

Official TCC Course Syllabus

Discipline Prefix:	HIS	Course Number:	122	Course Title: United States History II			
		Class Section:	N17B				
Credit Hours:	3	Lecture Hours:	3	Clinical Hours:		Lab Hours:	
Contact Hours:	3	Studio Hours:		2020 Spring Semester	Additional Info:		
Meeting Days/Time/Location: TUES 04:00:00 PM - 07:05:00 PM - Building UBOC Room CW112 - Va Beach							

Instructor Information

Name: Ms. Linda McCubbins
 Contact Information: 757.718.4784
 Office Location: n/a
 Office Hours: I am an adjunct professor. Please contact me and I am more than happy to meet with you before or after class.
 Course Site:
 Blackboard Website: <https://learn.vccs.edu>
 Instructor Email Address: lmccubbins@tcc.edu
 (college or VCCS)

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Course Information

Course Description

HIS 121-122 surveys United States History from its beginning to the present. HIS 122 surveys from Reconstruction to the Present. Part II of II.

Prerequisites and/or Co-Requisites

Prerequisites - Placement into ENG 111

Corequisites - None

General Education Core Competencies Supported by this Course

After completion of this course, students will be able to:

- **Critical Thinking**
A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act.
- **Cultural and Social Understanding**
A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities.
- **Information Literacy**
A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively.
- **Written Communication**
A competent written communicator can use writing to communicate with others, resulting in understanding and being understood.

Required Course Texts and Supplementary Materials

Tindall, George Brown and David Emory Shi, *America: A Narrative History*, Tenth Edition, Volume II. W.W. Norton Company.

Course Learning Outcomes

- Describe the political environment at various times in the United States and examine its connection to public policy.
- Explain the major economic issues in the U.S. history and describe how the nation responded to them.
- Describe the influence and importance of race, gender, class, and ethnicity from both individual and national perspectives.

- Describe the importance of religious, social, cultural, and economic developments to the national experience from Reconstruction to the present.
- **Describe how the United States became a world power and asserted its influence across the globe.**

Topics Covered in this Course

- Industrialization in the post-Civil War period
- Rise of United States to World Power status
- Early civil rights movement
- Progressivism and its presidents
- **World War One**
- The Twenties
- Immigration
- **The Great Depression**
- **World War Two and atomic bomb**
- **Cold War**
- Civil Rights Movement
- **Aftermath of Cold War**

Description of Assignments/Assessments

Average of quizzes 15%
 Midterm Exam 20%
 Paper 20%
 Presentation 10%
 Final Exam 20%
 Panel Presentation 10%
 FlipGrid 5%

United States History Reaction Paper

Each student will select a primary source document from the Blackboard discussion board. Once you make your selection, you must sign up for it. Just place it on the discussion board as a discussion thread. Examples of student selections are on the discussion board to help you. Remember to make sure that your reading has not been selected by another student. Each student will be writing about a different source. The readings belong to the students who select them first.

Once you have made your selection, write a five-page paper. The paper will include three parts:

United States History Reaction Paper for History 122

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Once you have made your selection, write a five-page paper. The paper will include three parts:

1. Write a brief biography about the document's author. Did this person's body of work impact individuals and/or culture as a whole?
2. Put the document in context with the time it was written. What event(s) influenced the writing of the document? *Example: If you are writing about Thomas Paine's Common Sense you will discuss some of the problems between the American colonies and the Mother country during the 1760s and 1770s.*
3. What is your reaction to the reading? How have viewpoints changed, if any, over the years? Did the events described in the document or actions of the author change the course of history? How? Did the work of your author affect the world outside the United States? Explain how the author's body of work affected life within and outside the United States.

- All research may be conducted online.
- Each student will use a minimum of five sources.
- MLA format will be used.

For information about proper MLA format and online sources go to the Blackboard and find the following link: <http://www.portaportal.com/>. Sign in as a guest by typing in "mccubbil." This will take you to various research sites and the "citation machine" to help you with the MLA format.

- An example of a reaction paper completed in the above format can be found on Blackboard by going to the "Syllabus and Course Information" link.
- Each student will also make a short oral presentation (5 minutes) discussing his or her reaction to the selection. A Prezi, PowerPoint or Microsoft Photo Story visual will accompany the oral presentation.

- **Papers are due on April 2 and presentations will take place April 2—April 23**

Course Schedule

The following course schedule may change due to the progression of the course and at the discretion of the instructor. If changes/additions are made to the schedule, students will be notified in writing.

