



ESSEX COUNTY COLLEGE
Humanities Division
HST 112 – American History II
Course Outline

Course Number & Name: HST 112 American History II

Credit Hours: 3.0 **Contact Hours:** 3.0 **Lecture:** 3.0 **Lab:** N/A **Other:** N/A

Prerequisites: Grades of “C” or better in ENG 096 and RDG 096 or placement; it is recommended that HST 111 be taken before HST 112

Co-requisites: None

Instructor: Prof. Jennifer Wager

Email: TBA

Office Hours: By appointment

Course Description: This course surveys the history of the United States from 1877 to the present. It examines the political, economic, intellectual, and social forces that shaped modern America. Particular attention is given to developments surrounding the industrialization of the United States, the emergence of the United States as a world power, immigration, economic changes in the twentieth century including periods of prosperity and depression, and the civil rights and women’s rights movements.

Textbook: *Visions of America*, volume 2: since 1865, by Jennifer D Keene, Saul Cornell, and Edward T O’Donnell; published by Prentice Hall, 2010; ISBN-13 #: 978-0-321-05310-7

General Education Goals: HST 112 is affirmed in the following General Education Foundation Category: **Historical Perspective**. The corresponding General Education Goal is as follows: Students will understand historical events and movements in World, Western, non-Western, or American societies and assess their subsequent significance.

Course Goals: Upon successful completion of this course, students should be able to do the following:

1. demonstrate knowledge of some of the fundamental concepts and theories of historical events, institutions, and ideas related to the industrialization of the United States, the emergence of the United States as a world power, immigration, economic changes in the twentieth century including periods of prosperity and depression, and the civil rights and women’s movements;

2. evaluate key American ideas and institutions in relation to global history, including perspectives in the context of social, political, religious and intellectual traditions; and
3. read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to American history.

Measurable Course Performance Objectives (MPOs): Upon successful completion of this course, students should specifically be able to do the following:

1. Demonstrate knowledge of some of the fundamental concepts and theories of historical events, institutions, and ideas related to the industrialization of the United States, the emergence of the United States as a world power, immigration, economic changes in the twentieth century including periods of prosperity and depression, and the civil rights and women's movements:
 - 1.1 *identify and describe key terms, names, and places in American history from Reconstruction to the 21st century;*
 - 1.2 *evaluate the validity of various interpretations of historical events and institutions; and*
 - 1.3 *clarify and summarize information pertaining to American historical events and ideas in a weekly journal*
2. Evaluate key American ideas and institutions in relation to global history, including perspectives in the context of social, political, religious and intellectual traditions:
 - 2.1 *identify places and trade routes on historical maps; and*
 - 2.2 *discuss social structures, religious ideas, institutions, and intellectual traditions*
3. Read, analyze, organize, and synthesize evidence, historical problems, and interpretations connected to American history:
 - 3.1 *use primary and secondary sources to show how historical problems are confronted; and*
 - 3.2 *conduct internet research and explore reliable resources on American history*

Methods of Instruction: Instruction will consist of lectures, PowerPoint presentation and overhead visual aids, collaborative group or teamwork, use of the internet to access databases and scholarly articles, and films.

Outcomes Assessment: Quiz and exam questions are blueprinted to course objectives. Rubrics are used to evaluate the papers for the presence of course objectives. Data is collected and analyzed to determine the level of student performance on these assessment instruments in regards to meeting course objectives. The results of this data analysis are used to guide necessary pedagogical and/or curricular revisions.

Course Requirements: All students are required to:

1. Read the textbook and handouts as assigned.
2. Actively participate in class discussions and collaborative groups.
3. Complete all papers, homework assignments, and oral reports on time.
4. Take all scheduled quizzes and exams.

Attendance Policy: Regular and prompt attendance is essential for academic success. Faculty members take attendance at each scheduled class session. Students are expected to attend and be on time for all classes. Individual faculty members may establish specific attendance policies. Attendance records will be turned in to the appropriate Division/Department Chair and/or Program Director at the end of the term and in the interim upon request. Any students with more than three unexcused absences will automatically fail the course.

