams will only be allowed for an excused absence.

**Drop / Withdrawal:** The last date to drop this class with tuition refunded is **January 26**. Students who do not drop classes by the drop date will be financially obligated for the class. The last date to withdraw from a class this semester is **March 13**. If you disappear from class or are failing, I strongly advise you to withdraw yourself and receive a “W” rather than an “F” on your transcript so as not to harm your grade point average. The instructor will not withdraw you—only you can, and only by the deadline.

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.

**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 the end of the class period. (Exceptions may apply, see class schedule and course guidelines.) The point base in this class is 500 points. In order to earn an A you should acquire 450 to 500 points; a B requires 400 to 449 points; a C requires 350 to 399 points; a D requires 300 to 349 points; and less than 300 points will earn an F.

**Class Expectations:** There will be four essay assignments from which the student must select two, each essay will be valued at fifty points. I will not evaluate a third essay, nor will I allow a third essay to be used to get a better grade. So, select the topic well. I will give out specific directions concerning the essays, and will evaluate them for format as well as content. We will be using both primary and secondary documents as well as the Internet. You will have two assignments that will be presented to the class; each assignment will be valued at twenty-five points. You will have two regularly scheduled exams during the semester and they will combine objective test questions with an interpretive short answer essay question. You will have a final exam. All exams will be valued at 100 points. Make-up exams will only be allowed for an excused absence. Late assignments will only be accepted for an excused absence. Attendance and participation is worth 50 points. 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. The point base in this class will be 500 points. In order to earn an

A you should acquire 450 to 500 points; a B requires 400 to 449 points; a C requires 350 to 399 points; a D requires 300 to 349 points; and less than 300 points will earn an F.

**Class Schedule: Note: Schedule Subject to Change – check often with your instructor.**

Monday, Jan. 12	Orientation Why we Study History Writing an essay
Wednesday, Jan. 14	Read Chapter 16, pgs. 432-446 The Conquest of the Far West Read about Angel Island at <a href="http://www.angelisland.org">www.angelisland.org</a> , click on Immigration Stn
Friday, Jan. 16	Read Chapter 16, pgs. 447-460 The Conquest of the Far West Read about the Ghost Dance at <a href="http://www.bgsu.edu/departments/acs/1890s/woundedknee/WKghost.html">http://www.bgsu.edu/departments/acs/1890s/woundedknee/WKghost.html</a>
Monday, Jan. 19	Read Chapter 17, pgs. 462-476 Industrial Supremacy
Wednesday, Jan 21	Read Chapter 17, pgs. 477-486 Industrial Supremacy
Friday, Jan. 23	Read Chapter 18, pgs. 488-503 The Age of the City
Monday, Jan. 26 <b>Last day to Drop/Add</b>	Read Chapter 18, pgs. 504-518 The Age of the City
Wednesday, Jan. 28	Read Chapter 19, pgs. 520-532 From Stalemate to Crisis
Friday, Jan. 30	Read Chapter 19, pgs. 533-540 From Stalemate to Crisis Read/Listen to Bryan’s “Cross of Gold” Speech at <a href="http://historymatters.gmu.edu/d/5354/">http://historymatters.gmu.edu/d/5354/</a>
Monday, Feb. 2	<b>Essay #1 Due – “Robber Barons 1880-1920”</b> Read Chapter 20, pgs. 542-557 The Imperial Republic Read the Teller Amendment at <a href="http://www.vw.vccs.edu/vwhansd/HIS122/Teller_Amend.html">http://www.vw.vccs.edu/vwhansd/HIS122/Teller_Amend.html</a>
Wednesday, Feb 4	Read Chapter 20, pgs. 558-562 The Imperial Republic

Friday, Feb 6	Read Chapter 21, pgs. 564-581 The Rise of Progressivism Read about the work of Jane Addams at <a href="http://www.hullhouse.org">www.hullhouse.org</a>
Monday, Feb. 9	Read Chapter 21, pgs. 581-589 The Rise of Progressivism
Wednesday, Feb. 11	Read Chapter 22, pgs. 592-601 The Battle for National Reform
Friday, Feb. 13	<b>Essay #2 Due</b> - “Temperance & Prohibition” Read Chapter 22, pgs. 592-601 The Battle for National Reform Read about Pancho Villa at <a href="http://www.hsgng.org/pages/pancho.htm">http://www.hsgng.org/pages/pancho.htm</a>
Monday, Feb. 16	Read Chapter 23, pgs. 612-620 America and the Great War Read about the sinking of the Lusitania at <a href="http://www.lusitania.net">www.lusitania.net</a> , click on disaster
Wednesday, Feb 18	<b>Assignment #1</b> Choose a Red Scare image; I will provide a list for you to choose from. You must turn in a one-page typed report with citation(s), and you will present it to the class along with your interpretation. You must be prepared with your report and ready to present on this date. Worth 25 points.
Friday, Feb. 20	Read Chapter 23, pgs. 621-638 America and the Great War Continue with Red Scare Images
Monday, Feb. 23	<b>Exam #1</b>
Wednesday, Feb. 25	Read Chapter 24, pgs. 640-654 “The New Era”
Friday, Feb. 27	Read Chapter 24, pgs. 654-664 “The New Era” Read about the Scopes Monkey Trial at <a href="http://www.law.umkc.edu/faculty/projects/ftrials/scopes/evolut.htm">http://www.law.umkc.edu/faculty/projects/ftrials/scopes/evolut.htm</a>
Monday, Mar. 2	<b>Essay #3 Due</b> – “American Ingenuity, 1910-1945” Read Chapter 25, pgs. 666-678 The Great Depression
Wednesday, Mar. 4	Read Chapter 25, pgs. 678-689 The Great Depression

