

STUDENT MATERIALS

**HIST 1302:
History of the United States since 1877**

**Featuring the series
“Transforming America”**

**A DCCCD TeleCourse adapted exclusively
for delivery to the
Navy College Program for Afloat College Education (NCPACE)**

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R. Jan LeCroy for Educational TeleCommunications
Dallas County Community College District (DCCCD)

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The seven member colleges of the DCCCD are independently accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

Textbook	Roark, James L., et al., <i>The American Promise. Vol. II: From 1865</i> , 3rd Edition. Boston: Bedford/St. Martin’s, 2005. ISBN: 0-312-40689-4
Telecourse Guide	Alfers, Kenneth. <i>Telecourse Guide for Transforming America: U.S. History Since 1877</i> , 1 st edition, Boston: Bedford/St. Martin’s, 2005. ISBN: 0-312-41736-5
CD/Video Lessons	4 CD-ROMs that contain the video lessons

INSTRUCTOR'S LETTER TO THE STUDENT

Welcome to an exciting approach to the study of early United States history, **Transforming America**. This course examines U.S. history from 1877 to the present. The information in this syllabus is designed to help you successfully complete this course.

Why should you want to study history? Part of the reason to study history is to attempt the preservation of a people's past. Historians work at keeping safe the truth of how a person, a community or a nation lived and prospered, or how they failed and died. As a well-known fictional detective (Ross MacDonal's "Lew Archer") once noted: "Someone ought to be interested in finding out the truth about things, for truth ought to matter." Historians are like detectives trying to discover the evidence to prove their version of the past.

One problem with historical evidence is that it is not always quantitatively verifiable. Facts are sometimes questionable. Consequently, historians often have to make intuitive leaps when they find and record what they believe is an historical truth. A second problem with history and its evidence is the question of the reliable source. People do not always remember things the way they really happened, but rather as they thought they happened. Often, even first-hand or eyewitness accounts of an event can differ greatly.

So, future historians, once you agree that a source is good, how do you find out where the rest of the evidence is stored? American historians have been blessed (or cursed) with more data, and more sources, than any other national historians. The English Puritans were more than happy to record their errand into the wilderness because it was to provide a prototype for how a society was to be formed. The Spanish kept excellent records so that they could count converts and profits. The French left records too, not to be out done by their colonial rivals. All across the United States there are historical societies, museums, local and college libraries which hold, catalog and preserve the evidence of our past. And now, we can add the Internet to our resource list.

But evidence storing does no good if we cannot, or will not; make the information relative to our present circumstances. C. Vann Woodward, a southern historian, noted that history serves Americans as a source of folk-lore, myth and legend. Since we have no misty prehistoric past with epic heroes, we have to fashion ours from a very recent history. Born in the age of exploration and discovery, our folk heroes are the people who rose to importance at crisis points in our history, such as George Washington, Benjamin Franklin, Abraham Lincoln, Martin Luther King Jr., or Rosa Parks.

Our American nation is based on, and measured against, the United States Constitution and the laws it established. When we become disenchanted we become critical of the very past we are basing our identity upon. We attack historical figures: the Founding Fathers, the Puritans, the soldiers, the wealthy, the immigrant. But even in troubled times, we generally do not form lasting anarchist theories or violent movements. Americans prefer philosophies that are practical. We like to do, rather than to think about doing. It all comes down to this: as Americans we need to know about our past so that we can move toward our future. As the American story unfolds in this course, you will learn to see the events of the past as elements of the present, and begin to understand how we fit into the complicated pageant of history.

For questions regarding textbooks, grade requirements, lessons, software issues, etc. contact: NCPACE@dccd.edu.

INSTRUCTIONS:

Read all information carefully in the Course Syllabus below. The Syllabus serves as the *Orientation* to this course.

COURSE SYLLABUS

OVERVIEW

This course surveys the social, economic, political, and diplomatic history of the United States since 1877.

COURSE GOALS

The primary goal of *TRANSFORMING AMERICA* is to increase your knowledge and understanding of how and why the United States came to be what it is today. In doing so, you will develop habits of critical thinking that will allow you to live more competent and interesting lives in your local communities and in the nation at large.