Methods of Evaluation: Final course grades will be computed as follows:

Grading Components	% of final course grade
<ul style="list-style-type: none"> ● Journal and Class Participation A perusal of journal entries and an analysis of class discussions will provide evidence of student mastery of course objectives. 	25%
<ul style="list-style-type: none"> ● Final Paper (date specified by the instructor) Final paper on topics related to course objectives will show evidence of the extent to which students meet course objectives. 	25%
<ul style="list-style-type: none"> ● Midterm Exam The same objectives apply as with papers – students are expected to demonstrate critical and independent thought as they examine a topic related to course objectives. 	25%
<ul style="list-style-type: none"> ● Quizzes Quizzes will also show evidence of the extent to which students meet course objectives. 	25%

Grading System:

A	90% - 100%	Superior
B+	87% - 89%	Very Good
B	80% - 86%	Good
C+	77% - 79%	Above Average
C	70% - 76%	Satisfactory
D	60% - 69%	Passing
F	59% - 0	Failing

Academic Integrity: Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

- plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
- cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
- interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
- fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

Student Code of Conduct: All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

Course Content Outline: This is a tentative course schedule; the instructor reserves the right to make changes on it to make it better for the student’s development. Notice will be given should any changes take place. Primary Source documents relevant to the readings will be provided to the student to analyze and discuss during class.

Class Meeting

(90 minutes)

Topics to be Covered/ Class Activities

WEEK ONE

Days 1 – 2

Orientation & Course Introduction/Review of Class Syllabus

Activity: History as storytelling, who gets to tell the story?

Activity: Map making -- revisioning/analyzing maps of America

3

Chapter 14 – Now That We Are Free: Reconstruction and the New South, 1863 – 1890

Film: Reconstruction clips

Primary Source discussion and analysis: excerpts from W.E.B. Du Bois, Frederick Douglass and Sojourner Truth

4

Chapter 15 – Conflict and Conquest: The Transformation of the West, 1860 – 1900

Primary Source discussion & analysis: Sitting Bull speech

5

QUIZ on Reading and Terms

WEEK TWO

6 – 7

Chapter 16 –Wonder and Woe: The Rise of Industrial America, 1865 – 1900

Film: Chinese railway workers & Pullman porters

Primary source discussion & analysis: the Pullman Strike, Haymarket Riot & Lucy Gonzalez Parsons

8

Chapter 17 –Becoming a Modern Society: America in the Gilded Age, 1877 -1900

Film: early film clips, inequality

Activity: The photography of Lewis Hine

QUIZ on reading and terms

9

Chapter 18 – Creating a Democratic Paradise: The Progressive Era, 1885 – 1915

Film: DW Griffith/Oscar Micheaux excerpts

Primary source discussion & analysis: Joe Hill and IWW songs

10

Chapter 19 – Imperial America: The United States in the World, 1890 – 1914

Primary source discussion & analysis: political cartoons & propaganda posters

& clips from Spanish-American War in the Caribbean and Pacific

WEEK THREE

11

QUIZ on reading and terms

12 – 13

Chapter 20 – The Great War: World War I, 1914 – 1918

Primary Source discussion & analysis: WEB Du Bois, “The African Roots of War”

Class activity: Berlin Conference, colonialism and mapmaking

14

MIDTERM EXAM based on Chapters 14 – 20

15

Chapter 21 – A Turbulent Decade: The Twenties

Film: Modern Times, by Charlie Chaplin

WEEK FOUR

16 – 17

Chapter 22 – A New Deal for America: The Great Depression, 1929 – 1940

The rise of unions and labor organizing

Film: In Dubious Battle

18 – 20

Chapter 23 – World War II: Fighting the Good War, 1939 – 1945

Chapter 24 -- A Divided World: The Early Cold World, 1945—1963

Primary Source discussion & analysis: US government internment of Japanese Americans

QUIZ on reading and terms

WEEK FIVE

21

Chapter 25 – In a Land of Plenty: Contentment and Discord, 1945 – 1960

Primary Source discussion & analysis: We Charge Genocide

22 – 23

Chapters 26 & 27 – A Nation Divided: The Vietnam War, 1945 – 1975 and

Decade of Discord: The Challenge of the Sixties

Primary Source discussion & analysis: Student Manifestos, the photography of Gordon Parks

Film: Black Power Mixtape/Angela Davis documentaries

QUIZ on reading and terms

24

Chapter 28 – Righting a Nation Adrift: American in the 1970s and 1980s

Film: Roger & Me, a documentary by Michael Moore

25

Chapter 29 – Building a New World Order: The United States, 1989 – 2009

Neoliberalism or Imperialism 2.0?

FINAL PAPER DUE / Class wrap up