Friday, Mar. 6	Read Chapter 26, pgs. 692-708 The New Deal
Monday, Mar. 9	Read Chapter 26, pgs. 709-715 The New Deal
Wednesday, Mar. 11	Read Chapter 27, pgs. 718-727 The Global Crisis 1921-1941
Friday, Mar. 13	
<b>Last day to Withdrawal</b>	
<b>Assignment #2</b> Read and Interpret for the class one of FDR's Fireside Chats <a href="http://www.fdrlibrary.marist.edu/">http://www.fdrlibrary.marist.edu/</a> , Click on Digital Archive Search, then Fireside Chats. I will provide a list for you to choose from. You must turn in a one-page typed report with citation(s), and you will present it to the class along with your interpretation. You must be prepared with your report and ready to present on this date. Worth 25 points.	
Monday, Mar. 16	Read Chapter 27, pgs. 728-735 The Global Crisis 1921-1941 Continue with FDR Fireside Chats
Wednesday, Mar. 18	Film & Discussion
Friday, Mar. 20	Read Chapter 28, pgs. 738-753 America in a World at War Read Chapter 5 of <u>Confinement and Ethnicity: An Overview of World War II, Japanese American Relocation Sites</u> at <a href="http://www.cr.nps.gov/history/online_books/anthropology74/index.htm">http://www.cr.nps.gov/history/online_books/anthropology74/index.htm</a> click on Granada.
<b>March 23-27</b>	<b>NO CLASSES</b>
	<b>SPRING BREAK</b>
Monday, Mar. 30	Read Chapter 28, pgs. 754-764 Read about the Bracero Program at <a href="http://www.tshaonline.org/handbook/online/articles/BB/omb1.html">http://www.tshaonline.org/handbook/online/articles/BB/omb1.html</a>
Wednesday, April 1	<b>Essay # 4 Due</b> – “Bombing of Hiroshima and/or Nagasaki” Chapter 28 continued America in a World at War
Friday, April 3	<b>Exam #2</b>
Monday, April 6	Read Chapter 29, pgs. 766-779 The Cold War

Wednesday, April 8	Read Chapter 29, pgs. 779-786 The Cold War Read about Joseph McCarthy at <a href="http://kclibrary.nhmccd.edu/decade50.html">http://kclibrary.nhmccd.edu/decade50.html</a> click on “U. S. Senator Joseph McCarthy begins televised hearings into alleged Communists in the army” under Events and Technology
Friday, April 10	Read Chapter 30, pgs. 788-806 The Affluent Society
Monday, April 13	Read Chapter 30, pgs. 807-817 The Affluent Society Read about “Brown v Board of Education” at <a href="http://www.watson.org/~lisa/blackhistory/early-civilrights/brown.html">http://www.watson.org/~lisa/blackhistory/early-civilrights/brown.html</a>
Wednesday, April 15	Read Chapter 31, 820-832 Civil Rights, Vietnam, and the Ordeal of Liberalism
Friday, April 17	Read Chapter 31, 832-842 Civil Rights, Vietnam, and the Ordeal of Liberalism
Monday, April 20	Read about the Bay of Pigs at <a href="http://www.jfklibrary.org/Historical+Resources/JFK+in+History/JFK+and+the+Bay+of+Pigs.htm">http://www.jfklibrary.org/Historical+Resources/JFK+in+History/JFK+and+the+Bay+of+Pigs.htm</a> Read about the Cuban Missile Crisis at <a href="http://gwu.edu/~nsarchiv/nsa/cuba_mis_cri/">http://gwu.edu/~nsarchiv/nsa/cuba_mis_cri/</a> Click on The Most Dangerous Moment
Wednesday, April 22	Read Chapter 31, 843-848 Civil Rights, Vietnam, and the Ordeal of Liberalism
Friday, April 24 <b>Last Day of Class</b>	Chapter 31, continue, if needed Review for final
Monday, April 27 @ 10:30-12:50	<b>Final Exam</b> Sec #5 12-12:50
Tuesday, April 28 @ 8:00-10:20	<b>Final Exam</b> Sec #1 10-10:50

## Essay Expectations Hist 202

Margins – top/bottom/right –1” except on the first page  
2” down, and subsequent pages 1” down.  
left margin – 1 ½ inches

Page numbers needed  
No right hand justification

To set margins in a word document click on “File,” click on  
“page setup.”

