



Syllabus – College U.S. History 1877-Present

Instructors: Robert Allen and Scott Weatherford

Class Meeting Times & Place: Mondays and Wednesdays from 8:00am to 8:55am in Mr. Allen's Room

Office Hours: Tuesdays and Thursdays 8:00-8:55 AM and by appointment

Email: rallen@davincischools.org

Course Description: History 102 is a chronological survey of American History from 1877 to the present, focusing on American social, intellectual, political and diplomatic institutions. Major topics in the course include the nation's culture and diversity and the role of the U.S. during the period within the broader context of world history. The main goal of this course is to prepare student with the analytic and critical thinking skills necessary to be successful students in courses at the college level. Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History

Antioch University Los Angeles B.A. Program Learning Objectives:

- Critical and analytical thinking ability;
- The ability to understand issues from multiple perspectives;
- The ability to connect learning to lived experience;
- Social awareness, community engagement, global citizenship;
- Core competency in foundational skills: including, writing, quantitative reasoning, information literacy, technological literacy, oral communication, and research.

Course Description and Learning Objectives:

Students will be challenged to think critically and to analyze diverse social perspectives, historical narratives and varied interpretations of U.S. History. Students successfully completing History 102 will become conversant with the basic outline of the history of the U.S. from 1877 and the close of Reconstruction to social, political and economic issues of the present. Students will also gain understanding of how contemporary American culture, society and politics developed from events that took place during this period and from the interactions between various ethnic and socioeconomic groups. Students will learn how historians critically interpret and examine evidence from physical artifacts to primary documents to better understand and construct written accounts of how people lived in the past.

Specifically, students successfully completing the course will be able to:

- Identify and summarize the outline of the modern history of the U.S. from 1877 to the present.
- Define, identify context, and apply the concepts of imperialism modernization, industrialization, urbanization, progressivism, new deal, fair deal, cold war, civil rights, new conservatism, and globalization.
- Discuss and give explanations of how and why contemporary American culture, society and politics developed from the interactions between various ethnic and socioeconomic groups throughout our modern history.

- Self-reflect about own perceptions and direct experiences with other ethnic and socioeconomic groups
- Describe, compare and contrast the core methods and sources historians apply to critically select, examine and interpret evidence of how people lived in the past.

Evaluation Criteria

1. Active contributions to classroom discussion demonstrating constructive dialogue with peers
2. Depth and Critical thinking in research papers and document based essays using primary sources
3. Ability to analyze the course content through historical thinking skills such as Combining multiple sources, contextualization, Change over time, and historical causation

Grading Categories

1. **Historical Thinking Skills** 20%
 - a. Cause and Effect
 - b. Sourcing Skills
 - c. Context
 - d. Change over time
2. **Knowledge: The Constitution** 20%
3. **Knowledge: Economic Transformation** 20%
4. **Knowledge: America and the World (Imp, WW1, CW)** 20%
5. **Knowledge: Postwar America and the Cold War** 20%

Major Areas of Assessment

1. Weekly Multiple Choice Reading Quizzes
2. College Level Document Based Questions (DBQs)
 - a. Industrialization of America
 - b. U.S. Imperialism
 - c. Postwar America
3. Research Paper – Roaring 20s/Great Depression
4. Course Final – Multiple Choice and In-class essay
5. Supplemental projects

Workload Overview

- Expect around 1 Chapter from your college textbook American Pageant to be read each week
- Prepare for Differentiated DBQs and Project Goals
- Expect to read primary Sources in and outside of class

Late Work Policy

- Students will be expected to complete ALL the assigned work for the class the day it is due, before class starts. ***Late work will be penalized a letter grade for each day it is late.***
- Absences – You will have until the next school day (not the next course meeting) to turn in the assignments. You will be responsible for emailing or speaking to me to get the work!

Adding and Dropping Logistics

- This course may be taken in the place of a seminar OR in addition to a seminar
- This course is an Antioch University class, and students will enroll in the university
- Students who enroll in the course will be expected to stay in the course, but 1 on 1 meetings will be held after the 1st quiz and DBQ, and a decision could be made as late as the 3rd week. (We hope you decide well before this).

- Students who drop after the first DBQ will be given 2 options
 - Continue to take the course for No Credit Pass/Fail and are dropped from the college section. Course requirements are still in place.
 - Students drop the class for another seminar (most likely foreign language lab)

Required Texts (Provided)

- The American Pageant – David M. Kennedy, Lizabeth Cohen, Thomas A. Bailey
- A People’s History of the United States of America – Howard Zinn
- The American Spirit v2 (Primary Sources) – David M. Kennedy, Thomas Bailey.

Attendance

Students are expected to attend all class sessions and participate as required in the syllabus. Students missing more than 3 sessions will be in danger of receiving no credit for the course.

Application and Registration

All students new to AULA courses must apply online to AULA to receive a username and password and must register for all courses for the semester on myAntioch. Guidelines and procedures to be discussed in class beginning Week 2 of the course. **Registration is to be completed by Week 3 of the course. Failure to register for the course will result in the student losing the opportunity to earn college credit for the course through Antioch University Los Angeles.**

Academic Integrity & Plagiarism Policy

AULA and DaVinci Schools expect all students to adhere to the highest standards of academic honesty. In all academic activities—including, but not limited to papers, oral presentations, and reports—students must submit their own original work accompanied by citations acknowledging words, facts, or ideas borrowed from any other source, including electronic sources.

Plagiarism – that is, the intentional or unintentional borrowing of another person’s ideas, images, research, or data without citation—is a serious breach of academic integrity that results in sanctions, including dismissal from the university.

Please consult Diana Hacker’s online reference at <http://www.worwic.edu/Media/Documents/LibraryResources/MLA%20Style.pdf> in regard to the proper citation of sources and Hacker’s *A Writer’s Reference*, 7th ed., pp. 344-347 for specific guidance on avoiding plagiarism while taking notes, summarizing, paraphrasing, and quoting from sources. For history courses, additional information will be provided for citations using the Chicago/Turabian format.

College United States History 1877-Present
Robert Allen
Scott Weatherford

Student Name (print): _____ **Period:** _____

Parent Name (print): _____

I have read the course policy and classroom procedures. I understand the academic/behavior expectations and consequences. I understand that this is a college level course and requires more rigor and student responsibility than a high school class.

Student (signature):

_____ Date: _____

Parent/Guardian (signature):

_____ Date: _____