Week 1	Chapter 17 “Big Business and Organized Labor”
Week 2	Chapter 18 “The South and the West Transformed” Chapter 19 “The Emergence of Urban America”
Week 3	Chapter 20 “Seizing an American Empire” Chapter 21 “Making the World Over” The Progressive Era (quiz 1)
Week 4	Chapter 22 “America and the Great War” Chapter 23” The Clash of Cultures”

Students will read Cetinsaya, Gokhan. "A Tale of Two Centuries: Continuities in Turkish Foreign and Security Policy." In *Contentious Issues of Security and the Future of Turkey*, by Ed. Nursin Atesoglu Guney, 5-18. 2013. Excerpts from Morgenthau, Henry. *Ambassador Morgenthau's Story*. Garden City: Doubleday, Page and Company, 1918. And, Admiral Mark L. Bristol to Dr. James L. Barton. *Assembly of Turkish American Associations*. March 28, 1921. http://www.ataa.org/reference/bristol_letter.html (accessed November 26, 2011). Students will participate in a panel discussion about the Treaty of Lausanne. Some of the questions include: Did the treaty satisfy the doctrine of self determination? In what ways did the treaty fail to satisfy the doctrine of self determination?

Week 5	“The Reactionary Twenties” Chapter 25 “The Great Depression” (quiz 2)
Week 6	Midterm Exam (Chapters 17-25)
Week 7	Chapter 26 “The Second World War” Papers due, presentations begin
Week 8	Chapter 27 “The Cold War and The Fair Deal ” Chapter 28 “Cold War America” (quiz 3) presentations

For homework, students will read Athanassopoulou, Ekhavi.

Turkey-Anglo-American Interests 1945-52: First Enlargement of NATO*. Portland Oregon: Frank Cass, 1999; Athanassopoulou, Ekhavi. *Turkey-Anglo-American Interests 1945-52: First Enlargement of NATO*. Portland Oregon: Frank Cass, 1999 and Seydi, Suleyman. "Turkish-American Relations and the Cuban Missile Crisis 1957-63." *Middle Eastern Studies*, Vol. 46, No. 3, May 2010: 433-455. Using FlipGrid, students will discuss why both countries were interested in an alliance directly after World War II--what was in it for both countries? How did the relationship between Turkey and the United States change after the Cuban Missile Crisis? Should the United States have been more attentive to Turkey in the 1960s and during the era of detente? **Due Week 10*

Week 9	Chapter 29 “New Frontiers: Politics and Social Change in the 1960s presentations
Week 10	Chapter 30 “Rebellion and Reaction in the 1960s and 1970s” (quiz 4) presentations end

Week 11 Chapter 31 "A Conservative Realignment 1977-1990"
Chapter 32 "America in a New Millennium."

Students will read Ozel, Soli. "Indispensable even when unreliable: An anatomy of Turkish-American Relations." *International Journal* Vol. 67, No. 1, Charting the new Turkish foreign policy, Winter 2011-2012. Also excerpts from Zeyrepoktav, Ozden. *Turkey in the Twenty-First Century: A Quest for a New Foreign Policy*. Ashgate Publishing Company, 2011 and Park, Bill. *Modern Turkey: People, State and Foreign Policy in a Globalized World*. Routledge, 2012. Using the information above and current events, students will participate in a panel presentation about Turkish-American relations. How and why did Turkish-American relations change after 9/11? Give examples of events that illustrate the changing nature of the relationship. Would it be beneficial for the United States to pursue better relations with Turkey? Why? Why not?

Week 12 **Final Exam, Chapters 25-32 in room CW112 4:00 p.m.**

Course Policies & Procedures

Grade Policy

Based on the progression of the course, the grade distribution for each assignment may change. However, if changes are made, I will notify students in a timely manner and in writing. Final grades are made available to each student within the Student Information System (SIS) now web delivered via MyTCC or SIS.

Course Communication

Study questions for each chapter can be found on BlackBoard. You will also be able to keep track of your grades on BlackBoard. Finally, each week I will update the BlackBoard announcement with reminders about assignments, quizzes, essays, exams and papers.

Attendance Policy

All students are expected to be present and on time at all scheduled class and laboratory meetings. Instructors are not required to admit a student who arrives late to the classroom. A student who adds a class or registers after the first day of classes is counted absent from all class meetings missed.