Each essay should be 4-5 pages in length (min/max), (one or two lines on the 4<sup>th</sup> page does not constitute as a 4 page essay) this does not include a cover page and bibliography. A bibliography is required. Use of footnotes or endnotes are required, these do not replace a bibliography. Please follow Tarabian, aka Chicago format not MLA or APA. Papers must be typed and double-spaced. You will be given a broad topic, please select something specific dealing with that broad topic. You must have a minimum of 3 sources. Do not rely solely on Internet sources, you must use at least one or more book(s) and/or journal article(s). Do not use websites such as, wikipedia or answers.com, these sites are not reliable; use sites that end in .edu or .org. Do not use encyclopedias, you are in college now, they are general and will not give you the information needed for a good essay.

The essays are mini research papers. I want to know details about your topic and I would like you to give your opinions and/or thoughts regarding the topic. An essay is not just a list of accomplishments about your topic. An essay tells a story. You should write as though the reader knows nothing about the topic. It has a thesis (a thesis will tell the reader what the essay is about), support for that thesis, and a conclusion. It is made up with well-constructed paragraphs. Paragraphs have an intro sentence, state your argument, and has evidence to support your argument. In addition, subsequent paragraphs provide a smooth transition from one paragraph to the next. I encourage creativity. Please write in the active instead of the passive voice.

Example:

“America was discovered.” Passive

“Columbus discovered America.” Active

Each essay is worth 50 points. If you do not have a bibliography you will lose 5 points. If you do not have footnotes or endnotes you will lose 5 points. If you use MLA or APA you will lose 5 points. If you use an encyclopedia or the websites (or any website I deem unreliable) previously mentioned you will lose 5 points. If you use only websites as sources you will lose 5 points. If essay is less than 4 pages or longer than 5 pages, you will lose 5 points.

Examples of reliable websites are:

[www.pbs.org](http://www.pbs.org), [www.tsha.utexas.edu/handbook](http://www.tsha.utexas.edu/handbook), [www.nps.gov](http://www.nps.gov)

Bibliography example, book, single author  
Single-space, second and third lines indented.  
footnote for same source at bottom of page.<sup>1</sup>

Bauer, K. Jack. The Mexican War 1846-1848. Lincoln: University of Nebraska Press, 1974.

To insert a footnote or endnote in a word document click on “insert” and then click on footnote or endnote. “Notes have four main uses: (a) to cite the authority for statements in text-specific facts or opinions as well as exact quotations; (b) to make cross-references; (c) to make incidental comments on, to amplify, or to qualify textual discussion-in short, to provide a place for material the writer deems worthwhile to include but that might interrupt the flow of thought if introduced into the text; and (d) to make acknowledgments.”<sup>2</sup>

\*Cite all your information and quotes. If all info in one paragraph comes from the same source cite at end of paragraph.

\*In a foot/endnote, authors first name first then last name. In bibliography, authors last name first. Both are single-spaced. See examples.

\*Do not overuse quotes. When using a quote, prepare the reader for the quote, then explain the quote. A quote does not say it all. Any quote over 4 lines, must be in block quote format.

\*Spell out all numbers through one hundred and any of the whole numbers followed by hundred, thousand, hundred thousand, million, etc. For example “seventy-seven dead” or “one million in population.”

\*Use a persons full name the first time that person is mentioned in the essay. Afterwards last name or title is enough to refer to the person. Stay consistent. If you are writing about President George Washington, consistently refer to him as Washington or the President, do not use both.

\*Do not pose questions you are unable to answer.

\*Stay in the time period. Are we still Colonists or are we now Americans?

\*Do not refer to what is happening today or unrelated future events. The presidential election of 1800 is not the same as the presidential election of 2000.

\*Stay in tense. Write consistently either in past or present tense; do not go back and forth.

\*Do not present new information or people in the conclusion.

\*Re-read your final draft out loud or let someone else read it to catch grammar and spelling errors.

For example, spell check won’t catch that “form” should be “from.”

If you need assistance with writing please let me know or visit the writing center online or on campus.

---

<sup>1</sup> K. Jack Bauer, The Mexican War 1846-1848 (Lincoln: University of Nebraska Press, 1974), pg #.

<sup>2</sup> Kate L. Turabian, A Manual for Writers of Term Papers, These, and Dissertations, 6<sup>th</sup> ed. (Chicago: University of Chicago Press, 1996), 118.