The following competencies and objectives will be accomplished through the use of a student Telecourse Guide, reading assignments, video programs, instructor/student interaction, assigned papers, and examinations. Upon successful completion of this course, you should be able to realize the items indicated below.

Intellectual Competencies for HIST 1302:

1. Analyze and interpret a variety of printed materials - books, documents and articles – at a college level.
2. Produce clear, correct and coherent prose adapted to purpose, occasion and audience – at a college level.
3. Analyze and interpret various forms of spoken communication and possess sufficient literacy skills of writing and reading - at a college level.
4. Think and analyze at a critical level.

Exemplary Education Objectives for HIST 1302:

1. Examine social institutions and processes across a range of historical periods, social structures, and cultures.
2. Develop and communicate alternative explanations or solutions for contemporary social issues.
3. Understand the evolution and current role of the U.S. in the world.
4. Differentiate and analyze historical evidence (documentary and statistical) and differing points of view.
5. Recognize and apply reasonable criteria for the acceptability of historical evidence and social research.
6. Identify and understand differences and commonalities within diverse cultures.

Course Objectives

The learning objectives for this course are listed below. Upon successful completion of this course, you will be able to:

- Discuss the settlement of the last frontier and its effects on American Indians as well as on farmers.
- Describe and explain the reasons for industrial growth in the United States and analyze the social, economic, and political effects of industrialization.
- Describe and explain the changes in the status of the American laborer.
- Analyze the urbanization of the United States.
- Describe and explain the patterns of immigration, and analyze the development of immigration restriction.
- Discuss the political responses to the changing America of the late nineteenth and early twentieth centuries.
- Analyze American involvement in foreign affairs from the 1890s to the 1920s.
- Describe and explain the causes of the Great Crash and the Great Depression.
- Analyze the social, economic, and political effects of the Great Depression.
- Discuss American involvement in World War II, including diplomacy as well as the military and home fronts.
- Analyze the involvement of the United States in world affairs since World War II.
- Describe and explain the major economic, political, and social developments in the United States since 1945.
- Discuss the broad-based civil rights movement in the United States since 1945, and analyze the contemporary status of minority groups.
- Analyze the major issues confronting the American people at the beginning of the twenty-first century.

COURSE MATERIALS

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Telecourse Guide:	Alfers, Kenneth. <i>Telecourse Guide for Transforming America: U.S. History Since 1877</i> , 1 st edition, Boston: Bedford/St. Martin's, 2005. ISBN: 0-312-41736-5
CD/Video Lessons	4 CD-ROMs that contain the video lessons

Substitutions to course materials are not permitted.

Important Note About the Video Lessons

Video lessons are contained on the CD-ROMs. This visual material is an integral part of this course and must be watched carefully if you are going to maximize your learning experience and do well on your exams.

Important Notes About the Course Text, CD-ROMS & Telecourse Guide

The **Telecourse Guide** is essential for successful completion of this course. It provides important information about each lesson, correlates the reading assignments and the video programs, supplies invaluable "Focus Points," and includes a truly representative "Practice Test" at the end of each lesson. Use it! **THERE IS AN ERROR ON PAGE 62 OF THE TELECOURSE GUIDE. LESSON 13 SHOULD BE 'ROAD TO WAR,' AND 14, SHOULD BE 'WORLD AT WAR.'**

The **textbook** describes significant developments in American history. To do well in this course, you **must** read the appropriate textbook assignments indicated in the **Telecourse Guide**. The video programs contained on the **CD-ROMs** and on video tapes provide visual and narrative information, as well as analysis of significant developments by some of the nation's leading historians. To accomplish the goals of this course, you **must** thoughtfully view the video programs.

COURSE REQUIREMENTS

1. EXAMINATIONS

Three exams will be given during the semester. Each exam will cover the assigned reading and the videos. Each exam will consist of a combination of multiple-choice and essay questions. The multiple-choice questions are keyed directly to the text, reader, and video "Focus Questions" in this Notebook. The essay questions on the tests will be taken from the "Essay and Discussion Questions" also included in this Notebook. Please remember that you must answer two essay questions for each exam. Each exam will be worth 100 points.

