

# Tohono O'odham Community College

## HIS 142 History of the United States II 1877- Present



### Course Information

Course Prefix/Number:  
**HIS 142 - I**

Credit Hours: 3 transferable to all universities

Course Title: **U.S. History 1I**

Room: Main Campus Main Building Room 23

Semester SPRING 2017 Class Days/Times:  
Tuesday-Thursday 2 pm - 3:15

### Instructor Information:

Laurie Morris-Harvey  
[lmorris@tocc.edu](mailto:lmorris@tocc.edu) cell 831.227.7036

Office location: Main Campus Library or Student  
Success Center. Meet by appointment

### Course Description:

A survey of history of the United States from 1877: Industrialization and Reconstruction to Present. An overview of the American Experience including all major developments in American History from the Pre Columbian roots to the Modern Era from the perspective of experiences of a variety of ethnic groups. Analysis of social, political, and intellectual historical phenomena and transformations found in American life seen through the events and stories of people in our history.

### Course Objectives:

**During this course students will** read, participate in class discussion as we connect the past to our present. Discover realities for indigenous and immigrant Americans historically through the decades.

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Pass timely written examinations: midterm and final consisting of short answer, essay and objective questions. Weekly application of the Cornell method of note taking is advised for passing class as well as lecture notes and /or completed writing exercises from textbook. Demonstrate in writing competency of actively describing and analyzing social, political, and intellectual historical phenomena found in text and other readings.; focus on transformations found in American life from the beginning to present.

Writings include essays, critical reviews and notes from the text and selected readings, movie reviews from historically accurate point of view and **a required research paper**. Films for review may include "Bury My Heart at Wounded Knee" "Ragtime" "Grapes of Wrath"; student may choose another historical movie or documentary to review within time frame of the course - after 1877. Please check for quality or appropriateness of film viewed out of class.

## **Himdag Cultural Component:**

**Students will describe their own personal history through their ethnic group(s) compare and contrast to American people encountered throughout the course which will include the Tohono O'odham historical experience and the state of well being of all Americans. The interrelated stories of all Americans throughout history emphasizes the *T-Pi:k Elida*. The respect Americans experience when all stories matter and all see our history together reflects the *I-We:mta*.**

**Texts and Materials:** *A People's History of the United States* by Howard Zinn  
Supplementary materials include Voices of a People's History of the United States, American Indian Tribal Governments by Sharon O'Brien, Indians of the United States by Angie Debo, selected readings and historical films: documentaries and fictionalized movie history.

**Grading: A= Achieving 90% of available points B=80% C=70% 60%=D**

**Active attendance 30%:** Quizzes. Documented weekly written reading responses to text and written lecture notes count as class participation and participation in class discussions. **5 absences limit participation grade to C**

**Tests 35%: Midterm March 2 and Final May 16:** Objective and essay

**Writing 35%. Two Essays: critical reviews. Notes from text or other readings, persuasive essay, movie review. Research Paper 10 pages 10 sources. Due April 20.**

**First Draft with Complete Bibliography. All late writings may only earn a C**

**Essay #1 Movie Review:** Write objectively a review of a movie from historically accurate point of view and use as a source for a required research paper. Films for review in class may include "Bury My heart at Wounded Knee" "Ragtime" "Little Big Man." Student may choose another historical movie depicting America **since 1877**. Good idea to chose a movie on research topic as source.

**200 Words Due March 23**

**Essay#2: *Modern America: Is it worth it?*** Write an essay persuading me, the reader, if the developments to modern America over the last 300 years are worth the pollution, alienation, general



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destruction of world existing before 1400 with new ideas, labor saving devices, electronics, structures and other modern items such as the computer, internet and cell phone. State overall thesis in the introduction, cite evidence in the the body and reinforce thesis as proven in the conclusion. 200 words