If a student is absent more than 15 percent of scheduled instructional time, attendance may be defined as unsatisfactory. This calculation includes absences occurring during the add/drop period. See also the Withdrawal Policy in this syllabus for more information. Per the college's attendance policy, faculty have the right to develop a more stringent policy as well. Students who do not attend or participate in class by the deadline to drop for tuition refund may be deleted from the course.

Late Work/Make-up Exam Policy

Absence or tardiness does not excuse a student from course work or assignments. A consistent attendance record is mandatory if a student wishes to be successful in this course. If an assignment is turned in late, the grade will be lowered one letter grade unless you have a valid excuse. Please contact me if you cannot turn in an assignment on the designated date. **Make-up quizzes will not be administered.** However, the lowest quiz grade will be dropped. One missed quiz will be counted as the lowest quiz grade. You will receive a grade of zero for any other missed quizzes. Make-up exams will be taken in the testing center. The exam must be completed by the next class meeting. (e.g., If the midterm exam is administered on October 23, the make-up must be taken by November 30).

Classroom Behavior

TCC is committed to maintaining a social and physical environment conducive to carrying out its education mission. Therefore, all members of the TCC community are expected to demonstrate standards for civility.

- Be moderate in speaking. Loud, obscene, argumentative, or threatening speech is disruptive to teaching and learning and is offensive to others. It has no place in an academic setting
- Resolve any disagreements in a positive, non-combative manner. Request the assistance of college authorities if needed.
- Show respect for the comfort of others in an educational setting by observing acceptable standards for personal cleanliness and dress.

Electronic Devices

Cell phones, pagers, and other communication devices are prohibited from use in classrooms, laboratories, and libraries, unless authorized by the appropriate faculty or staff. Although soundless communication devices such as cell phones and pagers are permissible in classrooms, college offices, and/or meeting rooms, they must not be answered during class.

Inclement Weather/Emergent Hazardous Conditions

Tidewater Community College uses TCC Alerts to immediately contact and inform faculty, staff and students of a major crisis or emergency. TCC Alerts delivers important emergency alerts, notifications, and updates via:

- Email (work, home, other)
- Text Message via Cell phone
- Pager

When an incident or emergency occurs, authorized senders will be instantly notified via TCC Alerts. TCC Alerts is a personal connection to real-time updates, instructions on where to go, what to do, or what not to do, who to contact, and other important information. New users may register via the link on the College's [Closings & Emergencies](https://www.tcc.edu/closings-emergencies) webpage (<https://www.tcc.edu/closings-emergencies>).

All students are encouraged to sign up for TCC Alerts as soon as possible. If you have already subscribed, please verify your contact information is up-to-date in TCC Alerts.

Disposition of Classes for Emergency Shutdown of the College

In the event of an emergency shutdown of the college, the president and her executive staff may elect to conclude the term in session if eighty-five percent or more of that term has been completed. If the term in session is concluded, faculty shall compute final grades of students based on coursework completed at that point.

Academic Policies & Procedures

Students are responsible for being aware of the policies, procedures, and student responsibilities contained within the current edition of the TCC Catalog and Student Handbook.

Withdrawal Policy

Students who wish to withdraw without academic penalty should contact a counselor to determine the appropriate procedure. Withdrawals through completion of 60 percent of a session will result in a W grade. After 60 percent of a session is completed, a withdrawal will result in a grade of F in a credit course or a grade of U in a developmental course, except under mitigating circumstances that must be documented by the instructor and approved by the academic dean. Dynamic session classes have unique refund and withdrawal dates. Contact a campus Enrollment Services Office for more information, or visit the Academic Calendar website (URL provided in Important Websites section).

A student who drops after the last day to withdraw does not receive a 'W'. He/she receives an 'F' in which case there is both an academic and financial penalty. A student who withdraws by the deadline faces a financial penalty, but not an academic penalty.

02/15/2019	Deadline to drop to tuition refund
04/08/2019	Deadline to withdraw without academic penalty and to receive a grade of W for the course

Academic Integrity

TCC will expect students to demonstrate personal and academic integrity, to be open to new ideas, and to share in a community where individuals from diverse backgrounds and cultures help one another grow intellectually, socially, and personally.

TCC expects students to achieve, not just to get by. And while many caring and talented faculty and staff are here to help, students must take responsibility for their own learning. Students should strive for a high level of academic performance and to be responsible, contributing citizens within the college and in outside communities. Above all, TCC wants students to develop a love of learning that will last a lifetime, along with a life-long interest in maintaining emotional and physical wellness.