2. REQUIRED WRITTEN REPORTS

You are required to submit one written report for each of the first two units (Unit I and Unit II; **two reports total**). **VERY IMPORTANT THIS ASSIGNMENT IS SEPARATE FROM ANSWERING THE ESSAY QUESTIONS LOCATED INSIDE THE EXAMS.** The topics for these papers must be taken from the "Enrichment Ideas" located at the end of each lesson in the Telecourse Study Guide. Grammar and spelling will be considered when your paper is graded. The papers are due at the time you take the test for Units I and II. Each paper is worth 25 points.

3. EXTRA CREDIT

You may earn a maximum of twenty-five points by submitting a written paper of two to three pages describing first, what you found that surprised you about these periods in U.S. history. Second, do you believe history repeats itself? Give examples. Finally, what do think is the future for the U.S. based on our history. A point value will be assigned to the completed work by the campus instructor. Your accumulated extra points will be added to the total of your test points and your points accumulated for your required written work when your final semester grade is computed.

COURSE COMPONENTS

The following is a detailed list of the course components and is designed to help you navigate through this course to a successful completion. Before you begin each unit review the lesson assignments in order to schedule your time appropriately. Pay careful attention to the titles and numbers of the textbook chapter, the reader lesson, and the CD-ROM/video program, as their numbering might be different from one another.

Overview

Read the overview for an introduction to the lesson material. It will also provide you with the broad thematic focus of the lesson.

Lesson Objectives

Review the learning objectives and pay particular attention to the lesson material that relates to them.

Lesson Focus Points

This series of questions is designed to help you use the resources selected for each lesson and to direct your learning efforts. Look for the people, places, events, terms and ideas presented in the questions. They contain both the text and video focus areas and can be used as a guide to note-taking for each lesson.

Enrichment Ideas

These activities can add to your comprehension of the material or add to your attitudes about the key historical topics in the lesson. They will also be your topic choices for some of your class written work.

Suggested Readings

The suggested readings are designed to encourage you to go beyond the elements required in the course.

Documents

Each of the lessons contains one or more primary documents that reinforce the historical perspective of the lesson. The list of questions that accompany this section will help you focus your reading and guide you toward an understanding of their historical significance.

Practice Tests

You can use the Practice Tests contained in the Telecourse Guide to check the accuracy of your study before each graded test. **(Remember, practice test scores do not count toward your grade!)**

QUIZZES AND EXAMS

There are three examinations, two required written reports and one optional extra credit

assignment. The examinations are worth 100 points each and the required written reports are worth 25 points each. The *optional* extra credit assignment is worth 25 points.

GRADE SCALE

The total number of points, based on the scale below, determines your final grade:

315 - 350	=	A
280 - 314	=	B
245 - 279	=	C
210 - 244	=	D
0 - 209	=	F

		Number of Points
Exam #1	Covers Lessons 1-7 & Chapters 16-20 of the Textbook	100
Exam #2	Covers Lesson 8-14 & Chapters 21-25 of the Textbook	100
Exam #3	Covers Lessons 15-26 and Chapters 26-31 of the Textbook, <i>and</i> includes a comprehensive essay	100
Written Report #1	Covers Unit 1 (Lessons 1-7)	25
Written Report #2	Covers Unit 2 (Lessons 8-14)	25
	Total Number of Points	350
Optional Assignment for Extra Credit:	History paper under “Extra Credit” in Course Requirements	25
	Maximum Number of Points (including extra credit assignment)	375

Academic Honesty: The purpose of the Student Code of Conduct is to provide guidelines for the educational environment of The Dallas County Community College District. Such an environment presupposes both rights and responsibilities. Disciplinary regulations at the college are set forth in writing in order to give students general notice of prohibited conduct. Students should be aware of disciplinary actions for all forms of academic dishonesty, including cheating, fabrication, facilitating academic dishonesty, plagiarism, and collusion. The DCCCD Catalog contains the entire Student Code of Conduct and is also available on the Internet at <http://www.dcccd.edu>.