**Due April 7**

**Research Paper** must examine one issue in the American experiences since 1877: rise of industry and labor, military might, economic force contrasted to destruction of earth, pollution, loss of values and culture and rise of a wild world we live in; topic must be approved by instructor. Paper must include MLA citations, (or endnotes or footnotes if you choose) and required bibliography at the end. Within writing incorporate in your research and words race, gender and class as *transforming* historically in American history possibly as experienced personally and by ancestors of individual students facing or experiencing your particular issue or topic. Issue could be social, political, and/or cultural. Economics: American Indian Policies, race relations, mining, LGBT issues, rise of US military, American involvement in cold war “proxy wars”, environmental-pollution, energy problems and solutions, global warming, or select topics such as history of the auto or music industry, art history, medicinal or scientific developments, rise of movie/TV/recording industries, all in America reflecting the interest and background of the student. Students may include their personal or family’s experiences if applicable as a source compared and contrasted to other ethnic groups we study. Outline and bibliography due dates precede final due date for paper. Any form of plagiarism will receive no credit F for course. Submit to turnitin.com to assure use of proper citations of source.

**Goal at least 7 to 10 pages not including bibliography as separate page - 2,000 words limit.**

**PAPER Due April 20 for possible A. All late paper may only earn a C**

***Incomplete grade must be requested and approved ten days before semester ends.***

## **Course Outline:**

**Week One: January 17 and 19- *Examine the End of Reconstruction, Grant’s Peace Policy, Rise of Industry and Growth of Cities***

***Read text chapters and selected readings take notes using Cornell Method and or answer text questions. For Chapters 10-25 read and take notes every week.***

1. **Read, take Cornell Method notes and or answer text questions. Chapter 10** for reviewing the economic, gender and racial factors explaining class struggle and economic inequality in American history. Describe economic and social conditions for most Americans in 1877. Relate the rise of industry all over the nation with role of labor and unions demanding better working conditions; strikes and government response. Farmers Alliance and Populist

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Movement responds to land foreclosures by banks.

2. Review all previous chapters and note important historical details.
3. Mexican War pushes Spain out of North America in 1821 then leaves the west under Mexican, followed so after under American control by 1848. Explain conditions for American Indians and Mexicans under self rule and American rule.
4. The 1869 Intercontinental Railroad ends Cattle Drive Era. Fort Laramie Treaty 1868 promises but does not deliver peace on the Plains. Sioux Wars among many fights end in massacres. Surviving tribal members sent to reservations and Indian Territory with missionaries and teachers. Western expansion coast to coast with Homestead Act 1862 and Custer's defeat in 1876 marks intensified genocide with no more treaties. 1890 Wounded Knee massacre marks the end of all warfare. View "Little Big Man" or "Bury My Heart at Wounded Knee"
5. While Reconstruction restores the nation after the war; US Constitutional Amendments 13, 14 and 15 passed in 1865 still resonate today regarding inequality for all Americans. Civil Rights Act 1875 outlaws discrimination in public places. Rise of KKK violence, use of chain gang labor, laws passed and lynching against blacks in the South undo the progress of reconstruction...
6. Read Chapter 11. "Robber Barons and Rebels" Takes notes and /or answer questions.

Describe the role of Teddy Roosevelt, Booker T. Washington, W.E.B. Dubois, J.P. Morgan-RR, John D. Rockefeller-Oil, and Andrew Carnegie-Steel in the modern movement in the modern movement of 20<sup>th</sup> century. View "Ragtime" Analyze the rise of American movie industry as an outgrowth of vaudeville

## **Week Two January 24 and 26**

*Examine the Rise of Industry, American Imperialism and New Waves of Immigration.*

Read Chapter 12 "Empire and the People" take notes and or answer questions

Review Monroe Doctrine. President McKinley and the War with Spain, War in the Philippines. US gains overseas territory. Hawaii overtaken by big agro-Dole for sugar source.

## **Week Three January 31 and February 2** *Workers Unite: Socialism and Gilded Age of Capitalism* Read Ch. 13 "Socialist Challenge" take notes and or answer questions

## **Week Four February 7 and 9** *World War One, Rise of the US as a World Power*

Read Chapter 14 "War is the Health of the State" take notes and or answer questions.

## **#1 Essay: Historical Movie review. Due March 23**

## **Week Five February and 16 and 18** *World War One, Rise of the US as a World Power*

Read Chapter 14 "War is the Health of the State" take notes and or answer questions.