Student Outcomes Assessment Requirement

Work products submitted by students to fulfill course requirements may be used by the college to evaluate its academic programs and general education requirements.

Plagiarism and Academic Misconduct

Academic misconduct includes, but is not limited to, the following actions: cheating on an examination or quiz—either giving or receiving information; copying information from another person for graded assignments; using unauthorized materials during tests; collaboration during examinations; buying, selling or stealing examinations; arranging a substitute for oneself during examinations; substituting for another person, or arranging such a substitution; plagiarism—the intentional or accidental presentation of another’s words or ideas; collusion with another person

or persons in submitting work for credit in class or lab, unless such collaboration is approved in advance by the instructor.

Faculty members who have reliable evidence of academic misconduct will (1) investigate the matter, and (2) review the facts of the matter and the proposed penalty with the appropriate academic dean. They may then take one or more of the following actions:

- Require the work to be accomplished again
- Give no credit for the test, paper, or exercise
- Assign a grade of **F**, **U**, or **W** for the course
- Refer the matter to the campus Dean for Student Services or designee for possible disciplinary sanction through the college's disciplinary procedure

If the faculty member chooses to refer the matter to the campus Dean for Student Services or designee for disposition, the Plenary Disciplinary Procedure shall be followed, and the student's dismissal from the college is a possibility.

Educational Accessibility

Students who have documented, diagnosed disabilities, and who need special accommodations for tests, etc., are advised to see the Educational Accessibility Disabilities Services staff in Student Services so that the instructor may be notified of what accommodations are appropriate in each case. Requests for accommodations should be made to the designated campus Educational Accessibility counselor at least 45 days before classes begin. Documentation must be provided to support the need for accommodations.

For assistance with disabilities, contact the campus Educational Accessibility Counselor/Provider or the Coordinator of Educational Accessibility Services: call 822-7752, visit Student Services/Development, or visit the Educational Accessibility webpage (URL provided in Important Websites section).

Emergency Procedures

In the event of a bomb threat, tornado, or fire, students and staff may be directed to evacuate the building or move to an internal assembly area within the building. Evacuation routes are posted in each classroom. The map indicates the route to the nearest exit. Students should review the map to make sure that the exit routes for the building are clearly understood. The information regarding locations of the Emergency Assembly Areas and Internal Assembly Areas for all classrooms or spaces used on the various campuses is available on the Crisis and Emergency Management Plan (CEMP) webpage (<https://web.tcc.edu/emergency/cemp.htm>). If you require assistance during an evacuation, let your instructor know at the end of the first class.

Student Success Resources

The following resources are available to TCC students. Visit the *Student Handbook* webpage for more information about student services and locations.

Library

A library is located at each TCC campus and at the Visual Arts Center. These libraries are intended for research and study, and they contain materials in print and digital format to support the courses, curricula, and mission of the college. The research materials include books, newspapers, magazines, journals, DVDs, streaming media and an extensive collection of indexes, abstracts and full-text databases. Faculty members may place materials on reserve in the libraries for their students. Visit the Library webpage for more information: <http://libguides.tcc.edu/LibraryPage>

Academic Support Services

Each campus provides various kinds of academic assistance. One-on-one tutoring, math and computer labs, and other forms of individual and group assistance may be available. Students can also find free help for writing, from short questions about commas and comma splices to a comprehensive review of research papers in progress, in the Writing Centers.

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Online Help Desk

Visit the following website for Blackboard support:

<https://web.tcc.edu/academics/learningtechnologies/support.html>

Important Websites

- College Website: <https://www.tcc.edu>
- Closings and Emergencies: <https://www.tcc.edu/closings-emergencies>
- Blackboard and Student E-mail: <https://tcc.my.vccs.edu>
- Educational Accessibility: <https://www.tcc.edu/student-services/personal-support/students-disabilities>
- Student Handbook: <https://www.tcc.edu/studenthandbook>
- TCC Catalog: <https://www.tcc.edu/academics/catalog/>
- Class Schedule: <https://m.sis.vccs.edu/index.php/app/catalog/classSearch?institution=TC295> (or log-in to SIS for current course offerings)
- Academic Calendar: <https://www.tcc.edu/academics/calendars/>
- For current financial aid information and assistance, visit <https://www.tcc.edu/paying-for-tcc/financial-aid/> or <https://studentaid.ed.gov/>
- Library: <https://www.tcc.edu/library>