As members of an academic community which places a high value on truth and the pursuit of knowledge, NCPACE students are expected to be honest in every phase of their academic life and to present as their own work that which is genuinely theirs. Each student has the responsibility to maintain the highest standards of academic integrity and to refrain from cheating plagiarism or any other form of academic dishonesty.

Academic dishonesty is representing another’s work as one’s own, active complicity in such

falsification, or violating test conditions.

Plagiarism is stealing and passing off ideas and words of another as one's own or using the work of another without crediting the source.

ASSIGNMENT SHEET

Week	Telecourse Guide Lesson	Exam or Other Grade Requirement
1	1,2	Unit I also includes chapters 16-20 of "The American Promise"
2	3,4	
3	5,6,7 <i>End of Unit I</i>	Exam #1 due Written Report #1 due
4	8,9	
5	10,11	Unit II also includes Chapters 21-25 of "The American Promise"
6	12,13	
7	14 <i>End of Unit II</i>	Exam #2 due Written Report #2 due
8	15, 16 &17	
9	18, 19, & 20	Unit III also includes Chapters 26-31 of "The American Promise"
10	21,22	
11	23,24	
12	25,26 <i>End of Unit III</i>	Exam #3 due <i>Optional:</i> Extra Credit Assignment

What Makes a Good History Paper?

Guidelines for Writing a Good History Essay**

1. Preparation. Good history papers begin with effective reading. Your understanding of the sources you chose will provide the basis of your paper. One way to begin to organize your source material would be to summarize the main points of your sources. If you cannot restate the points, you may need to re-read the material.

2. Thesis. Your essay should be organized around a clear, comprehensible, and sustained proposition that you want to discuss or prove. Your first paragraph should state your thesis and indicate how you plan to support it.

3. Organization. Every paragraph should clarify, explain and build on your thesis statement. You may want to use an outline to ensure the coherence of your essay.

4. Evidence. Any generalization you use should be supported with specific evidence.

5. Chronology. Historians like dates. They help you organize information and demonstrate intellectual and social events over time. Be sure to keep your chronology clear when you are using dates to structure your argument.

6. Conclusion. A good essay has a beginning, middle and an end. Your ending should not just circle around to restate the opening statement. Your conclusion should wrap-up your arguments and leave the reader with a sense of the significance of your efforts.

7. Editing. Good writers rewrite. Proof read your essay and rewrite if you find flaws in your content, logic, or style. Spell checking on the computer will not always catch your mistakes, but it is a good place to start. Have someone else read your paper aloud to check for grammar and logic problems.

8. Style. The key to good writing is clarity. Keep your words active whenever possible, and avoid using the passive voice. For example: “Virginia was settled by Englishmen” uses passive voice. “English noblemen settled Virginia” is active. When you use words like *these* and *this* always follow with a noun so that your reader will know who or what you are talking about.

9. References. All quotations must have some form of citation. For these essays parenthetical notations using the MLA (Modern Language Association) style format are sufficient. Within the parenthesis include the author’s last name followed by a comma and a page number where the information can be found. Example: (Roark, 23). The full reference citations should be included at the end of the essay. Example: Roark, James, et al, *The American Promise, A History of the United States, Volume I: to1877*, second edition, Boston: Bedford/St Martin’s, 2001. These citations should allow your reader to find your sources easily. Any time that you use words, ideas or phrasing from a space you must give the author credit with a citation. (See section on plagiarism).

How to Grade Your Paper**

A - Essay based on clear, well defined original concept that goes beyond the assigned readings. Essay contains persuasive analysis that demonstrates a command of the conceptual demands of the assignment and the course.

Essay includes examples of convincing reasoning consistently applied with solid evidence directly applicable to your thesis. Essay moves from one point to the next with smooth transitions, coherent organization and well-developed paragraphs. Author uses well -constructed sentences, with well- chosen words and follows all the conventions of English grammar.

B - Clear thesis, specific to the essay; demonstrates an under-standing of the texts, ideas and the assignment. Pursues the thesis and develops a core argument with clear ideas and supportive details. Clear transitions, developed connected ideas in unified paragraphs. Good command of English with some occasional style or grammatical problems (usually awkward syntax or passive voice).