## **Research paper topic choice due: Basic outline, and three sources**



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**Week Six February 21 and 23** *Examine Post World War I "Boom to Bust" Roaring 20s,*  
Read Ch. 15 "Self Help for Hard Times" take notes and or answer questions.

**Week Seven and 3 January 31 Review Midterm March 2 Chapters 10-15**  
**Week Eight March 8 and 10** *The Great Depression 30s and World War 2 40s*

Read Ch. 15 "Self Help for Hard Times" take notes and or answer questions.  
Read Ch. 16 "A People's War" take notes and or answer questions.

**Week Nine *Spring Break March 6-10***

**Week Ten** *Postwar World War II reveals holocausts and later other realities of war*  
*Read Ch. 17 "Or Does it Explode" take notes and or answer questions.*

**Week Eleven** *Examine the Civil Rights Movement and the Vietnam War*  
Read Ch.18 "The Impossible Victory: Vietnam" take notes and or answer questions.

**Week Twelve April 4 and 6** *Examine Women's Movement*  
Read Ch. 19 "Surprises" take notes and or answer questions.

**Essay #2 "Modern World: Was it worth it?"** Examination of American modern  
advancements: rise of industry and labor movement, modern war and imperialism, urban life, inventions,  
pollution, changing values, gender equality. 20% of writing requirement. **Due April 7**

**Week Thirteen April 11 and 13** *Watergate and Nixon Times*  
Read Ch. 20 "The Seventies: Under Control?" take notes and or answer questions.

**Week Fourteen April 18 and 20** *Reagan, Carter and Bush*  
Read Ch. 21 "Carter-Reagan-Bush: The Bipartisan Consensus" take notes and or answer questions  
Read Ch 22 "The Unreported Resistance" Read and take notes.

**Examine one modern social, political, cultural, or economic issue that transformed  
throughout history, examined through multiple points of view with cited references  
and bibliography.**

**Research Paper Due April 21. Turn in by deadline to [turnitin.com](https://turnitin.com) for full grade**

**Week Fifteen April 26 and 28**

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Ch. 23 “The Coming Revolt of the Guards” take notes and or answer questions

Read and Ch 24 “The Clinton Presidency” take notes and or answer questions

**Week Sixteen** Ch 25 “ The 2000 Election and the War on Terrorism” Read take notes and or answer questions. Discuss current times in terms of historical relevance.

**Present Research Paper to the Class May 2 or 4**

**Week Seventeen May 9 and 11 Present Research Paper. Review for Final.**

**Final cumulative objective test May 16**

## **Policies and expectations:**

Attendance every Tuesday and Thursday 3:00 – 4:15 at TOCC site, Classroom 1. TOCC policy determines loss of credit for excessive unexcused absences. C highest grade if absent 5 times. Attending every class helps assure achieving a passing grade if actively participating. Expectations include textbook reading Chapters 11-25, and supplementary readings, participation in class discussion connecting the past to our present realities for indigenous and immigrant Americans, timely written examinations: short answer and objective tests, writing exercises from textbook demonstrating competency of actively analyzing and describing social, political, and intellectual historical phenomena found in American life, in writing. Writings include essays, critical reviews of the text and selected readings, movie review from historically accurate point of view and a required research paper. Films for possible review may include “Ragtime” “Bury My Heart at Wounded Knee” “Little Big Man” and “Grapes of Wrath.”

**Research Paper** 2,000 word minimum (cover page, seven page 12’ font and bibliography) must examine an issue or development in the American experience from times studied, 1877 to 2000; experiences compared and contrasted to other ethnic groups we study, including one’s own. Our TOCC library focuses on Native American issues. Include citations, bibliography, topic approved by instructor. In writing incorporate race, gender and class as transforming historically in American history possibly as experienced personally and by ancestors of individual students.

**Due April 21 Submit submit to turnitin.com to teacher electronically and hard copy in class (late papers may only earn C)**

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**DISCLAIMER:** This syllabus is designed to evolve and change throughout the semester based on class progress and interests. You will be notified of any changes as they occur. Please ask if any accommodations may be necessary, adhering to American with Disabilities Act