C - General thesis but central to the essay; shows an understanding of the basic ideas and information of the assignment with some factual errors. There is a tendency toward generalizations, incomplete development of core argument weak organization, shallow analysis with unsupported generalizations, etc... There are some awkward transitions with weak or undeveloped paragraphs not clearly connected to one another; tendency toward wordiness, unclear or awkward sentences, grammatical errors and excessive use of passive voice.

D - Vague or irrelevant thesis; inadequate command of the course material with many factual errors. Student fails to respond to the assignment. Undeveloped - a mere narration that moves from one topic to another. Writing shows simplistic with a tendency toward vague summarization with major grammatical errors such as subject-verb agreement, obscure pronouns and sentence fragments. There is an excessive use of clichés and gross spelling errors.

F - Little or no development - merely a listing of vague generalizations or misinformation. Essay does not respond to the assignment. No detectable thesis. There are no transitions and use of incoherent paragraphs; unreadable because of multiple grammatical errors.

***Instructor's Resource Manual for The American Promise, Vol. I To 1877*

NCPACE COURSE PLANNER

It is crucial to plan out the time you have to complete your NCPACE course effectively so that you have ample time to do all the required assignments for the course. When you attend a course on a campus, the professor usually supplies each student with a copy of a course syllabus that outlines what material will be covered in the class and what the student is expected to do to complete the course successfully. The Telecourse Study Guide and this NCPACE Student Materials are your syllabus. They will take you step by step through the course for which you enrolled.

In class, professors provide students with due dates for each assignment and exam. Because each command determines its own NCPACE term dates, it is impossible to give due dates. In addition, NCPACE courses are designed to be self-paced because each sailor knows his/her schedule best and is expected to complete the course at his/her personal comfort level so long as it falls between the term dates set by the command.

Please contact your NCPACE Point of Contact (POC) on board for your current semester dates.

Semester 1: Start Date _____ End Date _____

Semester 2: Start Date _____ End Date _____

Below is a list all of the assignments required for this course. It is recommended that you take this time to determine when you would like to have each of the requirements completed. By doing this simple exercise, it will be easier to remain on tack through the semester.

Exam #1 _____ Written Report #1: _____

Exam #2: _____ Written Report #2: _____

Exam #3: _____ Optional: Extra Credit _____

It is recommended that you make a copy of this page for your NCPACE POC so he/she can see that you have planned ahead and get an idea of when he/she will need to proctor exams. Please remember to schedule each exam with your NCPACE POC a few days prior to the actual date you wish to take the exam. The dates you determine are not fixed, but as stated above are flexible so long as the course requirements are completed by the end of the semester.

COURSE ASSIGNMENT CHECKLIST

To be completed by student and proctor at course completion.

HIST 1302: US History Since 1877

EXAMINATIONS:

- Proctored Exam #1 Includes two essay questions
- Proctored Exam #2 Includes two essay questions
- Proctored Exam #3 Includes two essay questions

ESSAYS/ CASE STUDIES:

- Required Written Report #1 (due at time Exam #1 is taken)
- Required Written Report #2 (due at time Exam #2 is taken)

OTHER:

- Optional: Extra Credit Assignment

**NCPACE Video CDs from Dallas TeleLearning for
“Transforming America” Video Lessons**

To the student:

The CDs contain individual video lessons in Windows Media Video format. These CDs require Microsoft’s Windows Media Player to view the videos. This set of CDs consists of 4 discs.

To view the videos:

1. Right click the mouse over the Start Button on the Task Bar.
2. Use the left button on the mouse and click on Explore
3. Under My Computer locate the letter that designates your CD player. Usually it is D: but it can be E: or another letter
4. Click on the letter designating your CD Player
5. A Window on the right side of your screen will display the contents of the CD.
6. Find the appropriate video lesson and double-click on the video file to view it.

Video Lesson Breakdown:

CD 1 – Lessons 1-7, video files TA01.wmv – TA07.wmv

CD 2 – Lessons 8-14, video files TA08.wmv – TA14.wmv

CD 3 – Lessons 15-20, video files TA15.wmv – TA20.wmv

CD 4 – Lessons 21-26, video files TA21.wmv – TA26.wmv

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